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***Strategies to Foster Students' Self-Esteem in
Speaking Skills***

Case study: first year LMD students of English at CHEDLI BEN DJEDID EL
TARF University.

**Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirement of the Master Degree in Didactics of English.**

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ABSTRACT

This study aims to investigate the relationship between the English students' self-esteem and their speaking skills, and also to raise teachers' awareness about the importance of self-esteem in the success of learners' speaking skill. Accordingly, two groups at the department of English CHEDLI BEN DJEDID University are selected randomly to describe their high self-esteem , this is done by checking responses through handing questionnaire to be completed to measure self-esteem. This research work is based on the hypothesis if learners have a high level of self-esteem, they will be able to trust their own abilities which in turn will increase their level of oral skill production. The most suitable method to this study is the descriptive method and in order to describe the relationship between the two variables. This study is mainly based on two questionnaires addressed to both oral expression teachers and first year LMD learners to see their view points about the importance of high level of self-esteem in enhancing the speaking skill. The analysis of the questionnaires' results revealed that both teachers and learners strongly support the importance of self-esteem as an affective factor in improving the oral production performance.

DEDICATION

I dedicate this humble research work to my lovely family.

I would like to give my entire gratitude and appreciation to my beloved and precious parents, my brother, and my sisters for their patience and help to complete this investigation. Special thanks go to my friends who have supported me throughout this research.

SELMA

DEDICATION

To my mother and father, the source of my happiness and success in life. May Allah bless them. To my brothers, my sisters and my husband their unconditional support and encouragements to pursue my interests. To my extended family and my friends, who have been so supportive and encouraged the fulfillment of this work. To all those who believed in me and pried for my success.

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LIST OF ABBREVIATION

EFL: English foreign language

SL: Second language

FL: Foreign language

St: Student

T: Teacher

Q: Question

i.e.: That is to say

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General introduction

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

1. Statement of the Problem

In a foreign language teaching class, today's professional interest is on the students' speaking skill development, because, in general, success is shown through the speaking ability, as mentioned by Nunan (1991: 39). Although first year LMD students of English that have learned English for many years. The majority of them still incapable to use it orally. This poor achievement in oral production is due to psychological factors which more concern the fear of making mistakes and having no confidence in their abilities which refers to low self-esteem that students have. It is an important problem that exists among EFL learners and which affects negatively the speaking skill by reducing students' oral engagement and performance.

2. Aims of the Study

The present study has two main objectives:

1. To help teachers to solve problems of speaking among first year students at EL TEREF university and to facilitate their difficulties in learning English.
2. To illustrate the importance of self-esteem and explore students' performance in foreign language class.

3. Research Questions

1. Do successful learners show higher self-esteem in oral tasks than do less successful learners?
2. Can higher self-esteem raise and improve students' oral performance?
3. How can self-esteem influence students' oral performance and how can teachers foster it among students?

4. Hypothesis

To answer the research questions, it has been hypothesized the following:

- 1.If that first year LMD students of English have a high level of self-esteem, they will be able to trust their own abilities which in turn will increase their level of oral skill production.
- 2.The students' performance in speaking can be fostered when teachers reinforce in their students a positive self-image.

5. Research Methodology and Design

5.1. Choice of the Method

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

5.2. Population of the Study

The population of this study consists of first year LMD students of English at CHADLI BEN DJEDID University of EL-TAREF. Two groups randomly had been chosen.

Three teachers of Oral Expression module had been questioned.

5.3. Data Gathering Tools

5.3.1. Classroom Observation

Classroom observation will be used in this study as a tool which will reveal the role of learners' self-esteem in enhancing their learning in oral expression courses.

5.3.2. Questionnaires

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

6. Structure of the Study

The dissertation consists of four chapters. The first three chapters dealing with the theoretical part, and the last chapter is for the analysis, responses and discussions of the results obtained from students' questionnaire and teachers' questionnaire.

Chapter one is covered the speaking skills, characteristics of speaking performance, teaching speaking, oral expression activities.

Chapter two provides general consideration of self-esteem in particular; it presents definition of self-esteem, levels of self-esteem, types of self-esteem. In other words, it discusses the concept of self-esteem.

Chapter three shows strategies to foster student's self-esteem in speaking skills. Which are: motivation that includes; definition of motivation, types of motivation. And the role of the teacher in developing students' self-esteem and oral performance.

Chapter four dealing with data analysis, it provides a presentation of the full results by means of tables and figures followed by necessary comments and interpretations, it will help us to see whether the results go in the same direction in our hypothesis.

CHAPTER ONE
OVERVIEW OF SPEAKING SKILLS

Introduction

In our modern globalized world, speaking has become a very important skill that educational systems have to focus on. Students are obliged to communicate the language effectively since this latter plays a big role in learning it, for that reason speaking skill has always been part of the classroom course. Furthermore, students use language to transmit and exchange ideas. Moreover, speaking a foreign language with confidence is the only way that can help students to be involved inside the classroom. Improving student's speaking skill will help them to communicate more easily and effectively.

This chapter tries to tackle many points: clarify the notion of speaking skill, the importance of classroom interaction and participation during the lesson. This chapter also tries to seek the main affective factors that hinder oral performance in the classroom. Moreover, the chapter mention the oral expression activities to make students speak and perform better the foreign language.

1.The Speaking Skills

1.1. Definition of Speaking Skills

Speaking skill is a crucial part in foreign / second language teaching learning . Tarigan(1990) states that : « speaking is the ability to produced articulation sounds or sentences that express an idea or feelings ». Based on his theory speaking is the device to communicate ideas arranged and developed depending on listener needed. Speaking is crucial part in foreign / second language teaching learning. It has occupied as significant and delicate rank all the way through the history of language teaching. Despite its importance teaching speaking has been undervalued and just in the last two decades, it wins its right to be an independent branch of teaching, learning and testing. (Bygat , M.Carter, R.& Nunan, D.

2001, p.14) that is to say that teaching speaking based on competence that the student should gain well. It has an important role in communication.

This process we can call it is an interaction between learning and testing. When someone speaks to other person, there will be a relationship. The relationship itself is communication, furthermore, Wilson (1983) defines « speaking as development of the relationship between speaker and listener. In addition, speaking determining which logical linguistics; psychological as physical rules should be applied in a given communication situation ». It means that the main objective of speaking is for communication. In order to express effectively; the speaker should know exactly what he/she wants to speak or to communicate; he/she to be able to evaluate the efforts of his/her communication to his/her listener; she/he has to understand principle that based his/her speaking either in general or in individual. Different nations have been given concerning the definition of speaking skill; according to the oxford dictionary of current English (2009, p414) speaking is « the action of conveying information or expressing one's thoughts and feeling in spoken language. » The aims of language teaching courses are commonly defined in relation to the four language skills : listening, reading, speaking and writing. Depending on the language user's activity, Widdowson groups them into receptive and productive ones reading and listening belong to receptive skills, whereas speaking and writing are classified as productive skills. Speaking and writing are called productive skills because they involve language production.

2.Characteristics of Speaking Performances

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

2.1. Fluency

Fluency is the main characteristic of the speaker's performance; therefore, most of the time teachers' interest tends to achieve oral fluency in teaching the speaking skill. Riddell (2010:165) defines fluency as "the ability to talk fairly freely, without too much stopping or hesitating ... it also requires that the listener understands what is being said, so there must be intelligibility and meaning." This means that fluency is very important in communication not only speaking too much for a long time without stopping, but also making the listeners interested in the conversation by understanding the speaker's talk. According to Hadfield and Hadfield (2008) for teachers developing learners' fluency can be occurred by monitoring and feedback stretching language and interacting. Teachers need to give their learners confidence when speaking in the foreign language to express what they want to say in a way that others can understand. They should give learners opportunities to practise the language enough in different situations and on different topics to become fluent. (Hog, n.d.) as cited in Ramírez (2010:14) considers that "fluency means you can talk easily with native speakers – they easily understand you, and you easily understand them in fact, you speak and understand instantly." From this quote, it is clear that foreign language learners can be fluent in the target language when they speak smoothly and skillfully with native speakers in order to understand and be understood at the same time.

2.2. Accuracy

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

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

3. Teaching Speaking

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

According to Nunan (2003), to teach speaking means to teach language learners to:

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

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

3.1. The Importance of Speaking Tasks

For Harmer (1998) there are three reasons of doing speaking tasks which provoke the learner to use the foreign language at their command: Firstly, rehearsal which means to practise an experience or event such as having discussions or taking part in a role-play help the learners to really feel what communicating in the foreign language looks like and prepares them to deal with real life events in the future. Secondly, feedback which is provided for both teacher and learners through the speaking tasks and using the foreign language helps teachers to assess their learners and also learners to improve their speaking skill with confidence and satisfaction. Thirdly, engagement which occurs when all learners participate fully, this reflects the understanding of the suitable speaking activities that the teacher selects. The different speaking tasks make learners feel highly motivated and enjoy the learning process.

3.2. The Importance of Classroom Interaction

Interaction has a significant importance inside the classroom, because it is an essential part in teaching/learning foreign language processes. Wagner (1994:8) defines interaction as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another.” So, interaction needs a mutual influence between speakers in order to achieve communication through giving and receiving messages. Classroom interaction is considered as important for both teachers to

manage their learners' talk and learners to cooperate with each other. There are two main types of interaction.

3.2.1. Teacher-Learner Interaction

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

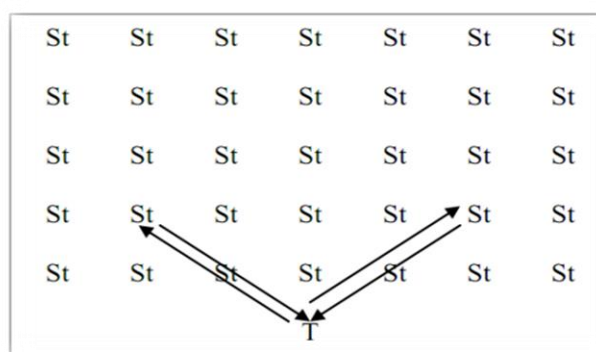


Figure 1: Interaction between Teacher and Student

Key:

St: Student

T: Teacher

The teacher-learner interaction leads learners to improve their speaking and listening skills. Teachers must pay attention to their language inside the classroom and when interacting with students. Furthermore, teachers should take into consideration the level of learners in order to provide suitable content and to identify the manner of speak that will motivate them.

4.Oral Expression Activities

Teachers should provide a wealth of information about communicative strategies in their activities to make learners aware about their own learning styles and to give them more opportunities to speak the foreign language. Oral expression activities are helpful for learners to practise the language individually or within the group. The following activities are the most useful in the classroom for an effective speaking course:

4.1. Role Play

In these activities, learners are asked to adopt certain roles according to the topic. For Harmer (1998:94), “role-play is more than just play-acting: it offers chances for rehearsal and engagement that some other activities fail to give.” Which means that role play activities develop learners’ improvisational skills and make them confident, creative and resourceful. So, teachers should be aware of the importance of the activities that can play in the development of deeper self-awareness and understanding for effective speaking performance.

4.2. Presentations

It is now more usual to see this kind of activity in oral expression module because of the benefits that presentations give to learners in real situations. According to Thornburg (2005), if learners experience standing up in front of their classmates and give presentations, they will prepare themselves perfectly for real-life speaking. Presentation activities require learners to talk on a subject of interest to them and the other students can then give their comments and ask questions.

4.3. Dialogues

Using language is basically dialogic; therefore, teachers depend on practicing dialogues as a form of communicative interaction activities. Linse (2005:54) considers that,

“dialogues provide learners with grammatically controlled scripts that they can use in real life.” The teacher should start the dialogue by taking one role and ask for volunteers for the other roles.

4.4. Storytelling

Students should be able to tell stories. For Harmer (1998), teachers can encourage their students to retell stories in their own way according to what they have read previously in books or internet. Then he considers that the best stories are the personal stories about the students own experience and their family or friends. Storytelling activities can develop learners’ awareness about using the appropriate tense of verbs which means being accurate when they speak. They can also enrich learners’ vocabulary and foster their creative thinking.

4.5. Games

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

Conclusion

To conclude, since most of the time students transmit ideas and communicate orally, speaking skill becomes essential for most of them and a demanding task to be truly proficient in the foreign language. This chapter provides an overview of speaking skill and some factors which hinder students' oral performance. Moreover, it emphasises the role of the teacher in providing effective conditions in order to help students to improve their oral proficiency.

CHAPTER TWO
GENERAL CONSIDERATION OF
SELF-ESTEEM
SELF-ESTEEM

Introduction

If we were within a learning situation to find out about the most powerful influential factors on learning, self-esteem would be the foremost needed for effective learning. It is common to think that if we trust our own capacities we will learn to speak easily. Noticeably, students who have a high level of self-esteem find it enjoyable to learn how to speak, whereas students with a low self-esteem are not motivated to speak, afraid and inhibited when they come to express themselves orally; as a result, they often lose marks concerning their academic level in speaking. Thus, teachers must constantly be searching for effective ways in order to foster learners' self-esteem for effective speaking, and most importantly, draw their students' attention to the relative significance of having faith in their beliefs about their capacities, in order to achieve better outcomes in speaking the foreign language, and teach them that self-esteem has the total power to direct their results in speaking positively.

1. Definition of Self-Esteem

Self-esteem is related to a person's overall emotional evaluation of his self or an attitude toward the self. Beane, Lipka & Richard (1986:6) define self-esteem as, "the evaluation one makes of the self-concept description, and more specifically, to the degree to which one is satisfied or dissatisfied with it, in whole or in part (...)." In other words, self-esteem is based on values such as beliefs, attitudes or interests. It reflects the individual's sense of self-worth or self-image manifested in such feelings as 'I am worthy' or 'I do not like myself'. In this context, Oxford (1990:141) posits that "it (self-esteem) is a self-judgment of worth or value, based on a feeling of efficacy, a sense of interacting effectively with one's own environment." Self-esteem is considered as an essential affective factor in the learning process. Learners' feelings of self-esteem can have a great influence on their academic achievement. Brown (2007:154) considers that:

Self-esteem is probably the most pervasive aspect of human behavior. 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 self-efficacy belief in your own capacities to successfully perform that activity.

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

2. Self-Esteem and Self-Efficacy

Self-esteem and self-efficacy are related to each other but there is a distinction between them. Bandura (1997:14) defines self-efficacy as, “beliefs that contribute to effective performance by increasing motivation, task focus, and effort (...).” So, self-efficacy refers to person's belief on his ability to achieve goals whereas self-esteem refers to person's feeling of his self-worth.

3. Levels of Self-Esteem

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

3.1. Global Self-Esteem

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

3.2. Situational Self-Esteem

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

3.3. Task Self-Esteem

It has a relation with the evaluations one makes of particular situations. For instance, in scholar education, task self-esteem is related to only one subject-matter area or athletic situations, or certain skill of sport is assessed in connection with task self-esteem. These three levels of self-esteem are correlated positively with foreign language oral production. Brown (2007) mentions that oral language performance has a strong bearing on global self-esteem. In this respect, Nogueras (1999:4) states that:

Two types of task self-esteem evaluated were errors and comparisons.

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

4. Types of Self-Esteem

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

4.1. High Self-Esteem

High self-esteem enhances initiative and pleasant feelings towards learning. It leads learners to get happier outcomes regardless of stress or other circumstances. Fontana (1995) considers that “children with high self-esteem consistently perform better than children of similar ability with low self-esteem. Moreover, they set themselves higher goals, are less deterred by failure, and they have a more realistic view of their own abilities” (p.148). Hence, the higher self-esteem is, the better worth of the self would be, which in turn will be represented in terms of higher academic achievements. Roberts (2005:105) mentioned three facts concerning high self-esteem.

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

4.2. Low Self-Esteem

Low self-esteem is a debilitating condition that keeps learners from realizing their full achievement. Reddick (1996) as cited in Larson (2009:12) considers that “low self-esteem will also mean a development of a poor or negative self-image. Such beliefs can become self-fulfilling prophecy of expecting to fail.” Therefore, every learner with low self-esteem feels unworthy and incompetent or incapable because of his poor feelings about himself. Low self-esteem or negative self-esteem can result from various factors. The self-esteem of many learners is threatened when they start learning the foreign language and have to cope in an unfamiliar situation with many other learners and new rules to learn. Problems like fear of being ridiculed, fear of taking risks or perfectionist attitude can adversely affect the self-esteem of Learners who will lack energy and confidence and feel depressed, inadequate and

insecure. Furthermore, negative feedback from the teacher can increase learners' negative feelings towards themselves. Learners who feel this way often have a low opinion of themselves and their abilities. This problem leads to lose motivation and blocking the ability to reach full potential.

Conclusion

This chapter covered the problem of how self-esteem affects learners' level of oral expression achievement. It was mainly interested in testing the fact that learners of English, who trusted their own abilities, would be more energetic and motivated to become positive about their own oral skill productions. Through analyzing the impact of high self-esteem Moreover, self-esteem is one of the factors that cannot be neglected for its considerable help, as agreed by Brodsky and Shore (1976) that Self-esteem is an effective factor in learning the oral skill of a foreign language. For that reason, we must notice that besides teaching the linguistic competence to learners, they must pay due attention to learners' affective domains in particular their self-esteem to increase their academic level in oral performance positively.

CHAPTER THREE
STRATEGIES TO FOSTER
LEARNERS' SELF-ESTEEM
IN SPEAKING
IN SPEAKING
LEARNERS' SELF-ESTEEM

Introduction

In the field of foreign language teaching, teachers should take into consideration that learners have diverse personalities. This means that the teacher may pay attention to his learners' affective factors as a major interest in order to make learning easy and attractive to his learners' attention. In this chapter, we shall deal with strategies that may foster learners' self-esteem. Thus, Motivation has become more commonly recognized as the major determining factor for achieving successful learning in general. Motivation is a psychological process that varies from one individual to another. That is, some students might learn more than others in the same classroom since there are factors that influence differently learners' motivation. Apparently, it is a process where past experiences and environment can affect learning. In addition to that the role of the teacher has a great importance in learning so teachers may constantly be searching for effective ways in order to foster learners' self-esteem for effective speaking, and most importantly, draw their students' attention to the relative significance of having faith in their beliefs about their capacities, in order to achieve better outcomes in speaking the foreign language.

1. Motivation

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

1.1. Definition of Motivation

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

1.2. Types of Motivation

1.2.1. Intrinsic Motivation

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

In this respect, Fontana (1995:150) states that “closely linked to children’s curiosity as a motivator is the degree of interest derived from a learning experience.” This means that intrinsic motivation can come from intrinsic motivators like those of challenge, curiosity and control. When learners are intrinsically motivated, they will not need certain external

incentives or rewards to enhance their level of motivation. People are usually engaged in the different exercises without any imposition from the outside environment (Lee, 2005). So, teachers should pay attention to the different activities which they select in order to prepare comfortable situation to attract learners' interest and to raise their satisfaction and enjoyment, which in turn will lead to intrinsic motivation.

For Deci (1975:23):

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

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

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

1.2.2. Extrinsic Motivation

It has been agreed that extrinsic motivators are external factors to individuals which motivate them to interact, such as high grades, praise, money and environment in general. Extrinsic motivators play an important role in affecting learners' behaviors. Sikszen and Nakmusa (1989) as cited in Williams and Burden (1997) argue that extrinsic motivation occurs when someone engages in an activity for reaching a purpose which is not for the activity itself, but for external objectives such as money or success in examination. Additionally, Brown (2007:172) states that:

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

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

Although intrinsic and extrinsic motivation contrasts between each other, there is evidences that show their existence together. Motivated learners have many reasons for learning. They may learn to develop their cognitive abilities; they may want to know more

and to master difficult problems in their learning process or they may want to be successful and not to fail. At the same time, many learners are highly motivated for their learning because they want to please their teachers or their parents and they also want to be rewarded by them. Furthermore, learners may also be motivated because of the desire to have a particular type of job or profession as adults. In other words, if the intrinsic motivators that learners hold inside themselves are not enough to enhance them to do tasks, here teachers need to provide them with extrinsic motivators which will increase their level of motivation and interest in academic achievement.

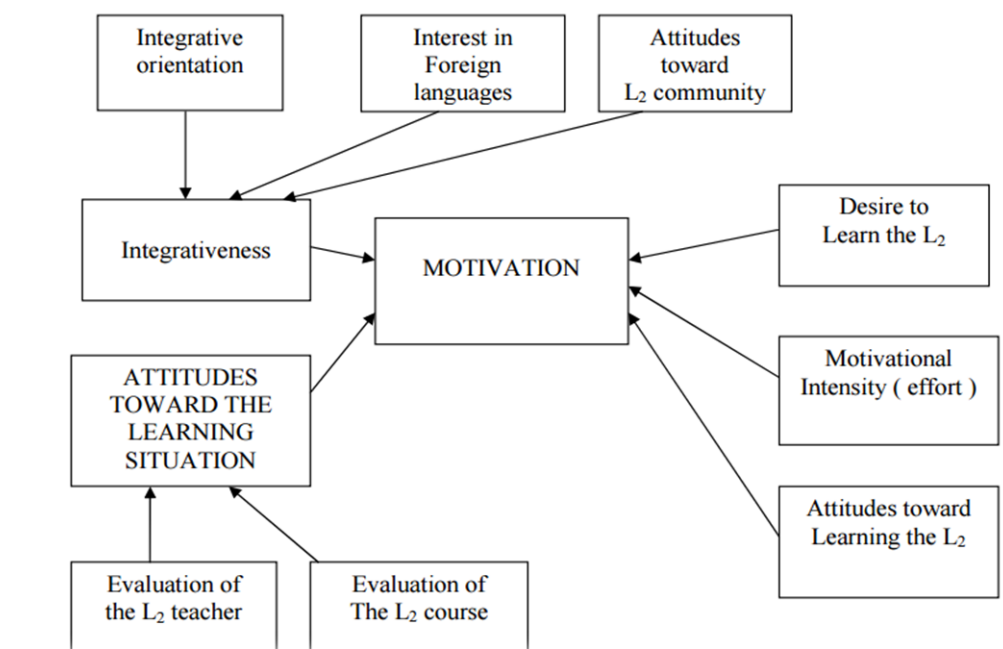


Figure 3: Gardner’s Conceptualization of the Integrative Motive. (Dörnyei, 2001, p.16).

Students' extrinsic or integrative motivation will lead them to focus more on the foreign culture or community, all their desire to learn the FL and their effort to acquire it, are only for external factors not for the English language itself. To sum up, both kinds of motivation are different totally from each other. Brophy (2004) suggested, “Motivation to learn differs both from extrinsic, reinforcement – driven motivation and from intrinsic, enjoyment – driven motivation” (p.15).

So, motivation plays a major role in the process of foreign language teaching/ learning. It helps learners to feel interested, encouraged and motivated to go through the process of trying out the language by taking risks and solving problems, which will enhance their level of achievement and benefit their experience in the new language. Motivation also helps teachers in their teaching process by creating an active and interested atmosphere which will help them to present their lessons in a clear and easy way.

2. Teacher's Role in Developing Students' Oral Proficiency and Participation

Effective teachers are the key element for successful students. Teachers are responsible to invent a warm atmosphere in the classroom to make their students feel comfortable and produce a language without fear and with more confidence. Teachers should promote their students to participate during the lesson by using different techniques that help students enjoy their time while learning. Wallace, Stariha & Walberg (2004) stated, "Students improve their formal speech when teachers provide insights on how to organize their idea for presentation" (p.10). Participation in turn provides the teacher with sufficient feedback concerning their students because when they participate teachers can see the extent of their understanding.

In brief, teachers should not oblige their students to speak in the classroom rather they should use different methods to motivate them to speak by themselves.

2.1. The Role of Teacher in Developing Students' Self-Esteem

The role of the teacher is not limited to the transfer of knowledge to the students. In fact, the role of teachers is more than that, they should take into consideration students' needs and know how to build enjoyable environment where students feel at ease and engage in the task. Indeed, Teachers are the key element in building students' confidence, teachers should

not impose their students to speak rather they should employ a variety of methods to motivate their students to speak and reinforce them to believe in their abilities.

Cole et al. (2007) have stated, “Confidence and competence go hand in hand and increasing your learners' confidence will help them to develop their skill” (p.12). Teachers have to use many techniques which help them to foster their students' self-esteem.

2.1.1. Teacher Using Praise

Using praises in the classroom are very helpful behavior to keep the students' motivation and trust in their abilities. Praises include any positive and favorable remarks directed to the students to encourage them such as; Good, Excellent and so on. Knight and Lee (2008) suggested other examples, ““Good”, “nice job”, and “thanks” are all examples of unlabeled praises that instructors may give to students” (p.38). Indeed, praises reinforce students to work more since their work is appreciated. Lee and Knight (2008) tackled this point, they claimed, “As such, you can use behaviors” (ibid). Praises have a great effect on students' performance, when the teacher uses praises during the students' presentation it will support them and build up their self-esteem.

2.1.2. Teacher Giving Positive Help and Caring

Students are always interested about their teacher's opinion as a reaction to their performance. How teachers deal with their students flaws and how they correct them, have a considerable impact on students' oral performance. Kyriacos (1995) stated, “In your interactions with pupils, the two areas that probably have the greatest effect are how you treat pupils' errors and the extent to which you take a personal interest in their progress” (p.73).

Teachers care will inspire a strong relationship among the students and reduce any kind of anxiety and stress which students experience during their presentations.

2.1.3. Teacher Treats Their Students Equally and Fairly

Students will lose their confidence when noticing any kind of bias in the classroom. When students feel, themselves neglected, they avoid participating and start despise themselves. strong (2007) suggests that students expect teachers to treat them equitably when they behave as well as when they misbehave and to avoid demonstrations of favoritism (p.25). Thus, teachers have to provide all of their students the opportunity to perform.

Conclusion

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

CHAPTER FOUR
ANALYSIS OF THE
QUESTIONNAIRES
QUESTIONNAIRES

Introduction

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

1. Students' Questionnaire

1.1. Description of the questionnaire

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

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

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

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

1.2. Administration of the questionnaire

This present questionnaire was given to forty students first year (two groups) who are chosen randomly from the department of English in CHEDLI BEN DJEDID University- EL TAREF. The participants answered the questionnaire in their classroom with the presence of their teacher and this number constitutes the sample of this research.

1.3. Analysis of the questionnaire

Section one: General information

Item one: Students' preference for English

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

Table 1: Students' preference for English

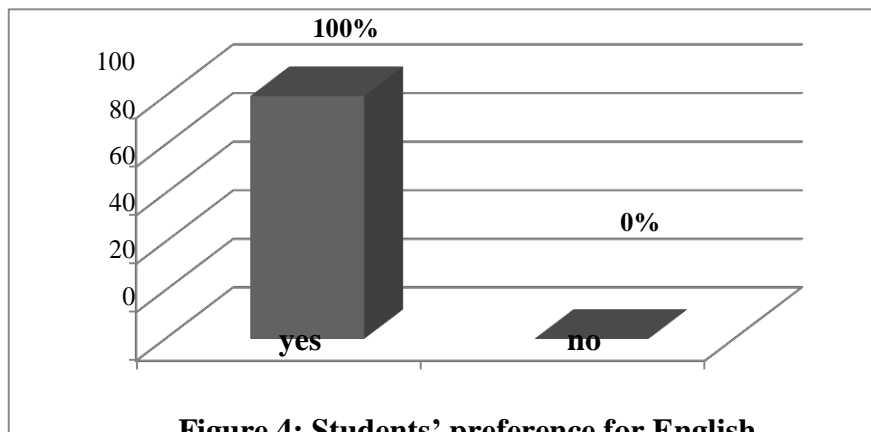


Figure 4: Students' preference for English

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

Item two: Students' attitude towards speaking

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

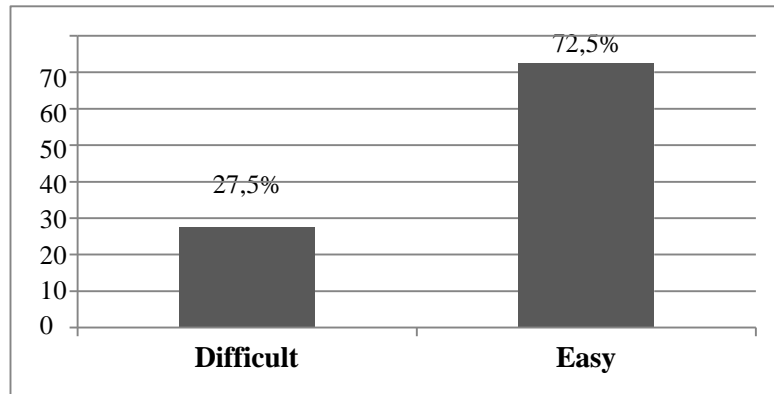


Figure 5: Students' attitude towards speaking

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

Section two: speaking proficiency

Item one: Students' opinion in their level

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

Table 3: Students' opinion in their level

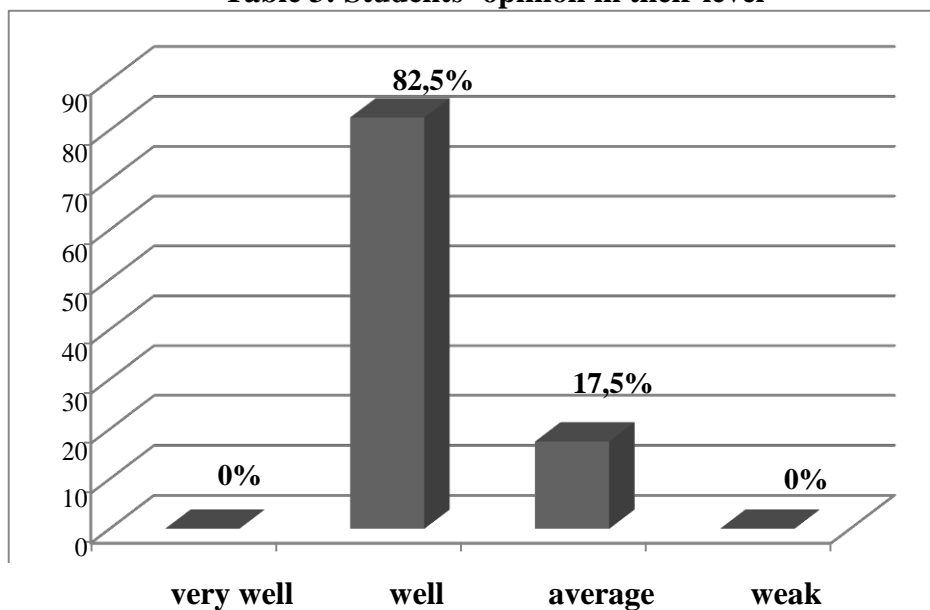


Figure 6: Students' opinion in their level

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

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

Item two: Students' estimations of speaking requirements

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

Table 4: Students' estimations of speaking requirements

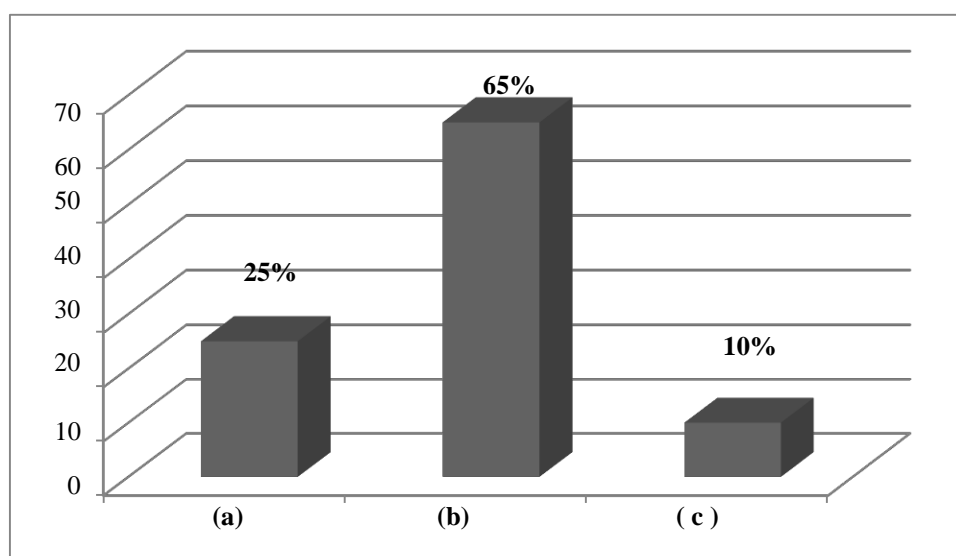


Figure 7: Students' estimations of speaking requirements

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

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

Item three: Students' feelings of fear towards talking

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

Table 5: Students' feelings of fear towards talking

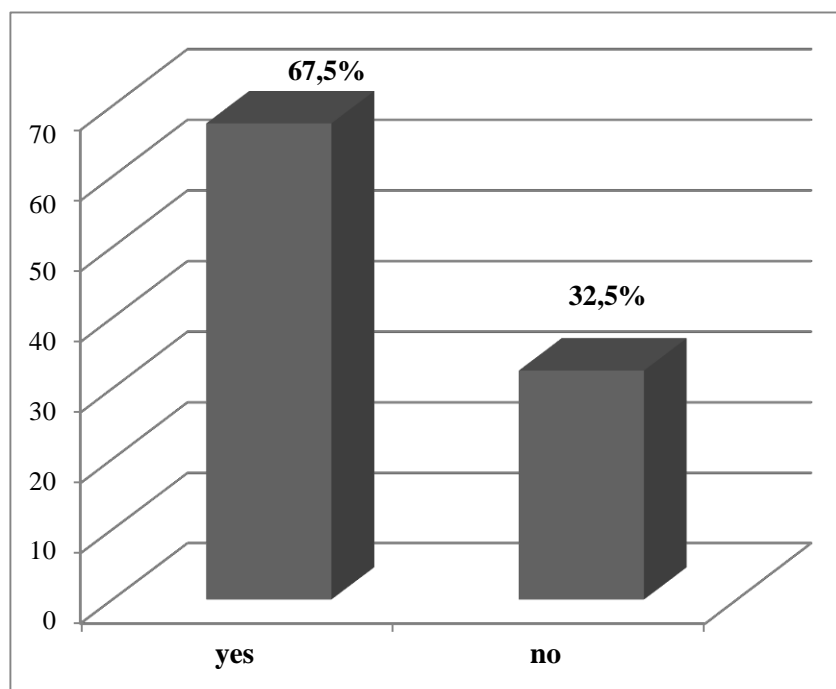


Figure 8: Students' feelings of fear towards talking

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

Item four: Students' reasons behind feeling afraid to talk

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

Table 6: Students' reasons behind feeling afraid to talk

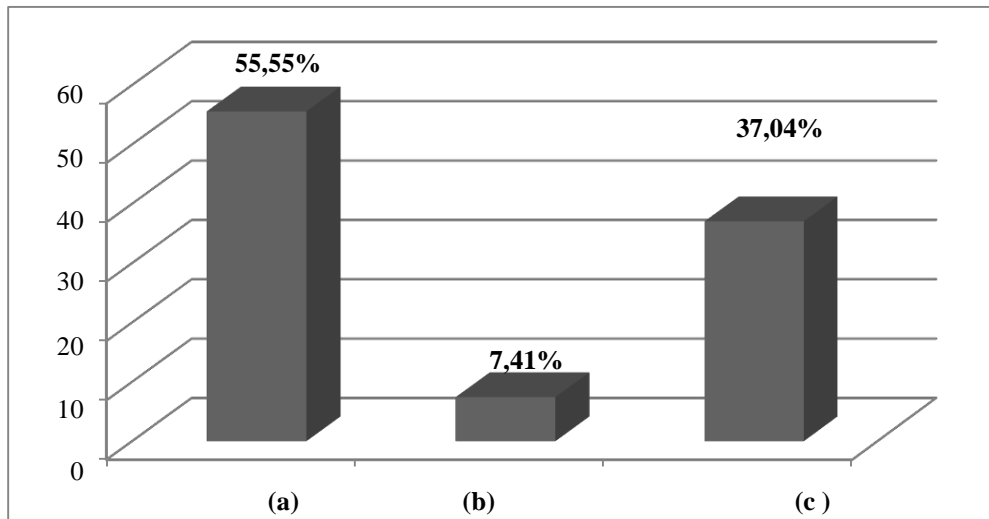


Figure 9: Students' reasons behind feeling afraid to talk

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

Item Five: Students' participation in the classroom activities

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

Table 7: Students' participation in the classroom activities

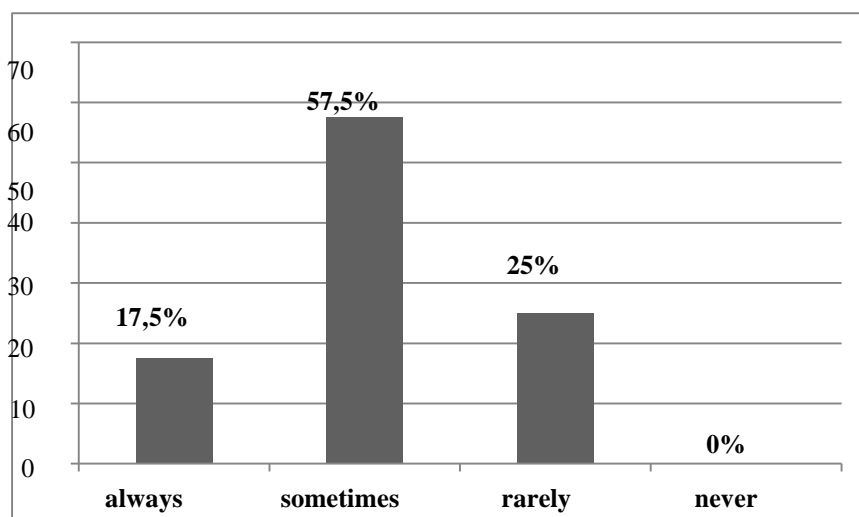


Figure 10: Students' participation in the classroom activities

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

Item six: Students' satisfaction with their different activities

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

Table 8: Students' satisfaction with their different activities

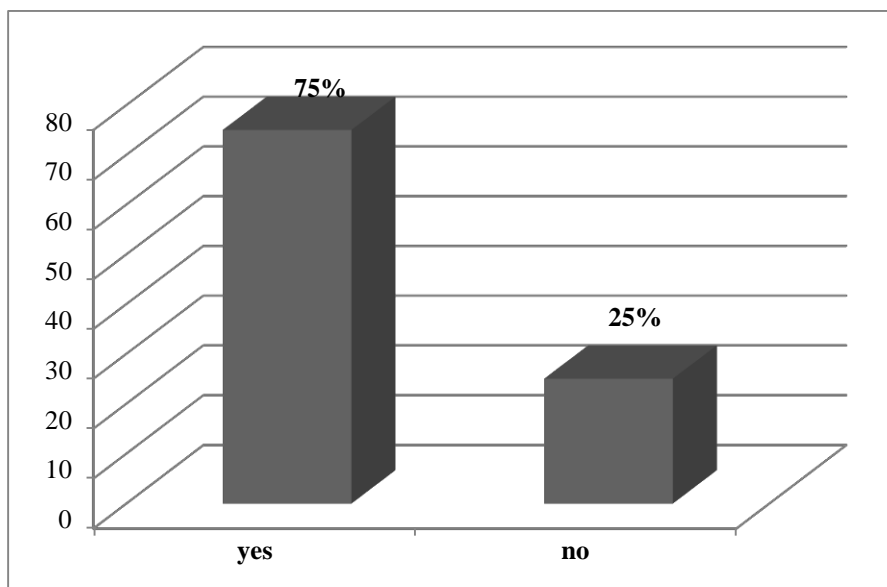


Figure 11: Students' satisfaction with their different activities

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

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

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

Table 9: Students' reasons for trying to speak in the classroom

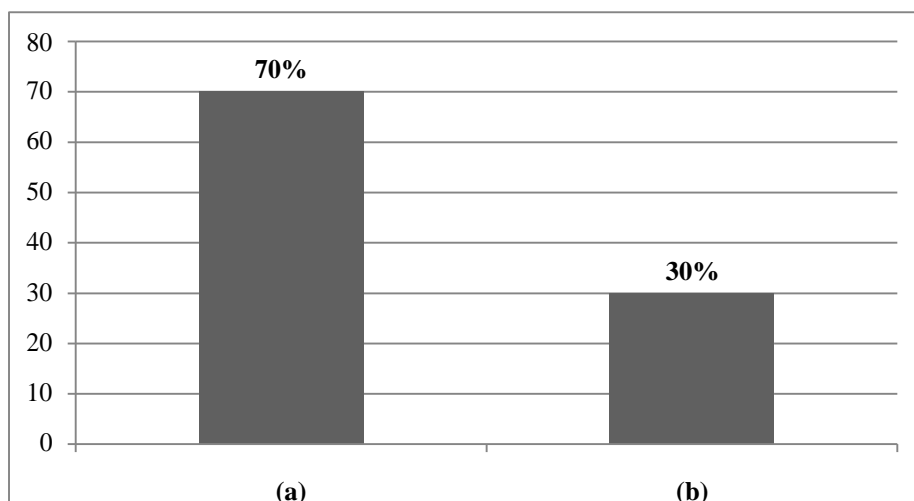


Figure 12: Students’ reasons for trying to speak in the classroom

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

Section three: Affective factors and self-esteem

Item one: Students’ reasons for non-speaking with English teachers

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

Table 10: Students’ reasons for non-speaking with English teachers

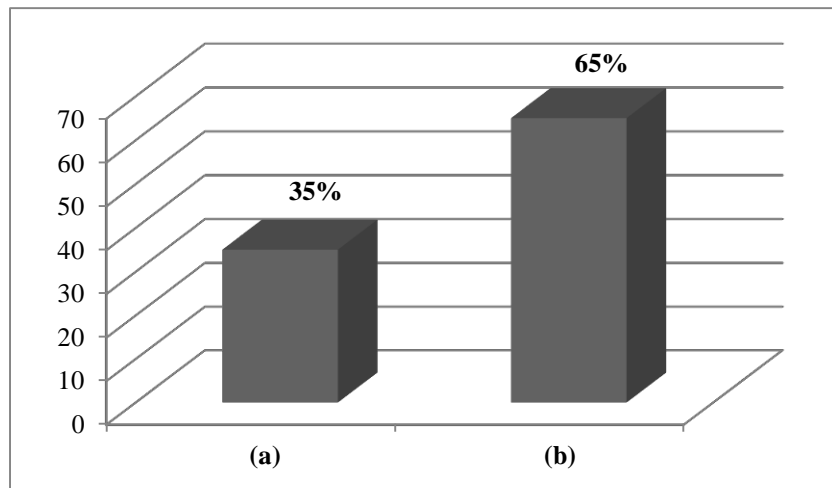


Figure 13: Students’ reasons for non-speaking with English teachers

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

Item two: Students’ courage to persist on given the right answer

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

Table 11: Students’ courage to persist on given the right answer

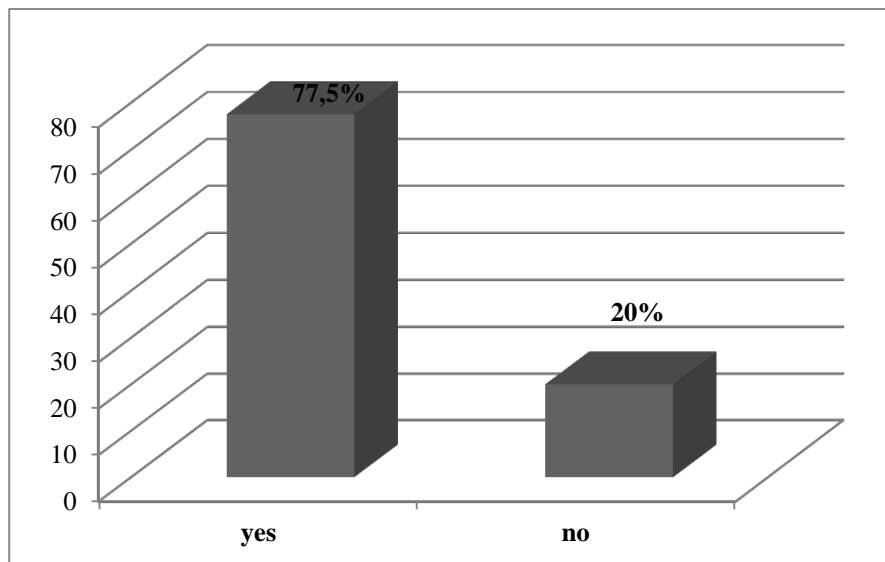


Figure 14: Students' courage to persist on given the right answer

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

Item three: Teachers' motivation to students' speaking

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

Table 12: Teachers' motivation to students' speaking

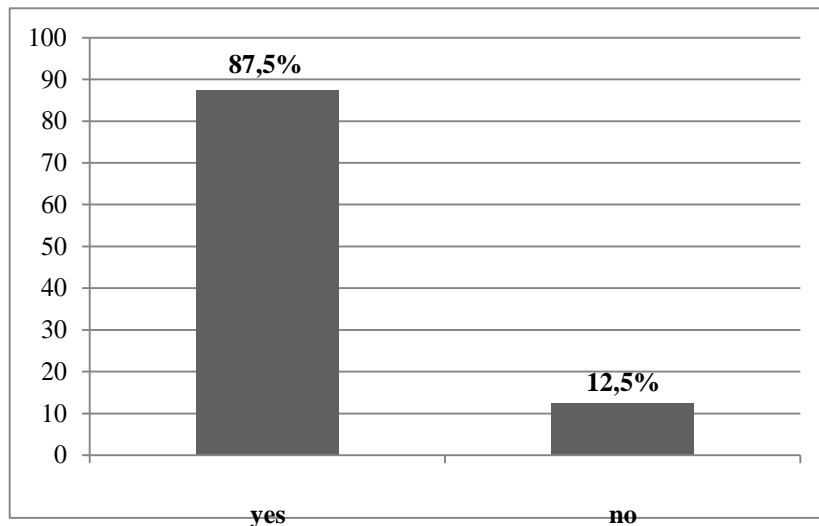


Figure 15: Teachers' motivation to students' speaking

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

Item four: Students' feelings of themselves and their abilities while speaking

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

Table 13: Students' feelings of themselves and their abilities while speaking

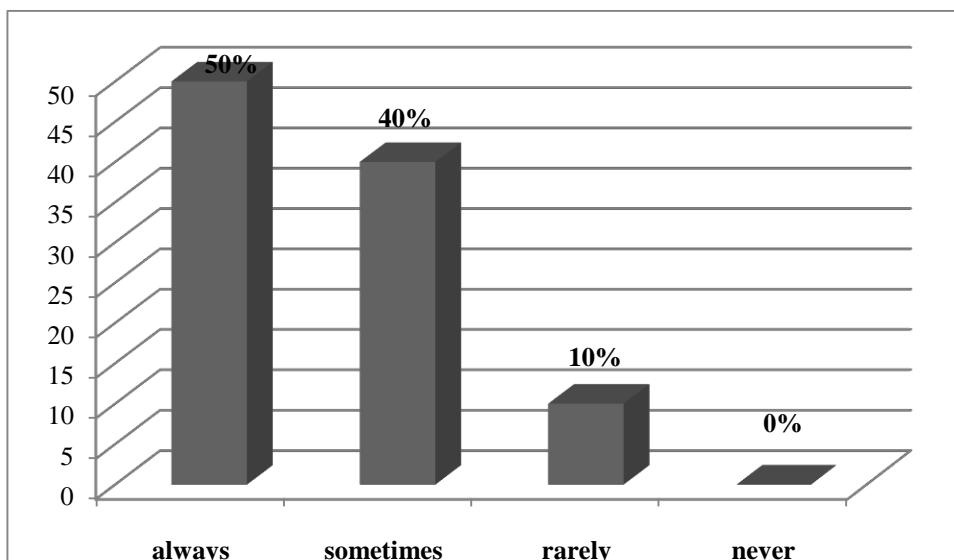


Figure 16: Students' feelings of themselves and their abilities while speaking

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

Item five: Students' satisfaction with the oral expression module

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

Table 14: Students' satisfaction with the oral expression module

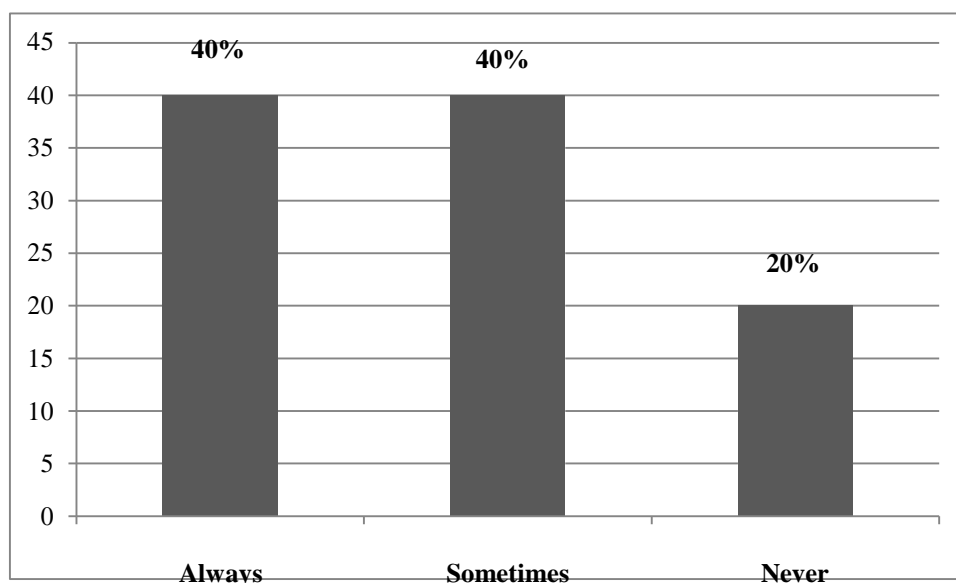


Figure 17: Students' satisfaction with the oral expression module

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

1.4. Discussion of the results

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

Self-esteem, motivation and self-confidence are three factors that have indeed an influence on the speaking proficiency. In other words, students have positive feelings towards themselves and their abilities will raise their self-esteem to a high level, which in turn will give them confidence to speak the English language successfully. Students' answers have strengthened more the idea developed in our piece of research, mainly the importance of self-esteem in enhancing foreign language speaking skill. When considering, again the answers of learners we can say that all students' attitudes agree towards the

significance of the self-esteem or the belief in their abilities and being confident in themselves in enhancing their speaking performance, except some students who are not caring about improving their academic speaking proficiency. We found that answers in tables (3, 7, 8, and 9) in section two and in tables (11, 12, 13, and 14) in section three all indicate the association between the two variables i.e. self-esteem and the speaking skill.

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

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

2. Teachers' Questionnaire

2.1. Description of the questionnaire

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

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

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

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

2.2. Administration of the questionnaire

The teachers' questionnaire was given to three teachers of oral expression module in the department of English at CHEDLI BEN DJEDID University. All the teachers were so helpful.

2.3. Analysis of the questionnaire

Section one: General information

Item one: Experience in teaching oral expression module

Years of teaching	Number	%
0 – 2	1	25
2 – 5	0	0
5 – 8	2	75
Total	3	100%

Table 15: Experience in teaching oral expression module

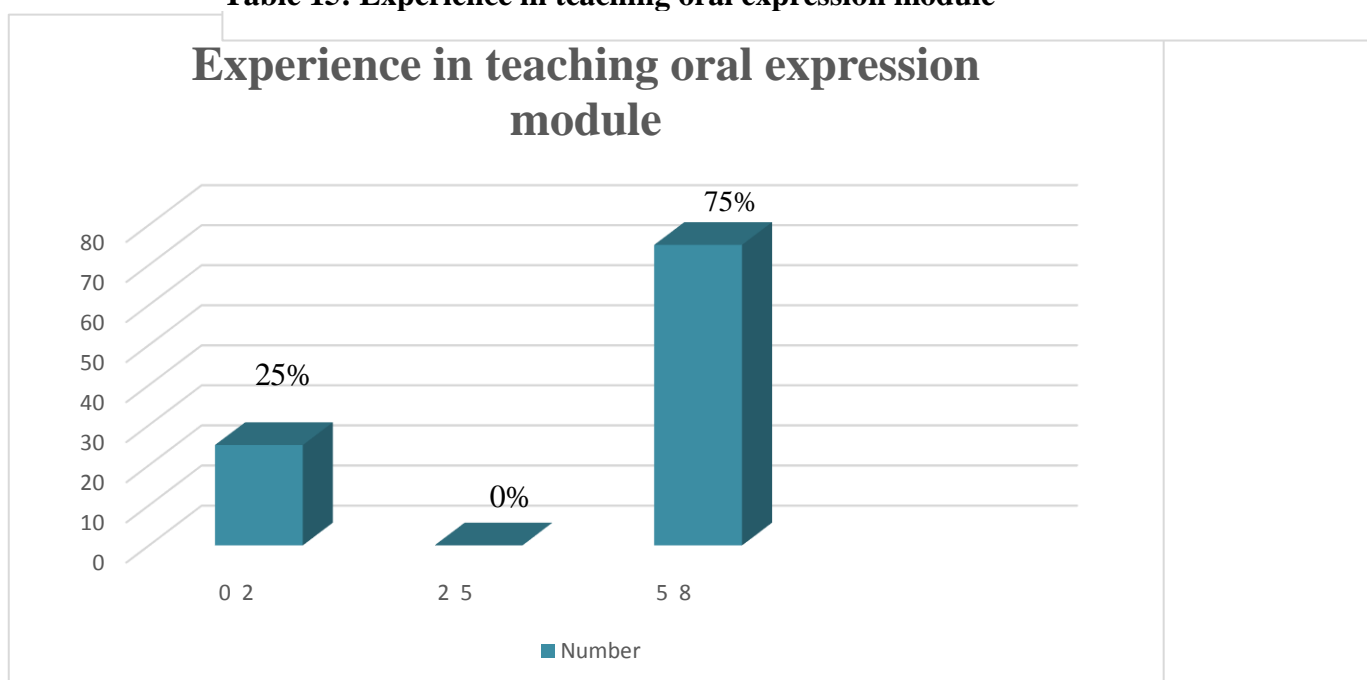


Figure 18: Experience in teaching oral expression module

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

Section two: Speaking proficiency

Item one: Teachers' estimation of good speaking

Option	Number	%
Fluency	0	0

Accuracy	0	0
Both	3	100
Total	3	100%

Table 16: Teachers' estimation of good speaking

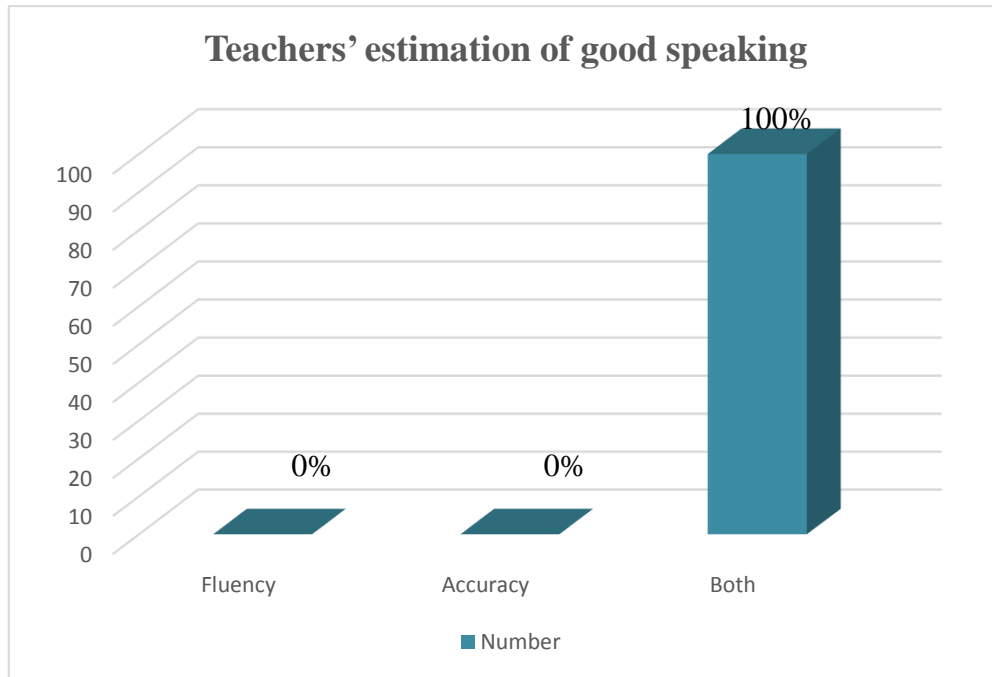


Figure 19: Teachers' estimation of good speaking

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

Teachers explained their answers as follows:

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

Item two: Teachers' focuses on speaking activities

Option	Number	%
Roleplay	2	75
Presentations	3	100
Dialogues	2	75
Debates	3	100
Storytelling	1	25
Games	2	75
Total	3	100%

Table 17: Teachers' focuses on speaking activities

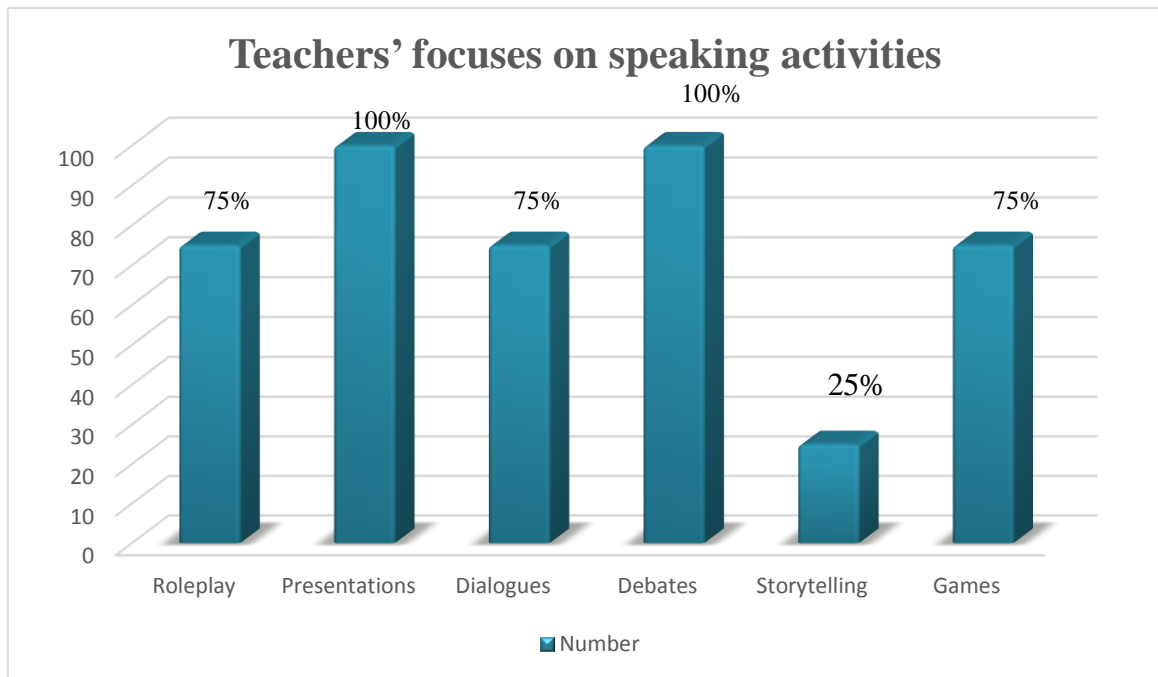


Figure 20: Teachers' focuses on speaking activities

The table above shows that all of the teachers (3) focus on presentations and debates to enhance the students speaking skill. These two activities are suitable for all classes especially the overcrowded classes. On the other hand, (2) teachers focus on role play, (2) teachers prefer dialogues, other (2) teachers focus on games and just one teacher focuses on storytelling activities. So, oral expression teachers should use different kinds of activities in order to enhance their students' speaking skill, because the more students talk and become aware of different situations of speech, the more they can speak with confidence and in interesting ways.

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

Option	Number	%
Always	0	0
Sometimes	3	100
Rarely	0	0
Total	3	100%

Table 18: The possibility of making learners participate in the speaking skill

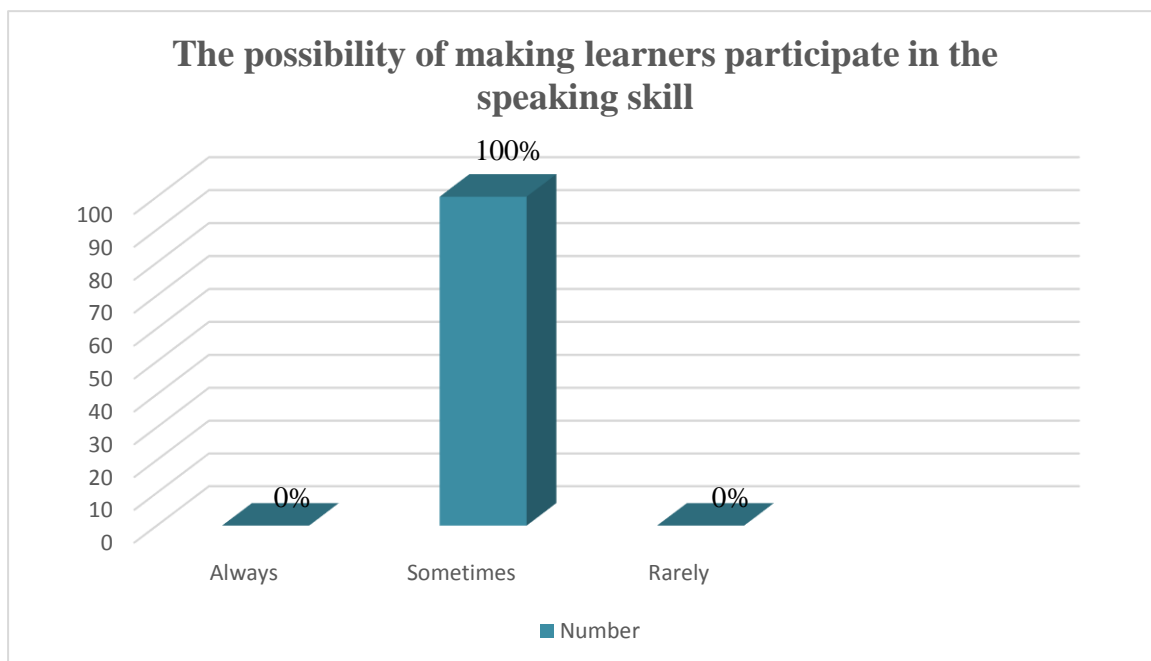


Figure 21: The possibility of making learners participate in the speaking skill

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

Teachers explained their answers as follows:

They believe that there are some psychological factors that influence students' participation such as shyness, motivation, anxiety, self-esteem and fear of making mistakes. This means that teachers know how to deal with such factors by following useful strategies which motivated students to practise the language successfully.

Item four: Teachers' evaluation of students' speaking

Option	Number	%
Yes	3	100
No	0	0
Total	3	100%

Table 19: Teachers' evaluation of students' speaking

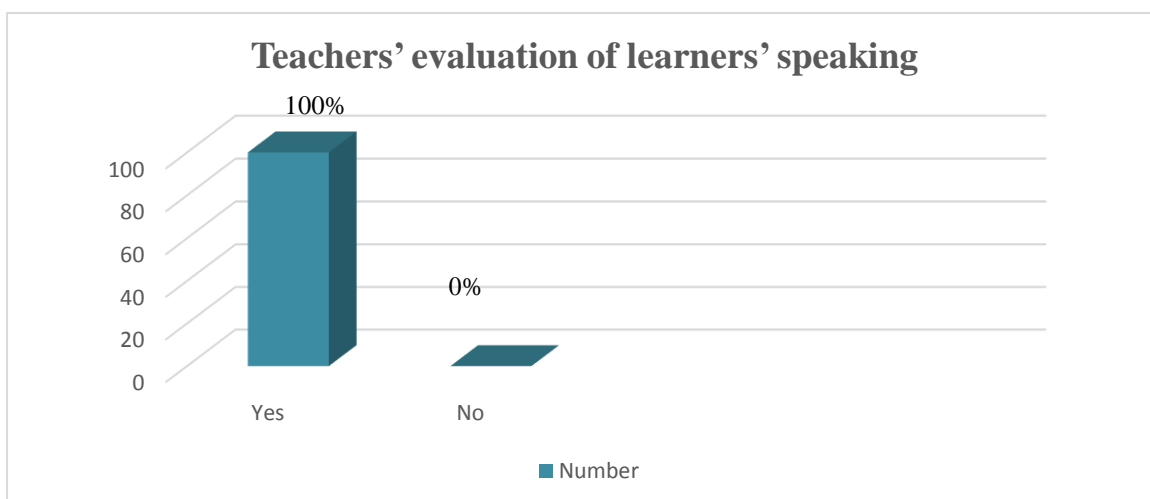


Figure 22: Teachers' evaluation of students' speaking

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

Item Five: Teachers' preference of the type of evaluation

Option	Number	%
Self-evaluation	0	0
Teacher-evaluation	1	25
Peer-evaluation	0	0
All of them	2	75
Total	3	100%

Table 20: Teachers' preference of the type of evaluation

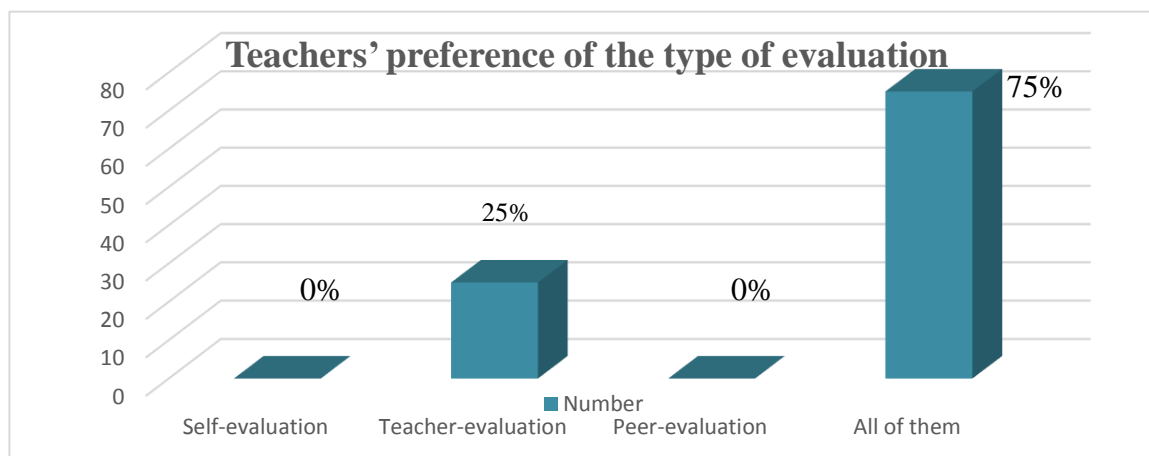


Figure 23: Teachers' preference of the type of evaluation

The table above shows clearly that the majority of the teachers (75%) prefer to use all the types of evaluation (self-evaluation, teacher-evaluation and peer-evaluation). So, teachers are aware of the importance of the three types of evaluation in teaching oral expression. Students cannot feel at ease if the teacher always follows the same kind of evaluation. Only one teacher (25%) expresses his preference for teacher-evaluation. He may have a tendency to believe that the teacher is the only one who can judge the students' production.

Section three: Affective factors and self-esteem

Item one: Teachers' focus point while teaching

Learners' affective factors	The necessary material	Total
3	0	3
100	0	100%

Table 21: Teachers' focus point while teaching

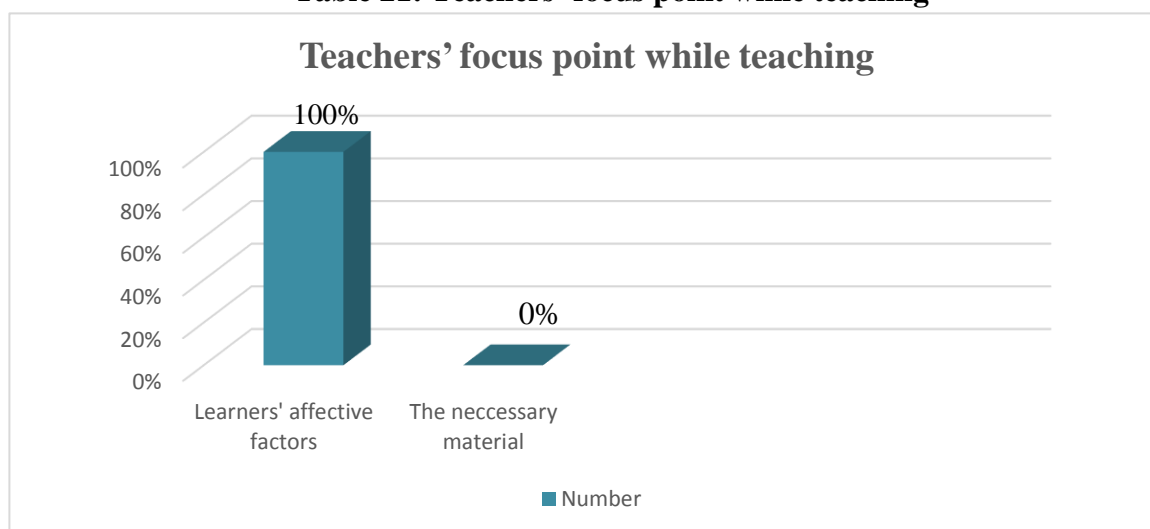


Figure 24: Teachers' focus point while teaching

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

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

Option	Number	%
Yes	2	75
No	1	25
Total	3	100%

Table 22: Teachers' opinions concerning the learners' positive attitudes towards their abilities to speak English

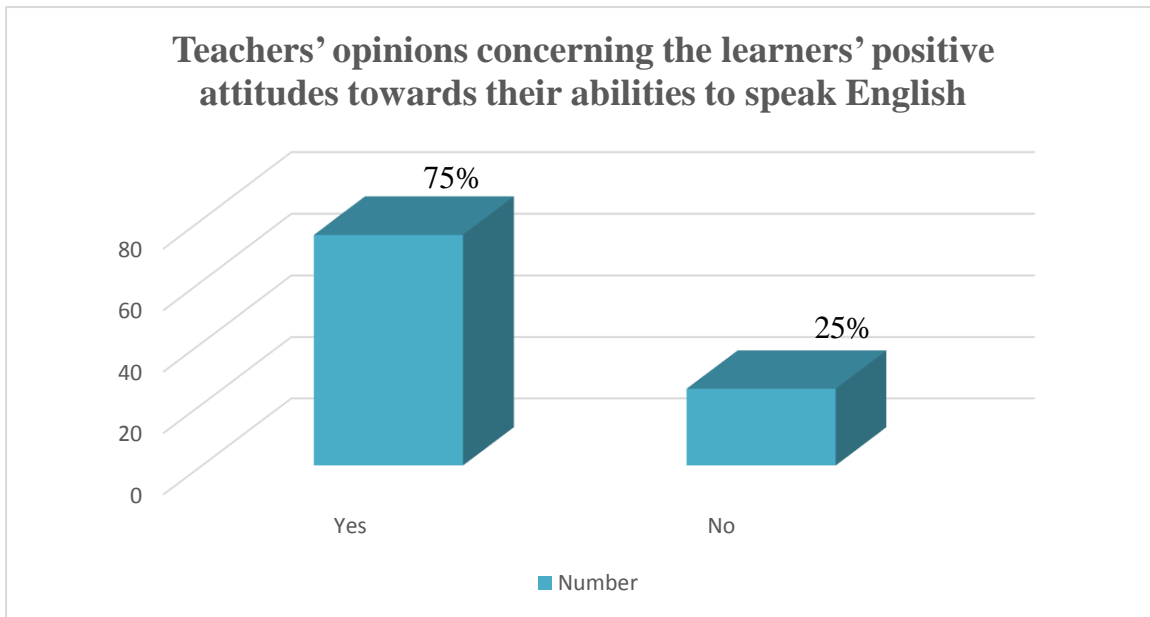


Figure 25: Teachers' opinions concerning the learners' positive attitudes towards their abilities to speak English

Teachers have answered this question according to their experience in teaching oral expression. Results show that (75%) of the teachers feel that the majority of their students have positive beliefs about their abilities to speak English. This is also supported by students' answers when they feel proud of themselves and their abilities. The rest of the teachers (25%) say "no" as an answer to this specific question. This may refer to the teacher's way of interaction with learners inside the classroom because if students do not feel at ease when they interact with their teachers, their self-esteem will become low which means that students have negative feelings towards self and abilities.

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

Option	Number	%
Yes	3	100
No	0	0
Total	3	100%

Table 23: Teachers' views about motivating learners and raising their beliefs about their abilities for effective speaking

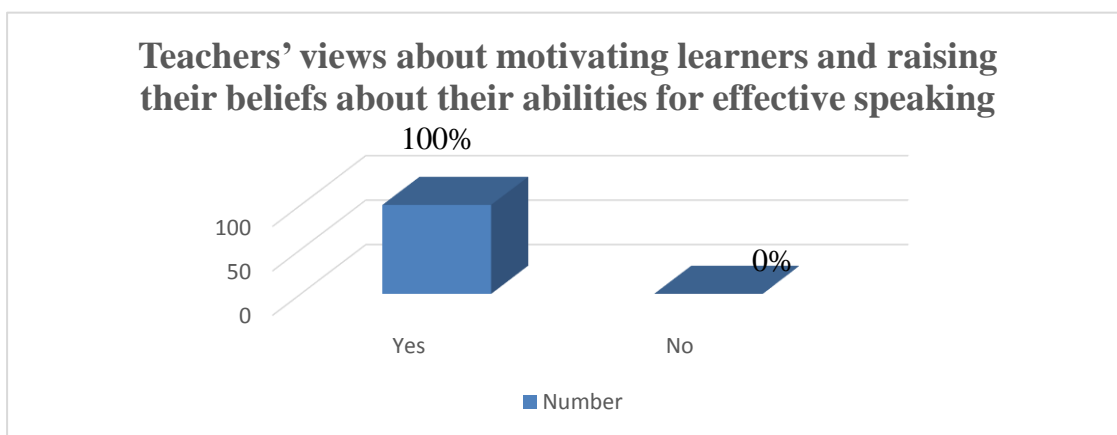


Figure 26: Teachers' views about motivating learners and raising their beliefs about their abilities for effective speaking

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

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

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

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

Option	Number	%
Yes	3	100
No	0	0
Total	3	100%

Table 24: Teachers' belief about the effect of learners' high self-esteem on their academic speaking achievement

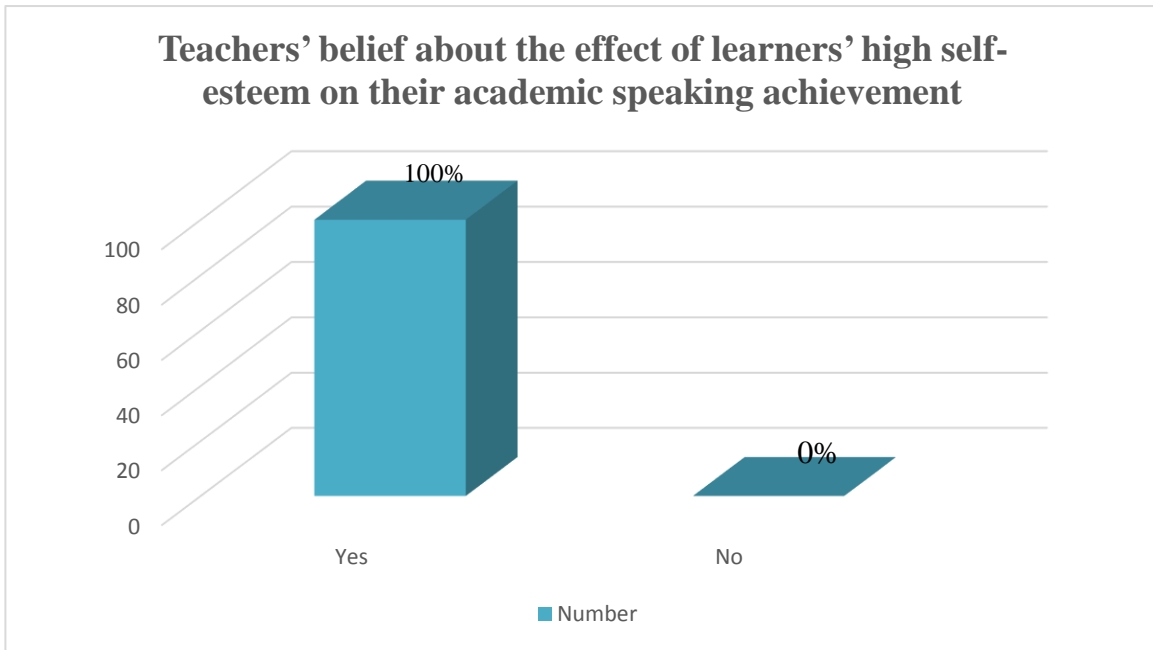


Figure 27: Teachers' belief about the effect of learners' high self-esteem on their academic speaking achievement

The aim of this question is to know whether teachers believe that high self-esteem has a powerful effect on effective speaking achievement. 100% of the total respondents (3 teachers) agree about the opinion, which means that they do believe that high self-esteem is indeed a critical factor in effective speaking that results positively on students' academic achievements.

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

Option	Number	%
Always	2	75
Often	1	25
Sometimes	0	0
Rarely	0	0
Never	0	0
Total	3	100%

Table 25: Teaching learners the significance of high level of self-esteem for successful speaking

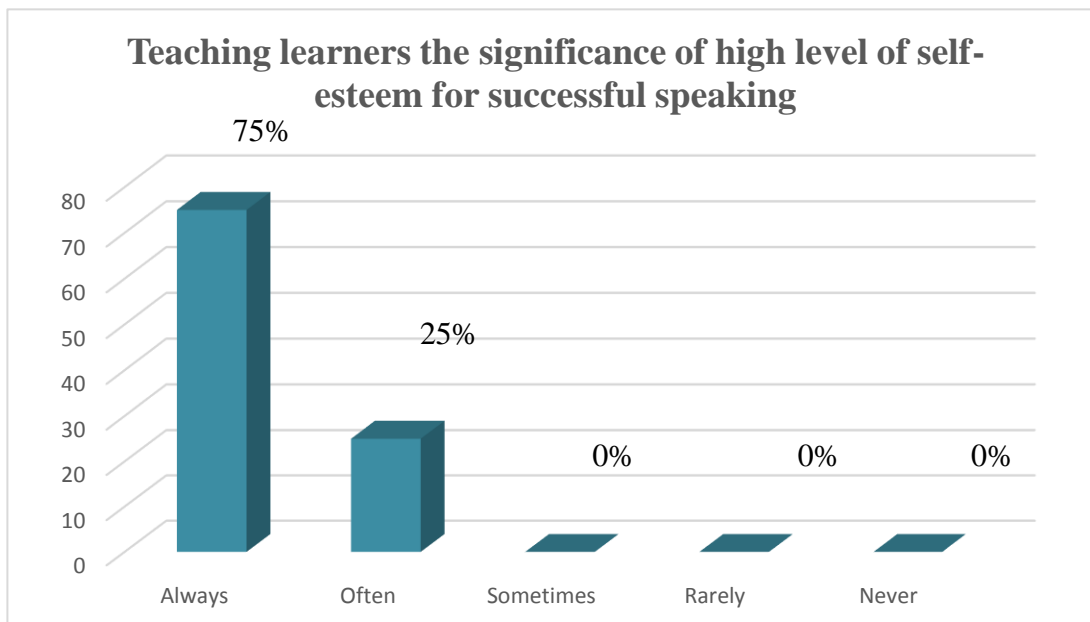


Figure 28: Teaching learners the significance of high level of self-esteem for successful speaking

The last question of this section is about whether teachers have ever tried to show their students the significance of high level of self-esteem in order to speak successfully. Results show that 75% of respondents say always and the other 25% of respondents say often.

Our teachers give us full practical explanations as follows:

Teachers always build this self-esteem during the sessions by repeating that mistakes are part of the learning process.

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

2.4. Discussion of the results

From the data obtained in the teachers' questionnaire, a large number of answers were quite positive, in the sense that they strengthened more our hypothesis. Teachers are aware of the great importance of self-esteem in enhancing the speaking skills; therefore, they

argued that they are focusing more on students' affective factors while they are teaching oral expression module as in table (21). They also evaluate their students and use different types of evaluation in order to raise their students' self-confidence as in tables (19, 20).

Teachers believe that motivating students and raising their feeling of self-esteem will lead to effective speaking performance as showed in tables (23, 24). All the teachers mentioned that they usually try to show their students the significance of self-esteem i.e. believing in themselves and their abilities, because they are completely convinced about the influence of high level of self-esteem on the academic speaking achievement as showed in table (25).

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

Conclusion

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

Recommendations

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

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

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

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

GENERAL CONCLUSION

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

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

In addition, the results showed that speaking was a factor which was significantly affected by self-esteem. Although the other sub-skills of oral production can have degree of influence, yet not statistically significant. The finding may be interpreted to mean that those who enjoy higher levels of self-esteem are more sociable and more prepared to share their views with others; they produce what can be regarded as accurate or standard or even correct English. While some have reported that there is no significant relationship between the two, other have shown that the higher self-esteem, the greater the chances of success in academic achievement. This research might have some suggestions for teachers of foreign language. As it was shown, the level of students' self-esteem has a significant effect on the fluency of students' speaking, so it might be helpful if teachers pay more attention to their students' level of self-esteem and try to enhance it.

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Appendices

Appendix One : Student's Questionnaire

Appendix Two : Teacher's Questionnaire

Learners' Questionnaire

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

Section one

General information

1. Do you like English as a foreign language?

a. Yes

b. No

If no, say why.

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

2. In your opinion speaking in English is:

a. A difficult task

b. An easy task

Section two

Speaking proficiency

1. How good is your oral English?

a. Very well

b. Well

c. Average

d. Weak

2. In your opinion good speaking means:
- a. Speaking quickly and fluently like a native speaker.
 - b. Speaking correctly using the rules learnt in grammar and phonetics
 - c. Both

3. Do you feel afraid to talk?
- a. Yes
 - b. No

4. If your answer is “Yes”, is it because:
- a. Fear of making mistakes
 - b. Fear of teacher’s negative feedback
 - c. Lack of self-confidence

5. How often do you participate in the classroom activities?
- a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never

6. Do you feel satisfied in the different activities you perform in the classroom
- a. Yes
 - b. no

Justify your answer please.

.....

.....

.....

7. Do you try to speak in the classroom because :
- a. You feel you can learn to speak English
 - b. You are afraid about the mark

Section three

Affective factors and self-esteem

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

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

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

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

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

Thank you

Teacher's Questionnaire

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

Section one

General information

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

- a. 0-2
- b. 2-5
- c. 5-8

Section two

Speaking proficiency

1. Do you think that good speaking means:

- a. fluency
- b. accuracy
- c. both

Please, explain why.

.....

.....

.....

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

- a. Role play
- b. Presentations
- c. Dialogues
- d. Debates
- e. Storytelling
- f. Games

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

- a. Always
- b. Sometimes
- c. Rarely

Please, explain.

.....

.....

.....

4. Do you evaluate your learners' oral production?

- a. Yes
- b. No

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

- a. Self-evaluation
- b. Teacher-evaluation
- c. Peer-evaluation
- d. All of them

Section three

Affective factors and self-esteem

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

- a. Learners' affective factors
- b. The necessary material

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

a.

Yes

b.

No

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

a.

Yes

b.

No

Justify your answer please.

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

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

a.

Yes

b.

No

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

a.

Always

b.

Often

c.

Sometimes

d. Rarely

e. Never

Please, explain why and how.

.....

.....

.....

الملخص

يهدف هذا البحث إلى دراسة العلاقة القائمة بين تقدير الذات لدى طلبة اللغة الانجليزية ومهاراتهم الكلامية، فضلا عن ذلك فهو يرمي إلى تحسيس الأساتذة حول أهمية تقدير الذات في نجاح مهارات الطلبة. وبناء على ذلك، تم اختيار مجموعتين من قسم اللغات الأجنبية شعبة اللغة الإنجليزية في جامعة الشاذلي بن جديد، حيث اخترنا من جديد مشاركين ممن لديهم تقدير ذاتي منخفض و عال، وقد تم ذلك من خلال أجوبتهم على استبيان مقدم لقياس تقدير الذات. يركز هذا البحث على أساس فرضية مفادها أنه إذا كان الطلبة لديهم مستوى عال من تقدير الذات، فسيكونون قادرين على الثقة في قدراتهم الشخصية والتي بدورها سوف تزيد من مستوى إنتاج المهارات الكلامية. كما أنّ المنهج الأمثل الملائم لهذه الدراسة هو المنهج الوصفي بغية وصف العلاقة بين المتغيرين. وترتكز هذه الدراسة أساسا على استبيانين موجهين إلى كل من أساتذة التعبير الشفوي وطلبة السنة الأولى ل.م.د لمعاينة وجهات نظرهم حول أهمية المستوى العالي من تقدير الذات في تعزيز المهارات الكلامية. وأظهر تحليل نتائج الاستبيانات أن كلا من الأساتذة والطلبة يؤيدون بقوة أهمية تقدير الذات كعامل فعال في تحسين أداء الإنتاج الشفوي.

Résumé

Cette étude vise à étudier la relation qui existe entre l'estime de soi chez les étudiants anglophones par rapport à leurs compétences à l'oral, dans la perspective de sensibiliser les enseignants à une prise de conscience de l'importance de l'estime de soi dans le succès des apprenants dans l'acquisition de la compétence à l'oral. De ce fait deux groupes d'étudiants du département des langues étrangères pour la filière anglaise de l'Université CHEDLI BEN DJEDID, sélectionnés dans le but d'évaluer la faiblesse et la forte estime de soi, grâce à leurs réponses à un questionnaire pour mesurer la valeur de l'estime de soi. Le point de départ de cette recherche est basé sur l'hypothèse que les apprenants ont un niveau élevé d'estime de soi, en faisant confiance à leurs propres capacités, ce qui augmentera leur niveau de production de compétences orales. De notre point de vue La méthode la plus appropriée pour cette étude est la méthode descriptive afin de décrire la relation entre les deux variables. Cette étude repose principalement sur deux questionnaires adressés aux enseignants couvrant le module d'expression orale et aux apprenants de première année LMD pour voir leurs points de vue sur l'importance que peut avoir un niveau élevé d'estime de soi dans l'amélioration de la compétence orale. L'analyse des résultats des questionnaires a révélé que les enseignants et les apprenants soutiennent fermement l'importance de l'estime de soi en tant que facteur affectif dans l'amélioration de la performance de la production orale.