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The Influence of EFL Students' Self-Esteem on their Speaking Skill

Case study: Third Year LMD Students

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Dedication

To the dearest people to my heart, my beloved mother whose love makes me stronger

To the best father for his support

To my wonderful sisters KHADIDJA and SAADA and to their husbands KADI and MIMOU and to their children

To all my brothers ABDELKADER, AMAR, CHAABANE, and MILOUD

To all my friends with whom I shared great moments at the University of Mostaganem

To all my teachers without exception

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Abstract

This study is designed to investigate the relationship between students' self-esteem and their speaking proficiency. Moreover, the research attempts at looking on how self-esteem may affect the students' performance in classroom. In addition, it casts light on whether students who have a high level of self-esteem can lead to better performance. Furthermore, the research explores the teachers' role in promoting and developing students' speaking skill, and also raising their awareness about the importance of self-esteem in the success of students' speaking skill. Through this research, hypotheses suggest that there is a significant relationship between speaking and self-esteem. Besides, the students' performance in speaking can be affected by self-esteem. Moreover, the more students of third year English have a high level of self-esteem, the more they will be able to trust in their own abilities which in turn increase their level of speaking the foreign language. Furthermore, the students' self-esteem in the classroom can be affected by the teachers' attitudes which in turn decrease or increase their productivity. In order to verify these aforementioned hypotheses, third year students have been chosen as a sample. The study is mainly based on two tools: qualitative (descriptive) interview directed to EFL teachers of oral expression module at the department of English at Abdelhamid Ibn Badis University in Mostaganem, in addition to a quantitative questionnaire as a second tool addressed to third year LMD students to collect the various point of views concerning the topic.

Keywords:

- Speaking skill   - Performance   - Productivity

- Self-esteem   - Teachers' role   - EFL

List of Figures

List of Tables

Table of contents

Chapter one: Literature Review

Part One: The Speaking Skill

Part Two: The Affective Factors and Self-Esteem

Chapter Two: Methodology

Chapter Three: Findings and Data Analyses

General Introduction

Speaking is an extremely important means of communication. Due to such skill, students may interact, express ideas, thoughts and ask questions. But, because of some affective factors, this process is sometimes less achieved than expected. One of the factors leading to such result is self-esteem. The latter is a key element that may prevent students from practising their speaking in English class and affect their progress, since it is a vital variant that promotes either failure or success in language learning.

Therefore, this study intends to investigate the impact of the psychological factor, namely self-esteem, and how it plays a crucial role in developing the capacities of learners in terms of speaking skill. It also aims to sensitize the students about the importance of self-esteem to achieve certain goals they want to reach, and to raise teachers' awareness towards the influence of psychological factors on the success of the students' speaking skill. For that, the following questions are raised:

1- Is there a significant relationship between the speaking skill and self-esteem? If so, does self-esteem affect the learners' performance in the speaking productivity?
2- Does high self-esteem lead to a better performance?
3- Do teachers' attitudes affect students' self-esteem in the classroom?

Based on these questions, the following hypotheses are formulated:

1- There is a relationship between the speaking skill and self-esteem for if learners of English trust themselves and believe in their own capacities, they will be more successful speakers and they can enhance their performance.
2- Learners who possess high self-esteem perform better in oral sessions than those with low self-esteem.
3- Teachers' attitude has a great impact on the students' self-esteem.

The present study relies on the descriptive method because one wants to describe the relation between the speaking skill and self-esteem. The data is collected via two main research instruments: students' questionnaire and teachers' interview. The latter is directed to EFL teachers of oral expression module at Abdelhamid Ibn Badis University of Mostaganem. In order

to get their point of views concerning the role of self-esteem in enhancing the students' speaking performance. The former on the other hand is addressed to third year LMD students at the same university, in order to collect various point of views concerning the influence of self-esteem on the speaking skill.

This dissertation consists of three chapters. The first chapter is the literature review which deals with the two variables; the first part is devoted to the speaking skill, including definition of the speaking skill with its characteristics, the need to communicate. Moreover, this part highlights the speaking and listening connections. Also, it tackles the speaking correction and feedback. Finally, this part casts light on the role of the teacher in developing the students' speaking skill. The second part is devoted to self-esteem in particular and represents the definition of motivation with mentioning its types. Also, it discusses the concept of self-esteem with its types, its levels, and its importance.

The second chapter deals with research methodology. Its tackles the tools used in order to collect data. It includes the teachers' interview and the students' questionnaire. Furthermore, it represents the administration of the interview and the questionnaire. Besides, the population and sampling are highlighted. Finally, it shows the result of teachers' interview and the students' questionnaire.

The third and last chapter is the practical side. It deals with the analysis of responses and discussion of the results collected through the teachers' interview and the students' questionnaire. Also, it provides recommendations and pedagogical implication for both teachers and students.

Introduction

Speaking is considered as one of the most important skills among foreign language learners by which one can evaluate a learner's effective ability to use the language and regard them as proficient in that language. However, learning speaking skills is very challenging for students in foreign language contexts. Luoma (2004: ix) argues that mastering a foreign language in terms of speaking adequacy is not an easy task and it consumes much time, too. Therefore, in this chapter one will shed light on some sides of the speaking skill, including definition of the speaking skill with its characteristics, the need to communicate. Also, this chapter highlights the listening and speaking connections. Furthermore, it casts light on the speaking correction and feedback. Finally, this chapter tackles the role of teacher in developing the student's speaking as he is one of the elements that contribute in improving learning interest and ability to speak in class.

1. **Definition of Speaking**

Oxford dictionary states that speaking is the ability of using language (2003: 426). Bailey and Savage as cited in Celce-Murcia (2001:103) define speaking as an 'Activity requiring the integration of many subsystems … all these factors combine to make speaking a second or foreign language a formidable task for language learners … yet for many people, speaking is seen as the central skill'. That is to say, the synthesis of numerous subordinate systems is highly required in speaking, as it is an activity of integrating all these aspects to make speaking a subordinate and foreign language as a task which intimidates language learners and holds back their ability in developing their skills, however, for many other people speaking is viewed as a skill which is substantially important. Chaney (1998: 13) states that speaking is a combination of creating and exchanging meaning in interactions through using oral transmittance or visual gestures in various contexts in which all meant to be expressed in spoken words. Thornbury (2005:1) defined speaking as 'A part of daily life that we take it for granted. In other word, the average person produces tens of thousands of words a day'. From this quote we understand that people interact with each other through utterance of words, that is speaking which is a vital part of people's daily life. What is crucial is the amount of words produced throughout the day which is a great number, teaching thousands of words; however, people do not really pay attention to the value of something like that.

2. The Need to Communicate

Students should have a reason to speak and feel that the other people need to hear them and that they are conveying an important message that the other people do not know or something that other people like to hear. This is usually mentioned as the communicative element. Hence the teacher should select a variety of interesting topics to attract student's attention. (Pollard, 2008: 37). Therefore, students when they communicate and have not mastered the language, usually they have communication problems. For that, they use various ways to succeed in the communication process. In other words, they use communicative strategies.

2.1. Definition of Communicative Strategies

Learning strategies are methods used by the learner to help the acquisition, storage, recuperation and information. They are particular actions to make learning at ease, faster, more pleasant, more autonomous, more effective and more transferable to new situations. Rebecca. L. Oxford,p, 116 cited in Ronald Carter &David Nunan 2001).

2.2. Types of communicative strategies

According to Bygate (1987:42), communicative strategies include:

2.2.1. Achievement Strategies

In achievement strategy, the learner will attempt to adjust for his/her language gap by improvising a replacement. This involves trying to find a way of conveying the message by using different kinds of analogy. In other word, achievement strategies are ways of communicating an idea when the speaker lacks the normal words or structures.

a. Guessing Strategies

There are several kinds of guessing strategy the speaker uses in order to probes for a word which he does not know or is not sure of .The speaker invents new words in the foreign

language which do not exist on the basis of his knowledge about the foreign language. For example: air ball for balloon.

b. Paraphrasing Strategies

This strategy is used to find out information about foreign language vocabulary that can replace the missing words or phrases in which they express its intended meaning. For instance, foreign language learner says ''my mother's brother'' instead of ''my uncle'' because he does not know the word uncle he replaces it by a phrase in which he keeps the same meaning.

c. Co-operative Strategies

Co-operative strategies are used when the speaker gets help. They are by both the speaker and listener in which the speaker asks for a word, asking for a translation from his mother tongue to the target language. Besides, providing syntactic frame in order to obtain the word he want from the listener.

2.2.2. Reduction Strategies

According to Bygate (1987: 47), reduction strategies are strategies that involve the speaker to reduce his 'communication objectives'.

a. Avoidance Strategies

Avoidance strategies are used by foreign language learners, when they cannot find words and expressions about the topic they are talking about due to their luck of vocabulary. So, either they refrain from talking about this topic and keep silent, or they abandon this topic and go on to another topic they can manage.

3. Speech characteristics

For effective speaking performance of the foreign language, students should be able to master the language with a high level of fluency and accuracy.

3.1. Speaking Fluency vs. Speaking Accuracy

Both accuracy and fluency in speaking are essential for language learners. Speaking fluency means the ability to communicate with people effectively, while speaking accuracy is the ability to choose the right words or sentences in a given situation. In language classroom, speaking fluency activities require students to practice several conversations; however, those which focus on accuracy require them to use correct vocabulary and grammar in dialogue. According to Kathleen (2005: 55) being accurate in speaking for students is defined by what falls within the sphere of what people of that native language actually say, while fluency is the ability to speak freely and confidentially without stuttering, or any difficulties in expressing something. She stated that teachers should get students to develop these aspects of speaking, and that they cannot achieve this with constant interruptions to their student's mistake. Teachers should provide students with fluency-building practice and be aware that student's mistakes are not forbidden because they are natural part in new language learning.

4. Listening and Speaking Connections

Learners should know that the speaking and listening skills are interrelated skills and they play a major role in meaningful communication, as put by Harmer (2007: 265) being a good listener and a good speaker is vital when having a conversation with someone otherwise we cannot complete the conversation. Furthermore, Thornbury (2005:118) mentioned that speaking cannot exist in isolation of other language skills because of a very few speech events in the real world exist independently from other skills. And of course speaking always assumes a listener since listening deals with the listener's ability to understand the speaker's speech meaning''. That is to say speaking do not work in separation, it need the other skills to complete it. Therefore, speaking requires to be practiced in relation with the listening skill since a speaker needs a listener to comprehend his meaning.

5. Speaking Correction and Feedback

Thornbury (2005: 91) argues that it is quite confusing sometimes when it comes to the method used in giving learners feedback on the errors they made, in a position where all their concentration is put towards the content of what they are saying and not the way they are saying it. Correcting learners while they are fully focused will interrupt their flow of ideas and deprive

them from the independency,which is needed in the first place. When the teacher is frequently seeking to help learners to boost their performances by providing them with unfamiliar words or correcting their mistakes, then this can hardly be of any assist to them, and would rather slow the process of learning, which eventually may cause the learners to stay away from the core essence of their attention that would result an adverse effect. However, many teachers feel the urge to correct errors regardless of the nature of activity, even in fluency activities, because they believe that concentrating on the formal accuracy will benefit learners in the future, therefore it is crucial to actuate such a focus in the most effective way possible to elevate the sense of being in control for the speaker. In the excerpt beneath, the teacher's connections are inconspicuous, and these are chosen by the learners without truly losing fluency.

For Rivers (1968: 204), the teacher should listen carefully to his students while they are speaking, and should not interrupt them by correcting every mistake they make, because it discourages and prevents them from speaking freely. Also, it leads them to feel that they are unable to speak the foreign language correctly. In addition to this, correcting students' mistakes makes them lose their train of thoughts.

According to Lindsay and knight (2006: 68), teachers should encourage their students and acknowledge them about their mistakes, because this can make others misunderstand them. But it is also too hard for the teacher to know the appropriate time in which he should correct the students' mistakes. Whether he corrects them at the same time when they make mistake or let them free until the end of the activity. When the teacher corrects the student's mistake at the same time, the student can correct it and use it for the rest of the activity. However, this can cause the student embarrassment, and makes him demotivated and loses communication.

6. The Role of the Teacher in Developing Students' Speaking

Effective teacher plays a number of various roles in the classroom in order to help his students and make them speak fluently; teachers need to play three important roles in particular, as Harmer (2001: 275-276) suggested:

6.1. Prompter

When students get lost, lose their train of thoughts and cannot find the appropriate words that express their ideas because of their lack of vocabulary, the teacher either lets them attempt to speak on their own, or he prompts them in which he helps them slightly and discreetly without preventing the discussion from continuing operating in a normal way. This helps the student to stop feeling that they are 'frustrated'.

6.2. Participants

The role of a teacher is not always to offer feedback and correct mistakes, but the teacher should sometimes join his students in the activity not as a teacher, but as participant. For instance, he can joint hem in role play and acts like the other students without making himself or his students feel that he is a teacher, and this can have many advantages. First, the teacher can enliven things from the inside instead of organizing, prompting and guiding from outside. Second, it is more enjoyable for both the teacher and students, because students find pleasure in doing the activity when teacher joins them. At the same time, the teacher finds it more enjoyable than acting as resource. However, this can be as danger, because the teacher is more able to speak the language than students which makes him take all the attention.

6.3. Feedback Provider

It is difficult for the teacher to know how and when he should give feedback in speaking activities, because over-correction can inhibit them and prevent the communication from going on. But at the same time gentle correction may get the student to difficult misunderstanding and hesitation. So, it depends on the quantity of the feedback the teacher gives in specific situation.

Conclusion

From what we have stated in this chapter, we conclude that speaking is the most important skills in the process of learning foreign languages, but at the same time it is the most challenging task that requires great effort and determination not only from learners, but also from the teacher. The latter plays an important role in his learners' speaking success because it contributes in many sides in their learning route.

Introduction

Usually foreign language professions and teachers put all their attention on the investigation of the pedagogical rules and the different methods to facilitate both learning and teaching. On the other hand, they neglect or put a little attention on the psychological side of their students. However, student's personality plays an important role in learning and achieving success in foreign languages, especially in the speaking skill.

In this chapter one will deal with the affective factors introducing, motivation, self-esteem, and we shed light on its importance in the learning process. In addition to this we shed some light on types and levels of self-esteem.

1. Affective Factors in Language Learning

Based on Brown (2000: 143) the affective domain refers to emotions and feelings. However, this domain is not easily to be scientifically described because many variables are implied in considering the emotional side of human behaviour in the second language learning. (ibid,2000). In this context, Brown (2000:144) adds that affective factors have a relation with second language acquisition 'Understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition'.

1.1.Motivation

Motivation is a basic element for all foreign language learners to success as Harmer (2001: 51) states, motivation is very important and necessary in the learning process, because in order to succeed in particular task we need an inside or outside push to do it.

1.1.1. Definition of Motivation

Dornyei (2001: 3) points out that the word motivation derives from the Latin verb movere meaning to move. Hence, motivation is kind of inside push which makes someone to do things in order to accomplish something. Harmer (2000: 51). Accordingly, Lee (2005: 330) defines motivation as being behind behaviour and stipulates clarification for why people do things.

According to Gardner (1985) cited in Dornyei (2001: 41) motivation is an intellectual process that connects together the effort, wish and task enjoyment.

1.2.Types of Motivation

The types of motivation can be summarised as follows:

1.2.1. Extrinsic Motivation

According to Harmer (2001: 51), extrinsic motivation is caused by external factors, for instance the requirement to pass an exam or the desire of getting reward. Brown (2000: 164) states that extrinsic motivation occurs outside individuals, for external reasons such as: high grades, praise, money and positive feedback in general. Therefore, extrinsic motivation plays an important role in affecting students' behaviours in the classroom. Thus, many teachers state clearly the importance of consistently using rewards in order to motivate students go further in the process of learning a foreign language with interest, challenge, and love.

1.2.2. Intrinsic Motivation

Intrinsic motivation occurs when the learners are engaged in doing activities for their own without any external push and without waiting for any outside reward. As Harmer (2001: 51) states that intrinsic motivation comes from the individual himself because this person is enjoying the learning process in order to make himself feel better.

Many scholars agree that there is a natural curiosity which comes from the inside of the learner. Therefore, if the learner has this curiosity which comes from the interest, he will feel motivated and be able to learn. Lee (2005:332) argues that ''an intrinsic motivation approach assumes that people have a natural tendency to seek experiences that increase their competence, elicit curiosity, and promote autonomy''. When learners are intrinsic motivated, they will not need of rewards to enhance their level of motivation. People are usually engaged in the activities without any outside environment (Ibid, 2005).

2. Self-esteem

2.1.Definition of Self-esteem

Coopersmith (1997, pp: 4-5) as cited in Brown (2000) argues that self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards

themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviour. (ibid). Branden (1994: 27) defined self-esteem as one's evaluation about the self as competent to manage with the basic difficulties and admiral emotion of enjoyment. Williams James 1890 as cited in Zeigler (2013: 2) states that self-esteem refers to one's evaluation about ourselves and own abilities and to which extent we like and believe that we are competent.

2.2.The Importance of Self-esteem

Self-esteem is considered as an essential affective factor in the learning process. Learners' feelings of self-esteem can have a great influence on their academic achievement. Brown (2000:145) considers that self-esteem is probably the most pervasive aspect of human behaviour. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity. Furthermore, Dornyei emphasized 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: you can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to bloom as learners''. (2001,p.120). That is to say when a person has low levels of confidence and self-esteem flourishing in terms of learning and speaking abilities would be almost impossible even if the content in hand is rich because they are the groundwork for developing on so many levels.

According to Larsen and Buss (2008: 480), it is important for people to enhance and protect their self-esteem because they believe that it is connected with all the good things in life. So teachers should focus more on developing students' self-esteem because it is very important.

2.3.Types of Self-esteem

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

2.3.1. High Self-esteem

People with high self-esteem have a positive attitude about themselves. They are self-confident, risk-takers, and they believe in their capacities to achieve higher positions (Salkind, 2008: 895). According to Baumeister (1993: 41) people with high self-esteem are those who give an endorsement and say very positive statement about themselves. They are brilliant in various aspects, concentrate on their outstanding qualities and take attention to themselves. Larsen and Buss (2008: 473) affirm that high self-esteem persons, failure feedback never make them give up, but it encourage them to work hard as they did in the first time.

2.3.2. Low Self-esteem

According to Branden (1985: 3) 'the biggest barrier to success is not lack of ability and talent but, it is lack of self-esteem'. Low self-esteem may have an impact on various aspect of students' life.Students with low self-esteem have a negative attitude about themselves, they consider themselves incompetent, useless and without value. They are non-risk-takers, focusing on avoiding their bad qualities, avoid strategic ploys and averse to take attention to themselves, they have uncertain and confused self-concept. Baumeister (1993: 40).

Larsen and Buss (2008: 473) affirm that if persons with low self-esteem are asked to engage in a particular task they have already failed in doing it they will never work hard in doing it as they did in the first time, because negative feedback discourages them and makes them easily give up.

3. Levels of Self-esteem

Based on Brown (2000, pp: 145-146) self-esteem can be divided into three levels:

3.1. Global Self-esteem

It is a consideration of one's own value across both time and various situations. It represents general assessment a person makes about himself.

3.2.Situational Self-esteem

Brown defines situational self-esteem refers to one's judgment and assessment in a specific life situation. In other way, it refers to abilities in specific situation such as foreign language context'.

3.3.Task Self-esteem

Task self-esteem refers to specific tasks in particular incident. It might appropriately refer to one's evaluation of a particular aspect of the process: speaking, writing, a particular class in a second language or even a special kind of classroom exercise. In our case, task self-esteem refers to English speaking performance.

Conclusion

Through this chapter an attempt was made to shed some light on the importance of the affective sides of students. Among these affective sides we have chosen self-esteem factor. One tried to see its impact on the process of learning foreign languages, by explaining and defining the factor with its major concepts. Self-esteem is a very important element in the processes of learning foreign languages. Thus, the more self-esteem the student has the more he or she will perform better in English.

Chapter Two: The Methodology

Introduction

      This chapter mainly deals with the methodology used in this research. Its represents the tools used in our study which are the teachers' interview and the students' questionnaire with mentioning the population and sampling. In addition, this chapter employs the description of both teachers' interview and students' questionnaire with mentioning the results.

Research methodology:

      In this research, the following methodology has been adopted.

Research Tools

      In order to reach our objectives, this study based on qualitative (descriptive) interview which is directed to EFL teachers of oral expression module, since they experienced the assessment of students' speaking in order to obtain their points of view concerning the influence of EFL students' self-esteem on their speaking. Moreover, we opted the quantitative questionnaire as a second tool which aimed to collect the various points of view concerning our topic. It was directed to third year LMD students at the department of foreign languages at Abdelhamid Ibn Badis University of Mostaganem.

Population and Sampling

The Teachers

      Our population is constituted from (8) teachers at the university of Mostaganem who have been teaching oral expression for many years. The main reason behind this choice is to benefit from their experience and take their opinions about the influence of self-esteem on students' speaking skill.

The students

      Our questionnaire is directed to (25) third year LMD students (male and female) in the department of foreign languages at the University of Mostaganem. The purpose behind selecting third year English students is that we supposed that third year students are able to speak English quite well since they learned the grammar rules and possess a satisfactory package of vocabulary during their first and second years. Indeed, they have more experience with oral expression and the difficulties which face them when they speak English.

The Teachers' Interview

Administration of the interview

In order to have concrete facts about the influence of EFL students' self-esteem on the speaking skill, we directed this interview in order to collect qualitative data. The teachers' interview was administrated to eight (8) teachers of oral expression module at the department of foreign languages at Abdelhamid Ibn Badis Univesity of Mostaganem, since they are more exposed to the students' speaking performance and they are the most knowledgeable teachers about the psychological problems that students face and prevent them from speaking. Because the lack of time and most teachers do not have sufficient time we attempted to submit our interview in a written form instead of discourse way.

Description of the interview

The teachers' interview consists of 10 close-ended questions and one open-ended question. All the questions were the same for all the 8 teachers. It deals with the main psychological problems that students mostly face, in particular self-esteem and its effects on speaking performance. The last question devoted to the teachers in order to give their different suggestions concerning our topic.

Results of the interview

The teachers' responses were helpful for us. The questions are meant to find more data that we could not observe, for example, the teachers' attitudes towards the requirement of self-esteem on speaking performance. Their answers were as follow:

Teachers' Interview

Question 1: Is it your choice to teach oral expression module?

The first question was directed to oral expression teacher in order to know whether it was their choice to teach oral expression module or not. For that reason, we take a stab at ask this question. Most of the targeted teachers declared that was their choice. However, one interviewee claimed that it was not her choice. We observed from their answers that they adore oral expression module and they like and enjoy teaching it.

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

By this question we wanted to deduce the teachers' attitudes towards the targeted module. The entire eight (8) interviewees assent that oral expression module is a difficult module to teach. All the teachers claimed that oral expression module entails various intentions by the teacher. For example, one teacher claimed that they have to consider the elements to teach and the level of students. Also, they do not have a specific program to follow. Another interviewee stated that oral expression is difficult because it needs a lot of preparation. Besides, it needs to vary activities, fear of getting student bored. Another said that it is not easy and too hard to teach this module because it includes many competences to be taught at the same time. So, all the answers confirmed that oral expression is a very difficult module because it requires lot of effort and work from the teacher.

Question 3: In your opinion, what is the main obstacle that the students mostly face in oral expressions and prevents them from speaking?

By this question we intended to know the reasons that prevent students from participation during oral classes. Almost teachers assert that low self-esteem, anxiety and shyness are regarded the most obstacles and causes for the avoidance of participation. For instance, one teacher declared that the major reason of that is the lack of confidence. Another teacher mentioned that their avoidance of participation could be because of: 1- anxiety 2- fear of peer evaluation 3- shy 4- lack of competence 5- lack of vocabulary 6- the class is overcrowded 7- they might be uninterested in the topics themselves.

Question 4: In your point of view, which psychological factor has more influence on students' speaking performance?

By asking this question we want to highlight which psychological factor has more influence on students' speaking performance. Almost teachers announced that anxiety and self-esteem are the two major factors which hinder and prevent students from speaking. One interviewee stated that self-esteem plays a crucial role in students' speaking performance because if learners feel proud and enjoy when they speak, their self-esteem will become higher which will help them to improve their speaking performance. Another teacher declared that learners have to know that if they do not have a positive feeling towards themselves and they do not trust their abilities this can influence their speaking performance. Finally we conclude that the lack of self-esteem makes learners think that they are not competent to speak the language

and if they make any mistake, their teacher will consider them as poor English learners and that can influence their speaking process.

Question 5: Do you think that the students cannot speak effectively in the absence of self-esteem?

By this question we wanted to elicit if the teachers are aware of the necessity of the self-esteem for effective speaking. All the eight (8) teachers affirmed and explicit their agreement of the importance of self-esteem. One interviewee set some reasons behinds its importance, she declared that the self-esteem is so important for many reasons: 1- it makes the student more ambitious in experience things. 2- It increases the students' productivity, better interactions and achieving higher goals. 3-it makes the student motivated and persistent to succeed, i.e. they will become more self-confidence.

Question 6: Do you think that self-esteem can influence students' speaking performance? Please explain how?

By this question we wanted to know if the self-esteem can impact the students' speaking performance. All the interviewees agree that self-esteem influence the students speaking performance. They provided us with different opinions on how self-esteem can influence speaking performance. For instance, one interviewee affirmed that healthy self-esteem students' can express themselves freely and fluently, and they communicate their ideas confidentially. Another teacher said that student who has self-esteem will have the courage to interact in class. However, one teacher emphasized that self-esteem is a crucial factor when it comes to speaking, but also linguistic package is remained.

Question 7: How do you recognize that your students are not successful speakers because they have low self-esteem? How do you react to this type of behaviour?

It is known that lack of self-esteem hinders students from speaking. By this question, we intended to know how teachers recognize that their students lack self-esteem and how do they react to this type of behaviour. Each teacher gave different indicators that seemed on their students. For example, one interviewee declared that they tend not to participate, some may be aggressive. Others go red. He précised that he try to make them feel confident by supporting them. Another teacher said that student who lack self-esteem do not interact in class, keep silent along the whole session, when they have to replay, they reply in very low voice. He declared that

he always push them. Another interviewee stated that they are very shy and prefer to seat at the back. He put them in front of others.

Question 8: Do you use positive or negative feedback to correct your students? Which one do you find more effective?

By this question, we attempted to know what kind of feedback the teacher provides his students with. All the teachers affirmed that they used the positive one since positive feedback can create high confidence. One interviewee declared that he used recast, i.e. correct them indirectly. Another stated that he use constructive feedback to stimulate the students. Finally, we conclude that positive feedback is more beneficial and it is the most effective one.

Question 9: Do you think that high self-esteem enhances students' speaking performance?

The aim of this question is to know whether teachers believe that high self-esteem has a powerful effect on effective speaking achievement. When we ask this question to the EFL teachers all of their answers were positive. For example, one interviewee said that high feeling of self-esteem affects the students' academic speaking skill because they can perform better than those who have low self-esteem. Another teacher claimed that they can express themselves freely without hesitation, make confidence at themselves, and they do not care if they do mistakes by contrast to those who lack self-confidence. Teachers' answers revealed that students who possess high self-esteem help them towards effective speaking and successful performance.

Question 10: How could you as oral expression teacher help your students in developing their self-esteem?

The teacher is the key of successful foreign language learners because he has a great impact on their performance. By this question we wanted to know how the teacher can foster his students' self-esteem. All the eight (8) teachers provided us with some suggestions. For instance, the interviewed teacher said that he makes everyone interact so that they would feel no difference with others. Another mentioned that he encourages them and use motivating words. Two others stated that they supporting them to speak in groups. Besides, two interviewed teachers said that they always providing them with positive feedback even when they do a lot of mistakes. Thus, the answers confirmed that the teacher position in promotes students' self-esteem is pivotal and fruitful for better accomplishment.

Question 11: Is there any idea we have not discussed you want to add?

Since the teachers' opinions and ideas are so crucial for us, we added this question in order to provide us with more opinions concerning our study. There are six (6) teachers have answered this question. For example, one interviewee stated that there are a lot of factors which influence the learners' when presenting orally. The teacher has to take them into account. In addition, another teacher mentioned, by encourage teachers to design a special syllabus. Also, suggest special courses where all students take part such as "plays". Also, make syllabus about how can the teacher deals with those students lack of self-esteem and lack confidence.

Students' Questionnaire

Administration of the Questionnaire

The students' questionnaire was administrated to (25) third year EFL students at the department of foreign language at Abdelhamid Ibn Badis University of Mostaganem. It took nearly 15 to 20 minute of their time to respond.

Description of the Questionnaire

The students' questionnaire consists of (13) multiple choice questions. They are divided into two sections:

Section one: general information (Q1-Q2) is to see the students' level in English, and also to see if the English language is difficult or easy to speak.

Section two: the speaking skill and self-esteem (Q3-Q13), these questions deal with students speaking skill and their self-esteem. They aim to see the students' belief in their abilities to speak English, if they avoid speaking in the class and the reasons behind avoidance speaking. Moreover, to check students' self-esteem.

Results of the Questionnaire

Section one: General information
1/-How is your level in English?

Students here are asked to describe their level in English language. Thus, the aim of this question is to know the students' beliefs about their level.

Choices	Number	Percentage
Good	11	44%
Intermediate	08	32%
Average	06	24%
Weak	00	00%
Total	25	100%

Table 1: Students' opinion in their level
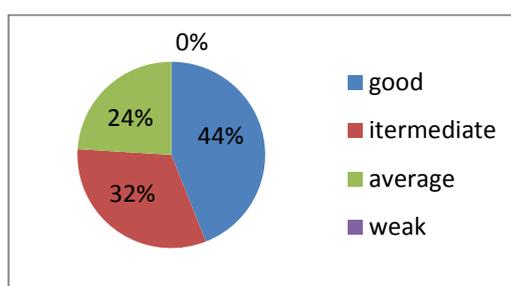
Figure 1: Students' level in English

None of students (0%) stated that he is weak in English. (24%) of students stated that they get the average, whereas (32%) of students affirmed that they are intermediate. However, we have (44%) of students who assumed that they are good in English. From those results we can say that the general level of students in English is adequate and acceptable.

2/- Do you consider speaking English a difficult task?

This question aims to know whether students regard speaking English a difficult task.

Choices	Number	Percentage
Yes	04	16%
No	11	44%
To some extent	10	40%
To a great extent	0	0%
Total	25	100%

Table 2: Students' estimations of speaking difficulties
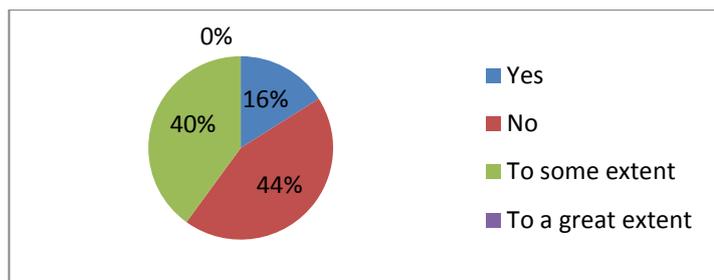
Figure 2: Frequency of students' speaking difficulties

Results show that the majority of third year students (44%) argued that speaking in English is not a difficult task. However, (40%) affirmed that speaking in English is difficult for them to some extent. Only (16%) agree that speaking in English is a hard task.

We can notice here that students enjoy speaking in English and they do not consider it as a difficult task. But at the same time there is who regard it hard for them to speak in English.

Section two: The speaking and self-esteem questions
3/- Do you consider yourself as a good speaker?

The aim of this question is to know whether students are self-confident or not, i.e. if they trust their own abilities or not.

| Choices	Number	Percentage
Yes	09	36%
No	06	24%
To some extent	08	32%
To a great extent	02	08%
Total	25	100%

Table 3: Students' attitude toward speaking
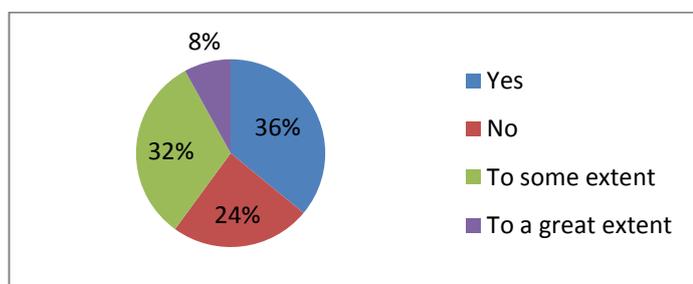
Figure 3: Students' ability to speak English

The result appear in the circle above show that the majority of students (36%) esteem them self as a good speaker. Whereas, (32%) of students point out that they are good speakers to some extent, while (24%) demonstrated that they do not consider themselves as good speakers. Only (8%) of students stated that they are good speakers to a great extent.

Here we can notice that students who consider themselves as good speakers believe in their abilities and that they can speak English.

4/- Do you avoid speaking in oral classes?

The aim behind asking this question is to know whether there are learners avoid practicing speaking during oral classes.

Choices	Number	Percentage
Yes	08	32%
No	09	36%
Sometimes	05	20%
Often	03	12%
Total	25	100%

Table 4: Students' participation in oral classes
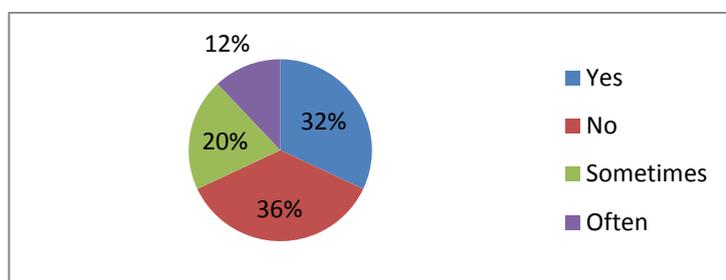
Figure 4: Students' avoidance to speak in oral classes

What is noticeable from the circle above figure (4) is that the majority third year students (36%) do not avoid speaking, while (32%) declared that they avoid speaking in oral classes. However, (20%) of students stated that they sometimes keep silent. Whereas (12%) argued that they often keep silent.

The second part of the question (4) is made up of some suggestions to those students who said that they avoid speaking in order to see the principle reason behind this silence. By this question we want to know the kind of the problems that the students usually face and prevent them to speak, whether they are psychological or linguistically.

Choices	Number	Percentage
You are afraid of making mistakes	05	20%
Fear of teachers' negative feedback	02	08%
Lack of self-esteem	10	40%
Other reasons	/	/
Total	17	68%

Table 5: Students' reasons behind avoidance speaking in oral classes
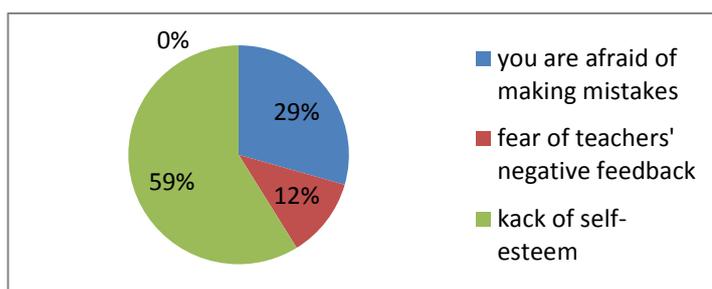
F**igure 5: Students' reasons for avoidance speaking in oral classes**

As the results above show that the majority of students (59%) have lack of self-esteem which hinders them from speaking. Furthermore, the second major reason is the fear of making mistakes (29%) because of their lack of self-confidence. Besides this, (12%) they afraid of teachers' negative feedback.

From those results we can summarize that students lack of self-esteem is the major reason that defeat them from avoiding speaking.

5/- Do you keep silent even if the topic is interesting and you feel the need to participate?

The aim of this question is to see whether students overcome their fear of speaking when they really need to speak or not.

Choices	Number	Percentage
Yes	06	24%
No	11	44%
Sometimes	08	32%
Often	0	0%
Total	25	100%

Table 6: Students' silence in the classroom
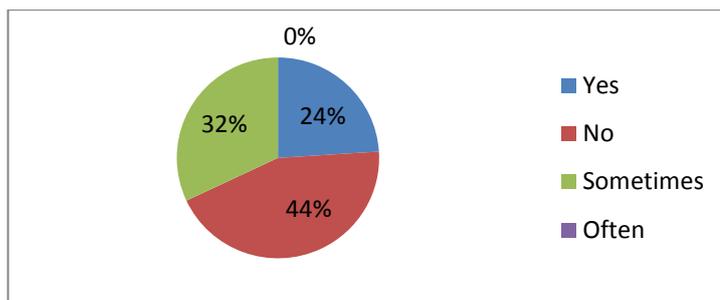
Figure 6: Frequency of students' silence in the classroom

The big of amount of students (44%) affirmed that they speak confidently and freely and they do not keep silent and this refers to their high self-esteem. The rest of students (32%) declared that they often participate and speak freely without hesitation. Whereas, (24%) of students assumed that they do not participate even if they feel the need to participate and they keep silent although they can speak English and this may be because of their low self-esteem i.e. they do not regard themselves in positive way and they do not trust their capacities.

6/- Do you think that you have a good linguistic knowledge but unable to speak?

Choices	Number	Percentage
Yes	05	20%
No	05	20%
A considerable knowledge	11	44%
A little knowledge	04	16%
Total	25	100%

**Table 7: Students' estimation toward their knowledge**
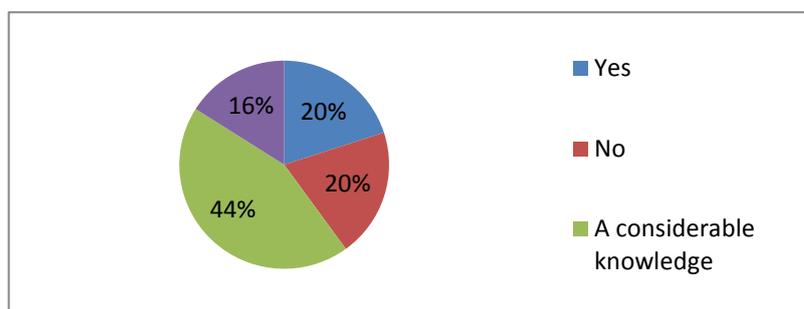
Figure 7: Students' beliefs about their knowledge

The results appear in the circle above (figure 7) show that the majority of students (44%) have a considerable knowledge but they cannot speak. Among those students we found (20%)

said that they have a worthy linguistic knowledge but they unable to speak. Besides, (20%) of students claimed that they do not have a good linguistic knowledge which demotivated them and keep them silent. However, only (16%) stated that they have little knowledge for that reason they are unable to speak.

7/- Do you feel shy when speaking in class?

Choices	Number	Percentage
Yes	13	52%
No	12	48%
Total	25	100%

Table 8: Students' feeling toward speaking in class
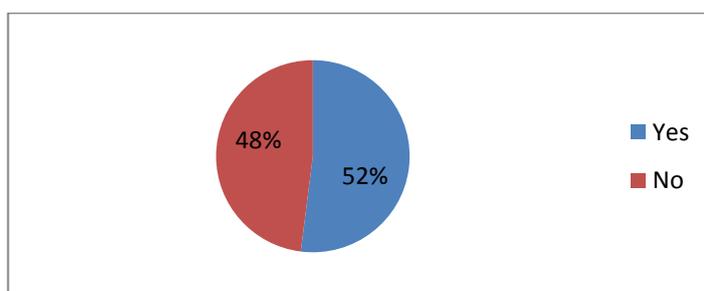
Figure 8: Students' shyness when speaking in class

The most of students (52%) assert that they are embarrassed when they speaking in class. This means that they are introvert students and they cannot speak in the classroom and this can due to their lack of self-esteem. However, (48%) of extrovert students revealed that they are talkative and they do not feel shy while speaking in class.

8/- When do you feel at ease to speak?

By this question we want to know whether students like to speak in class in front of their classmates or just alone or with their close friends.

Choices	Number	Percentage
When you speak English in front of your classmates in class	03	12%
When you speak English alone or in front of your friends	22	88%
Total	25	100%

Table 9: Students' preference for speaking English
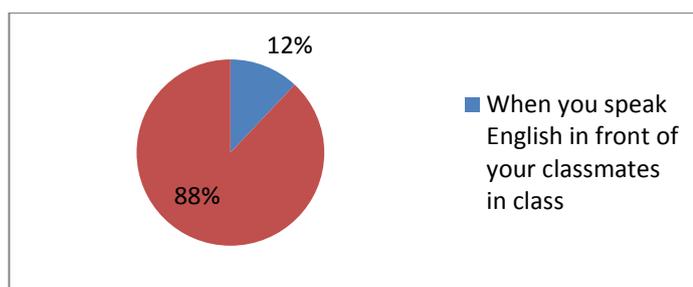
Figure 9: Students' feelings at ease to speak

From the figure above we can see that (12%) of students stated that they use English in class in front of their classmates because their beliefs in their ability to speak the English language. They enjoy and feel more confident when they speak the language in the classroom and interact with their classmates. (88%) of students assumed that they feel comfortable to speak English alone or in front of their close friends because they cannot interact and express their ideas in the classroom in front of their classmates.

Teachers should always be ready to encourage such learners to speak and acknowledge them that it is so beneficial for them to practice the language in class.

9/- How do you react when your classmates laugh at your mistakes?

The aim of this question is to know whether students have high level of self-esteem or not, i.e. if they trust in their own abilities or not.

Choices	Number	Percentage
Do you stop speaking and you feel embarrassed about your mistakes	04	16%
You just ignore them	21	84%
Total	25	100%

Table 10: Students' reaction when their classmates laugh at their mistakes
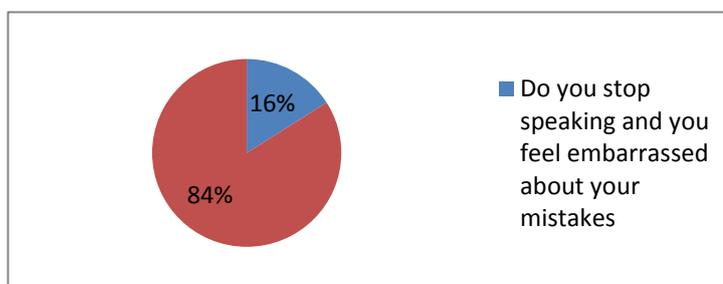
Figure 10: Students' reaction while their classmates laugh at their mistakes

(12%) of students declared that they stop talking and feel embarrassed about their mistakes if their classmates laugh at their. However, (88%) of students assumed that they just ignore them. This means that they are self-esteem students who believe in their own capacities and do not feel shy from speaking or making mistakes in using English in front of others.

10/- If you answer is wrong, do you try again until you get the right answer?

This question aims at determine whether students are courageous to try again after their wrong answer until they give the right answer or not.

Choices	Number	Percentage
Yes	17	68%
No	08	32%
Total	25	100%

Table 11: Students' courage to persist on giving the right answer
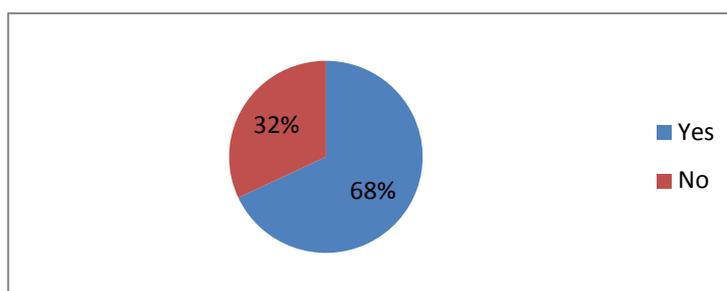
Figure 11: Students' persistence on given the right answer

The big amount of students (68%) shows their persistence on giving the right answer even if their answer is wrong they will try again until they get the right ones. This means that students persist because they have a high self-esteem about themselves. In fact, we cannot ignore the truth that some students (32%) who answer by "no" do not have a strong belief about themselves and they do not trust their abilities. I f they give a wrong answer for the first time, they will never try again.

From this question we can know the level of students' self-esteem, because usually students with high self-esteem are willing to participate and practice the language even when they are not sure of their answers if they are true or false, and even when they make mistakes they still try and persist until they get the right answer.

11/- Do you think that confident students are good speakers in oral classes?

The main goal of this question is to collect students' opinions about confident students concerning the speaking skill. In other word, if they consider confident students as good speakers or not.

Choices	Number	Percentage
Yes	20	80%
No	05	20%
Total	25	100%

Table 12: Students' estimations about confident students
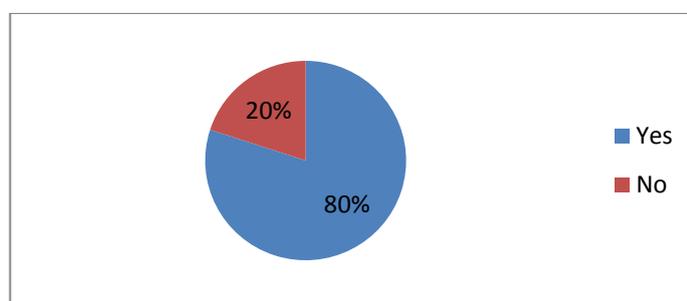
Figure 12: Students' beliefs about confident students

The circle shows that the majority of students (80%) believe that confident students are always good speakers and better performers because they think that confident students are risk-takers and they do not care if they make mistakes. Whereas, among those participants we found five students (20%) do not agree on this because they think that good speakers are those who practicing the rules and always pronouncing correct English.

Question 12: How do you think that the students can build self-esteem?

By this question we wanted to elicit the students' opinions about how self-esteem can be built. All the students assent on the same points which are:

-The student can build his/her self-esteem by trust in their abilities.

-Being self-motivated.

-Speaking without shy and fear.

-Speaking confidently.

-Being courageous.

-Avoiding being afraid of making mistakes.

-Raising their level in speaking, practicing a lot with friends.

-Trying to speak in front of their friends and classmates outside the classroom.

Question 13: Do you think that the teacher has an effect on students' self-esteem in the classroom and decrease their productivity?

This question directed to students in order to get their point of views concerning teachers' role to promote the students' speaking skill.

Choices	Number	Percentage
Yes	25	100%
No	0	0%
Total	25	100%

Table 13: Students' opinions concerning the teachers' attitude on students in the classroom
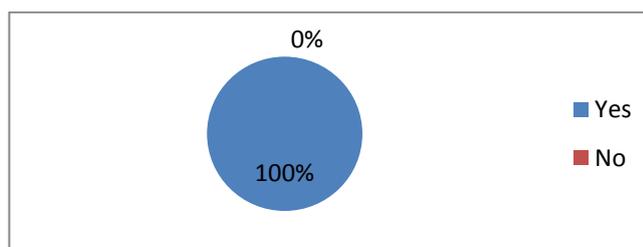
Figure 13: Students' beliefs about the teacher effect on students' self-esteem in the classroom

Almost of student (100%) argued that the teacher has a great impact on the students' self-esteem. Students said that their teachers play a practical role in raising their feeling of self-esteem to speak the English language with confidence because they are motivators who keep on encourage them to speak and also help them recognize that the speaking skill is one of the most important skills that should master to develop their foreign language. However, if their teachers are not helpful and do not supporting them this can lead to demotivate them and decreasing their feeling of self-esteem to speak and this certainly decrease their productivity.

Conclusion

This chapter deals with the research methodology. We have attempted through this chapter to shed light on the results of the teachers' interview and the students' questionnaire.

Introduction

This last chapter is the field work of our study. We devoted to analyze the data we have collected through students and teachers' points of view and opinions about the influence of EFL students' self-esteem on their speaking skill. Similarly, we will provide a discussion of the main finding, with providing some recommendations. The data we collected via two main research instruments: students' questionnaire and teachers' interview. In order to achieve our objectives and to examine the proof of our hypotheses which assume that there is a significant relationship between speaking skill and self-esteem, in which it affect the students' performance in speaking. Besides, if students have a high level of self-esteem, their speaking skill will enhance. Moreover, the students' self-esteem can be affected by the teacher when it comes to speaking performance.

Analysis of the interview results:

The main goal of this interview is to know if the EFL students' self-esteem has an influence on their speaking performance or not. Besides, to recognize the teachers' different roles to boost their students' to speak. The interview comes to a conclusion that all the teachers' answers concerning the necessity of the students' self-esteem are affirmative.

Based on questions 1 and 2 we assume that oral expression module is a difficult module and it is not easy to teach, but most EFL teachers like to teach this module. Since it includes much conversation about different interesting topics during the sessions.

Our first and second hypotheses suggest that there is a significant relationship between speaking skill and self-esteem, in which it affects the students' performance in speaking. The teachers' responses to the question 3-4-5-6 proved that students' self-esteem has a great influence on their level of speaking performance. Hence, our first and second hypotheses were confirmed.

With regard to the third hypothesis which supposed that the more students have a high level of self-esteem, their speaking skill will enhance. From the teachers' answers to the question 9 we assumed that if students possess a package of vocabulary and they lack self-esteem, clearly they will not trust in their capacities. However, if they trust their abilities they will be engage in task and participate.

From the teachers' responses to the questions 7-8-10 we inferred that the teachers' role is crucial to enhance the students' speaking skill and vice versa. Because he is motivator who push and encourage his students to speak, support them and give them a lot praise. So that they would feel no difference with the others. In other word, the more the teacher gives opportunities to his

students to talk in class, the more they build their self-esteem and increasing their level of productivity. Based on these answers our fourth hypothesis which suggests that the students' self-esteem can be affected by the teacher was confirmed.

Ultimately, according to the teachers' responses we can summarize the results as follow:

• Oral expression is difficult module to teach, it need more preparation from the teacher.

• Lack of self-esteem is the first obstacle of students' participation.

• Self-esteem is very essential which all students should have.

• Self-esteem has a great influence on students' productivity.

• Students with low self-esteem have wealth less performance.

• Students with high self-esteem are successful in their performance.

• The teachers' role is so crucial to enhance students' speaking performance.

• Positive feedback is the preferable one for most teachers and students.

Analysis of the questionnaire:

The different answers given by the students in the questionnaire clarify things and show some data on students and their speaking performance.

Self-esteem appears to be among the most effective factors that have an influence on the speaking proficiency. In other word, students who show high self-esteem are more successful speakers than those with low self-esteem. The students' responses give more strength to our hypotheses developed in our piece of research, mainly the influence of self-esteem on the speaking skill.

When considering again the answers of students, we can say that there is a deep relationship between how students feel about themselves and how they perform orally. Students who have high self-esteem are talkative and use to participate. They speak freely without caring if they will make mistakes. We found that answers in figures (3-6-9-10-11) in section two. By contrast, students with low self-esteem are silent and shy. They prefer not to speak in class in front of their classmates. They hesitate and make slips of the tongue because they do not trust themselves. This is the main obstacle for their preventable from speaking, which makes them unable to make any progress in developing their speaking performance. We found that answers in figures (4-5-6-7-8) in the same section all these indicate the association between the two variables i.e. self-esteem and the speaking skill.

Consequently, we can, understand that our hypotheses concerning the relationship between self-esteem and speaking performance is in the right way.

At last, it is crucial to take into consideration the role of the affective factors on students' speaking productivity. We can say that the analysis of students' questionnaire showed that self-esteem is an important factor in learning process which can affect students' speaking performance positively and vice versa. Furthermore, students' attitude and belief in their own abilities and trust in themselves have a great influence on their level of speaking proficiency inside the classroom. So, the more students trust in their own abilities and capacities and believe in themselves, the more they will be motivated and confident about their speaking skill.

Discussion of the findings

Based on the upshots which obtained through the teachers' interview and the students' questionnaire, the research comes to light with many facts and evidence to prove the correctness of our hypothesis which assumed that there is a significant relationship between self-esteem and speaking skill, in which the self-esteem affect the students' performance in the speaking productivity. The second one assumed that the more the English students' of third year have high level of self-esteem the more they are better performers and enhance their speaking proficiency in the foreign language. The last hypothesis claimed that students' self-esteem can be affected by the teachers' attitudes in the classroom.

Regarding the teachers' interview we inferred that oral expression module is not an easy task for teacher and also for the EFL students but it is a favourable module for them because it based mainly on speaking skill. Furthermore, the different teachers' responses demonstrated that oral expression required devoting considerable time for preparation in order not to make the students get bored and make the motivated at the session.

Self-esteem is considered as a spirited behaviour for effective speaking. Students with high self-esteem succeed in their performance and have the courage to interact in class. By contrast, students with low self-esteem have poor performance. Consequently, they will never improve their speaking.

Teachers' positive feedback to correct his students is a significant way behind successful speaking which enhance the students' involvement and stimulation and this in turn enhance their self-esteem.

Based on the students' questionnaire, the research revealed the same results which obtained in the teachers' interview. However, in the students' questionnaire, we inferred additional facts such as: the students' reaction while their classmates laugh at their mistakes, and the students' courage to persist on giving the right answer in addition to the teachers' impact on

students' self-esteem. Hence, the findings that we have collected from both different tools that we conducted at the department of English at Mostaganem University underpin our hypotheses.

Conclusion:

This chapter offers more detailed about the gathered data in order to shed light on the influence of EFL students' self-esteem on the speaking skill. The outcomes show that self-esteem has a great impact on students' speaking performance. Furthermore, students' high level of self-esteem affects their productivity positively and vice versa. In addition to the teachers' effect on the students' self-esteem in the classroom in which he can raise their feeling of self-esteem by motivating and encouraging them to speak the English language with confidence. At the same time he can demotivated them and decreasing their feeling of self-esteem which certainly decrease their productivity and underachieve their performance. So, it is crucial for both students and teachers not to neglect the self-esteem as a factor in their processes of learning and teaching.

Recommendation and pedagogical implications

At the end of our research, we suggest the following recommendations to raise the awareness of oral expression teachers and substitute the students' self-esteem for a successful performance and accomplishment in the foreign language.

Recommendation to teachers

1- Speaking is a productive skill and it considers as an indicator of students' mastering the foreign language. Therefore, teachers should be aware about this and encouragetheir students to speak each session in order to be familiar with the foreign language.

2- Since oral expression is a preferable module for the students, teachers should provide students with more opportunities to use the foreign language and help them overcome their fear about speaking the language.

3- Teachers' should use positive feedback in order to motivate the students and raises their self-esteem and creates a joyful atmosphere full of involvement and interaction.

4- Teachers should advise their students to believe in themselves and consider failure as a step toward success.

Recommendation to students

1- Students should be conscious that speaking skill is required skill that makes them proficient in the foreign language.

2- The practice of the foreign language helps the students to be more familiar with speaking. Therefore, they will feel comfortable and get considerable amount of vocabulary.

3- When students trust themselves their speaking performance will enhance, so EFL students should always be self-confident and believe in their capacities to develop their speaking skill.

General conclusion

This dissertation has been conducted with the aim of investigating the issue of self-esteem as one of the most important and effective factors which has a great effect on students' achievement and performance. In other words, our main objectives were to investigate if there is a significant relationship between self-esteem and the speaking skill, as well as to analyse if self-esteem affects students' performance. In addition, our research aims to investigate if EFL students who possess high self-esteem are successful performers than those who have low self-esteem. And finally, to explore if the teachers' attitude impacts the students' self-esteem.

In this study, we speculated that there is a significant relationship between speaking and self-esteem. Then, students who highly evaluate themselves and trust in their abilities perform better than others. Also the teacher's attitudes affect the students' self-esteem.

Then data and evidences were collected through two main tools (teachers' interview and students' questionnaire) in order to confirm our hypotheses. We divided the research work into three chapters; the first chapter is the literature review. It contains two parts; the first part tackles the issue of speaking skill. However, the second part highlights the issue of self-esteem. The second chapter deals with the research methodology. Moreover, it in cast light on the results of the teachers' interview and the students' questionnaire. Whereas, the third and the last chapter we attempts to analyse the responses and discuss the results. On the light of that we tried to suggest some recommendation and pedagogical implications for both teachers and students in order to raise their awareness about the importance of self-esteem for effective speaking proficiency.

The results have shown that self-esteem is a spirited behaviour that students should have for effective speaking. Moreover, students with high self-esteem succeed in their performance and have the courage to interact in class. By contrast, students with low self-esteem have poor performance. Consequently, they will never improve their speaking. Furthermore, teachers' position in promotes the students' self-esteem is pivotal for better accomplishment.

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Appendices

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Teachers' interview

Dear teachers, we invite you to respond to this interview in order to have a concrete facts about our research. So we would be so grateful if you could accept answering the following questions about the influence of EFL students' self-esteem on their speaking skill. Your contribution will be of great help for the success of the present research.

1/- Is it your choice to teach oral expression module?

………………………………………………………………………..

2/- Do you face difficulties to teach oral expression module? Why?

…………………………………………………………………………………………………

3/- In your opinion, what is the main obstacle that the students mostly face in oral expressions and prevents them from speaking?

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

4/- In your point of view, which psychological factor has more influence on students' speaking performance?

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

5/- Do you think that the students cannot speak effectively in the absence of self-esteem?

…………………………………………………………………………………………………

6/- Do you think that self-esteem can influence students' speaking performance? Please explain how?

……

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

7/- How do you recognize that your students are not successful speakers because they have low self-esteem? How do you react to this type of behaviour?

……

…………………………………………………………………………………………………

8/- Do you use positive or negative feedback to correct your students? Which one do you find more effective?

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

9/- Do you think that high self-esteem enhances students' speaking performance?

…………………………………………………………………………………………………

10/- How could you as oral expression teacher help your students' in developing their self-esteem?

…………………………………………………………………………………………………

Appendices

_____

11/- Is there any idea we have not discussed you want to add?

………………………………………………………………………………………………

………………………………………………………………………………………………

Appendices

_____

Students' questionnaire

Dear student, it would be kind of you to fill in the following questionnaire which is part of a master thesis. The questionnaire is anonymous and the information you provide is strictly confidential. Your answers are of great importance for the accomplishment of a reliable scientific research. For each item, please tick (+) in the appropriate box. Thank you in advance, we really appreciate your collaboration.

Section one: General information

1/- How is your level in English?

☐ Good

☐ Intermediate

☐ Average

☐ Weak

2/- Do you consider speaking English a difficult task?

☐ Yes

☐ No

☐ To some extent

☐ To a great extent

Section two: The speaking and self-esteem questions

3/- Do you consider yourself as a good speaker?

☐ Yes

☐ No

☐ To some extent

☐ To a great extent

4/- Do you avoid speaking in oral classes?

☐ Yes

☐ No

☐ Sometimes

☐ Often

Why?

☐ You are afraid of making mistakes?

☐ Fear of teachers' negative feedback?

☐ Lack of self-esteem?

☐ Other reasons,…………?

Appendices

_____

5/- Do you keep silent even if the topic is interesting and you feel the need to participate?

   ☐ Yes

   ☐ No

   ☐ Sometimes

   ☐ Often

6/- Do you think that you have a good linguistic knowledge but unable to speak?

   ☐ Yes

   ☐ No

7/- Do you feel shy when speaking in class?

   ☐ Yes

   ☐ No

8/- When do you feel at ease to speak?

   ☐ When you speak English in front of your classmates in class

   ☐ When you speak English alone or in front of your close friends

9/- How do you react when your classmates laugh at your mistakes?

   ☐ Do you stop speaking and you feel embarrassed about your mistakes

   ☐ You just ignore them

10/- If your answer is wrong, do you try again until you get the right answer?

   ☐ Yes

   ☐ No

11/- Do you think that confident students are good speakers in oral classes?

   ☐ Yes

   ☐ No

12/- How do you think the students can build self-esteem?

……………………………………………………………………………………………

………………………………………………………………………………………….

13/- Do you think that the teacher has an effect on students' self-esteem in the classroom decrease their productivity?

   ☐ Yes

   ☐ No