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**The Role of Foreign Language Learners' Self- Esteem in
Enhancing Their Oral Performance
The Case of Second Year LMD Students of English,
University of Constantine**

Dissertation submitted in partial fulfillment of the requirements for Master degree in:
Language Sciences/ Psychopedagogy and TEFL

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Dedication

There is no way I can express how much I owe to my family for their love, generous spirit and support through the many years of my education.

I dedicate this research to my tender mother for her never ending- love.

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

To my adorable sisters and brothers each one by her/his name.

To the dearest young angle baby in my life "my sweet lovely young" brother Seif El Islam for his love, emotional support, and his smile whenever I was in need."

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Abstract

The present study aims to explore the relationship between self-esteem and oral speaking Productions.

The hypothesis of this dissertation is that the more students trust their abilities, and the more they believe in their abilities, the more likely they are to enhance their speaking abilities in the foreign language.

The research work is mainly concerned with finding whereby the feeling of “I can do it” and “I am unique” has anything to do with learners’ speaking abilities.

The research methodology adopted in this study is a descriptive one. It intends to describe two variables: self-esteem as the presumed independent variable and foreign language speaking as the presumed dependent variable, and to identify the relationship between them. Data were gathered through a series of questionnaires administered to a sample of 30 students and delivered to 10 teachers at the department of English, University of Constantine.

The results obtained from the present research paper showed that there is a positive relationship between students’ self-esteem and their foreign language speaking performance, and that this relationship affects directly their level of academic achievement in general. A reality that is agreed by all teachers’ answers to the questionnaire.

Furthermore, the research findings showed an important indication that there is no value judgment more important to any learner than the value he gives to himself when learning the foreign spoken language.

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List of Abbreviations

T.L: Target Language

S.L: Second Language.

L1: First Language.

M.T: Mother Tongue.

L2 : Second Language.

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1. Introduction:

In Teaching, today's professional interest is on the development of students' speaking Proficiency in a foreign language class, because in general success is shown through the speaking ability. Teaching in general is an art, skill and science .It is an interactive process which involves the active participation of both the teacher and the learner. Speaking, in particular, is one of the four skills, namely, listening, writing and reading which requires special abilities to be mastered, as it is an act of love between the teacher and the learner .For that reason, a greater opportunity of psychological principles is being truly demanded in learning speaking. The training of students requires a special deep psychological knowledge on the part of the teacher.

If we are within a learning setting to identify the most powerful influences on learning, self-esteem would be the foremost needed of effective teaching .It is common to think that if we 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 low self-esteem are not motivated to speak, afraid and 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 pay 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..

2. Statement of the Problem:

At Constantine University, second year LMD learners of English are struggling to improve and develop their English communicative skills, in particular speaking. Although they have learned English for many years, the majority of them are still incapable to use

English orally “they sometimes hesitate, repeat themselves, stutter or make slips of the tongue” Clark and Clark (1977, 6). Their poor achievement in oral productions is not always the consequence of any of the linguistic factors since many learners own the language competence and are being taught throughout effective processes’

approaches, but which refers to psychological factors which more concern the fear of making mistakes.

This feeling comes from the low self-esteem they have. Someone with low self-esteem is believed to be unconfident, while confidence is needed by learners to present their English orally. As argued by Amato (2003) that self-esteem is a very important factor in providing learners with the power to be motivated towards their own abilities to enjoy the learning process and experience real communication.

According to Coopermith (1967, 4-5), the definition of self-esteem is a:

Personal judgment of worthiness that is expressed in attitudes that the individual holds toward himself, indicates the extent to which the individual believes in himself to be capable, significant and worthy.

Cardner (1994) argues that students cannot defeat the fear that faces them in speaking the foreign language in the classroom.

The problem we are confronted with in this research is the kind of the relationship between learners’ self-esteem and their speaking skills.

The precise questions we would ask are :

What is the relationship between self-esteem and oral productions for 2nd year LMD learners of English?

Do successful learners show higher self-esteem in oral tasks than do less successful learners?

3. Aim of the Study:

The main aim of this study is the investigation of the relationship between self-esteem and 2nd LMD class performance in communicative language classroom. Our aim also, is to suggest, for more effectively improving foreign learners' oral performance, that teachers should pay more attention to learners' affective domains in particular their self-esteem; so, our general aim is to analyze the degree of correlation between self-esteem and oral productions to cast some light on one of the personality factors and its great impact on learners' speaking success.

4. Hypothesis:

This study will examine if self-esteem is helpful in oral productions. If self-esteem can be shown to enhance learning, then successful affective factors must be shared in educational community to heighten achievement in all subjects.

Generally, foreign language students' failure to speak English in the classroom may emerge from at least two factors :

One is that learners are really weak and they consider speaking in English a very difficult task; and the second one is that in spite of the students' knowledge, there are some personality factors like self-esteem which prevent them from doing so.

In other words, the general hypothesis can be stated as follows : if second LMD learners of English trusted their own abilities or if they had faith in their abilities, they would be more motivated and energetic to become positive about their own oral skills productions.

5. Tools of the Study:

In order to test our hypothesis, and to obtain the information required from our subjects, and to fit the objectives of our present research we will be using two main tools.

First, a formal questionnaire one for teachers to ensure that their responses and recommendations are the result of their long interaction with English language learners during many years of observation of learners' performance, particularly teachers of oral expression module; the second questionnaire will be directed to 2nd year English students at University of Constantine to know their points of view about self-esteem and oral performance. If the information obtained through the use of questionnaire is of value, it is nevertheless not enough. To consolidate, we got and to raise the objectivity, we do

believe that the inclusion of another data gathering tool would be indispensable. The administration of a test would be of a great importance for our investigation by testing the attitudes and the reactions of our sample of students towards the role of self-esteem in enhancing their oral performance, and this would confirm or disconfirm our hypothesis and reinforce our investigations (because of the constraints of time, the test was prepared, but unfortunately we could not find the time to do it).

Hence, we believed that questionnaires' results would be of great importance for our research by analyzing them quantitatively and qualitatively to see if the results obtained are in the direction of our hypothesis to cast some light on the importance of self-esteem for better speaking in the language classroom.

6. Population:

The actual problem was observed among first (1) year English LMD class at Constantine University level, but we decided to work with 2nd year level because throughout the first year, students were training using all the teaching processes' approaches and they were learning the new language competence, thus, in their second year, normally, they are able to take-risks in speaking since they have started to develop their self-esteem from their first year.

Out of 20 groups, we will select randomly one group; the students in this class will be all of mixed ages and sexes. But for teachers, we will limit our sample to teachers of oral expression module.

7. The Structure of the Study:

The dissertation is divided into two main parts; a descriptive part which includes two chapters about the review of the related literature, and an empirical part which includes one chapter, which is concerned with the analysis of both quantitative and qualitative responses, and discussions of the results obtained from teachers' questionnaire and learners' ones.

Chapter one deals with general issues on the speaking skill. It provides a synthesized historical and review of the speaking skill, namely, the importance of speaking in the foreign language, speaking as a skill, the nature of oral communication, how to understand and speak a new language better, the connection between speaking and other language skills, teaching speaking, oral expression activities, and the learner's strategies for communication.

Chapter two deals with general issues on the affective domain in general and self-esteem in particular. It provides a better understanding of the affective domain definition, its strategies and elements, it provides, also, an in depth discussion of the concept of self-esteem, its definition, its levels and its elements.

Chapter three deals with data analysis, it contains a detailed analysis of learners' and teachers' questionnaire.

Chapter One:

The Speaking Skill

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Introduction:

Speaking is the more favorable skill by students than any other language skill.

But in teaching speaking, learners are confronted with many obstacles which prevent them from communicating using this favorable skill .

In this chapter, we will be mainly discussing some details about the speaking skill, namely, what is the purpose behind speaking in the foreign language, speaking as a skill, the nature of oral communication, how to understand and speak a new language better, the relation between speaking and other skills, teaching speaking, oral expression activities, and learners' strategies for communication, all of these titles will provide learners with some ways to cover many of their speaking problems.

1. The Purpose behind Speaking:

Firstly, it is worth mentioning the purpose behind speaking in the foreign language because it reflects the success of foreign language learners, as argued by Nunan (1991:39):

To most people, mastering the art of speaking is the single most Important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.

According to Bygate(1987), the speaking skill demands special care like the other skills, for both the mother tongue and the foreign language as it requires a firm trust in one' s own abilities to reach his goals. It is the skill whereby others recognize us from what we say and how we think. As it is the skill whereby people befriend or separate others. Since it is the means of expressing and moving the solidarity of societies, social positions, it is an excellent tool for allowing the learning of languages to take place.

Respectively, Clark and Clark (1977) argued that speaking is used as a tool by speakers who speak in order to influence their listeners, through asking questions to

get information; and ,also, they do many activities to reach their goals .

2. Speaking as a Skill:

For Bygate (1977:3) one of the basic problems in foreign language teaching is to prepare learners to be able to use the language . For that reason, tutors must get their learners’ goals, such as: owning general information about “grammar”, and” vocabulary” which allows learners to use the foreign language orally ;also, teachers must consider the necessary needs in order for learners to learn speaking which means that the inclusion of the knowledge is not sufficient alone because it has to be practiced and applied that refers to the skill of speaking which is a crucial factor in learning speaking.

3. The Nature of Oral Communication:

According to Byrn (1967:08), the oral communication is a “two ways processing” between the speaker and the listener, it makes use of both speaking which is a “productive skill” and listening with understanding which is a “receptive skill”.

Speaking does not just include both skills of speaking and listening, but integrates the four skills, namely, speaking, listening, writing, and reading as shown in the diagram:

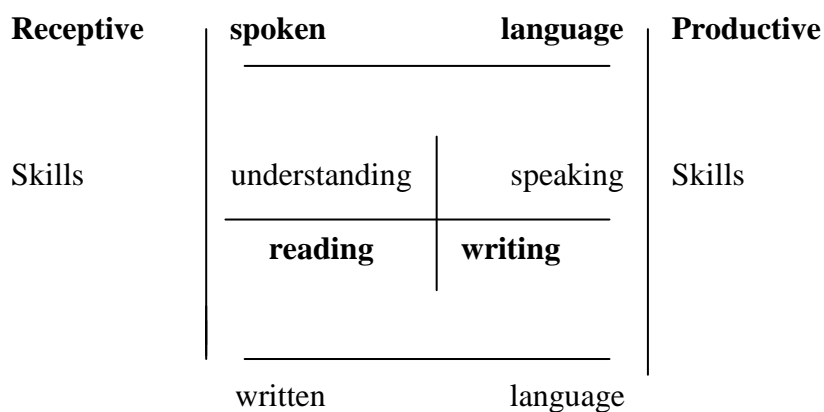


Diagram 1:the Integration of all the Four Skills.

In the process of communicating orally, both the speaker and the listener cooperate together; the role of the speaker is to change ordinary language into letters or symbols to transmit his message to the listener, < to encode>, whereas the role of the listener is to find the real meaning of the spoken message which is in codes,<to decode >. It is worth mentioning that the listener does not necessary follow each word the speaker says because speakers always add more than asked information, and include, in their speech, some “prosodic features” such as “stress,” “intonation”, their “body language” such as: facial expressions,movements and gestures which help the listener besides the words speaker says.

It is worth stating, also, that the spoken language includes uncompleted sentences or incorrect grammar, false starts and many repetitions as opposed to the written one which requires structured, gathered and full sentences.

Second language learners need to understand listening before speaking and to be able to speak with confidence in order to carry out many of their most basic transactions, such as the transfer of information and the maintenance of social relationships. We can make the distinction between <<motors -perspective>> skills, which involve perceiving, recalling and articulating the correct order of sounds and structures of the language, and <<interaction-skills>> which involve making decisions about communication, what to say, how and where to say it.

One of the most important constraints under which the language is produced is time pressure which tends to affect communication in at least two main ways. On one hand, speakers use some strategies in order to facilitate production, and on the other hand, they often have to compensate for the difficulties they face while speaking. Speakers may facilitate the production of speech simplifying structures connecting sentences by the use of

coordinating conjunctions, this is called parataxis; by ellipses, that is the omission of parts of sentences, formulaic expressions: idioms, routines, or by using chunks of language which have been learnt as wholes. Learners usually use compensation features such as self-correction; false starts, repetitions, rephrasing and hesitation. In spoken interaction participants tend to say what they want to say in a way which the listener finds understandable. They may use routines and negotiate skills (the learners negotiate meaning in order to ensure understanding). Some communication strategies used are: paraphrasing, metaphor and the use of vocabulary to the degree of precision in communication.

Speakers need to know that the control of conversation may be negotiated through the agenda management, which covers the participants' right to choose the topic and how to develop it and through the business of handing turn taking. The development of the negotiations skills is very important for L2 learners, so they should be practiced in incommunicative tasks. Activities which involve spontaneous pairs practice or group work, and simulations and role-play should be focused on to develop fluency in the learners' speaking.

Brown and Yule (1983:13) refer to two main types of talk: "interactional" and "transactional". Interactional talk is concerned with maintaining social relationship, assumes shared knowledge between the speaker and the listener, and it is primarily listener oriented. A talk that is mainly transactional deals with the conveying of information, It is a message oriented and often involves more specific vocabulary. The message must be spelt out clearly since the speaker assumes that much less information is shared with the listener.

Foreign students who learn spoken English outside English speaking environment are likely to acquire it for a transactional purpose for requiring disseminating information. They maintain that most foreign students need to be able to produce long

transactional turns in the foreign language and to acquire the ability to sustain spoken discourse, that they usually have problems achieving, they suggest, as a result of too much classroom concentration on short turns and on focusing on mastering the language at sentence level. This can be remedied if the teacher can support and develop the students' ability to use language communicatively over a range of situations and enable students to use the forms they know creatively and appropriately.(Ibid.).

4-To Understand and Speak a New Language Better:

According to Vasile (2008 :91), learning how to speak a foreign language needs learners to listen carefully to their teachers, as well as to their classmates' correct pronunciation of words, syllabus, vowels, and consonants. They, learners of the target language, should observe how sounds are delivered from speakers' lips, and mouths; they must, also, have a good knowledge about the second language "phrases", " clichés", and "idioms".

They must raise their hands and request their teachers to explain again what have been said because teachers and excellent students like to help other students to get what have been misunderstood using many ways, such as: "repetition", "saying the sentence in another way", "speaking slowly", and giving "explanations".

So, understanding and speaking a foreign language better needs some attention and encouragement on the part of learners.

5-Contrasting Spoken vs. Written Language:

According to River and Temperley(1987: 07), books are usually what learners depend on to learn the target language, they contain dialogues and conversations where the language used is not totally true , even tapes and records that are used in the language classroom present unnatural aural language read from the written one.

The teacher must put into consideration that to teach learners the spoken foreign language, it is necessary to know that speaking is different from writing concerning the degree of usefulness, vocabulary, pronunciation and syntax.

Concerning their use, the written language uses clues; which clarify the meaning of words and structures like” spelling” , and “punctuation”, for example, “plain and plane”; “their books and they’ r books”, “you know and uno”, “the sons raise meat and the sun’ s ray’ s meet” more than the spoken one. The spoken version, on its side, uses “repetitions” and “coping” like : “stress”, “intonation”, “tone of voice”,and “junctures” that speakers cannot convey the right meaning or even do not be understood it if they abandon them more than the written one.

If we take a spoken form and its same written form, we will find differences, in that : the spoken language contains “stress”, “intonation”, “tone of voice”, “gestures”, and “facial expressions” with “repetition”, “pauses”, as it contains a certain “speed of the speech”, according or altering some forms, but listeners understand the messages, these characteristics are absent in the written language.

Concerning pronunciation, some words are not pronounced in spoken forms that lead listeners to misunderstand the message, either that situated at the beginning like: and ;just ;sent her and ,also, some words or to reduce some vowels such as that ; you ; or , assimilation of some consonants in for them to go back , combinations of features such as for have; for had to , in pronunciation speakers link words each other in the sentence like: how far away can you get

Concerning vocabulary, in oral language English, there are some vocabulary that belongs to it, such as in vocabulary in conversation: “listen, you know”, “I mean”,.....which makes the speaker communicates with the listener and allows the speaker ,sometimes, to arrange what he wants to say next , we notice its absent in the written language. Also, colloquial clichés which has no place in written forms exists in spoken versions like: “madly in love”, “how far away can you get”, also, demonstrative pronouns (this / these) do not exist in written language, but they do in the spoken one like: “these two girls”.

For syntax in oral speaking, we just use simple declarative sentences but speakers find it difficult to produce a sentence. Words are omitted like (two ore three). Also, in speaking full utterances are considered incomplete utterances in writing like :”Egypt, kind a bad problem”. conversations are full of “hesitations” and “pauses”, as well as, difficulties in starting. That display the big difference in the written language.

In all, speaking is as important as the listening skill but we must consider the differences between them to learn them.

6. Listening and Speaking Connections:

Concerning the speaking listening connections, Anderson and Lynch (1988:15) posit that:

A carefully prepared l2 utterance is only a useful aid to Communication if the speaker can deal effectively with the replies he receives. For the l2 learner in conversation, he needs to be skilled as both speaker and listener.

So, second language learners, either speakers or listeners, require having special abilities. Each one relies on the other one to accomplish a conversation; there is a high emphasis on the role of combination between the two skills in conversations.

In order to develop the listening skill, teachers must clarify to learners the relationship between speaking and listening, that successful speaking relies on successful listening for foreign language learners. He conducted many experiments in this context, namely, the experiment where speakers ask listeners to draw diagrams or arrange a set of objects; it is found that good productions of listeners came from the same speakers who were listeners on a similar task. Children do not speak their own

language perfectly because they do not understand completely the people they listen to. Young listeners are weak and they are not able to criticize speakers to show that they have misunderstood the speech which worsens their communication, and which proves that young speakers, also, do **consider** the interrelationship between speaking and listening that leads to problems in communication between the speaker and the listener. Another experiment done is

the one concerning the teenagers' records communicating in the mother tongue, for each two teenagers one gives information about drawing a way and the other one listens and draws the way on the map. Among those speakers, some speakers perform poorly because they did not ask for clarification when they hear badly. This shows that when there is unsuccessful performance from a speaker there is a poor performance too from his listener. Consequently, we can notice how much there is a clear dependence upon each other between the speaking and listening skills. (Ibid. 16-17).

To end up, listening is correlated with speaking .If want to speak better, we are to listen better. Because when we speak clearly listeners recognize our messages.

7. Teaching Speaking:

According to Al Mutawa and Kailani (1989 :104),to speak a second language is necessary to be fluent, and being so needs tremendous efforts from learners. As it requires linguistic competence, and sufficient amount of culture information concerning the second language on the part of the learner, and a suitable place where learners feel comfortable through the process of learning, the learner must be given a full help from the teacher about the words and phrases that belong to the subject in debate. Similarly, it needs, on the part of the teacher, a fluent teacher who must give learners enough chances to practice the language orally, as he must make it clear to his learners what he wants to reach from his suggested subjects, he must provide learners with sufficient numbers of exercises that allow them practice the T. L. Besides, taking into consideration the setting where students can communicate with persons who speak the foreign language, which usually refers to the degree of "formality" and "informality".

It is important to indicate that owning enough amounts of knowledge on grammar rules and pronunciation cannot be sufficient to speak the foreign language, until they are practiced through all forms of speaking.

In the process of teaching oral communication, we can discriminate between three phases:

7.1. Phase 01: Mechanical Practice:

Mechanical practice is an exercise which takes place in the laboratory. In this activity, learners are taught pronunciation, vocabulary, and grammar rules as the first phase in learning speaking. They listen to many sentences and then record them, after that they listen to all learner's recorded sentences and correct each other's wrong pronunciations, so as, at the end of the course they find themselves earning huge amounts of phonetics rules.

The role of the teacher, in this activity, is to show the learners the basic elements that help them improve their speaking abilities, which are: grammar rules, sentence formation rules as he plays the role of a manipulative teacher to correct and to decrease learners' oral shortcomings.

Although this activity provides learners with an extensive training of language grammar and vocabulary < linguistic competence >, learners cannot express their opinions freely because of the teachers' complete control on their answers. (Ibid.105)

7.2-Phase 02 : Meaningful Oral Work:

It is considered the second phase just after the mechanical practice. This activity provides learners with expressions which help them engage in the society, like : “how to greet people”, how to “complaint” and how to ask for information ...etc. It allows learners to correct their each other’s shortcomings after expressing their new information.

The role of the teacher in this activity is to provide learners with a suitable place and to give them the content of the subject in debate, and to take into consideration administrating subjects that attract learners’ attention to ensure their participation through using, for their contributions, “newspapers”, “magazines”, “games”, “classroom objects”, and the learners’ “likes”, also teachers must make students feel that they are using the language in a real situation to perform well. Concerning their motivational side, teachers should stimulate them to talk using some questions like : “who is talking now”? and encourage them to speak to attract their feelings, and understand the aim of each speaker.

In this phase, methods that are recommended are: guessing games, simple role playing, dialogues and the like. (Ibid.106)

7.3-Phase 03 :Free Oral Production:

It is the last phase just after the meaningful oral work. In this activity, learners are ready to speak and express their opinions freely without their teachers help.

The role of the teacher in this activity is to attract learners’ attention to participate. He must use tools, for example, free discussions that need to be prepared in advance by the teacher; otherwise, it will not be successful because in order to have successful free

discussions, it must be prepared by both teachers as well as students, as he should keep silent during the learners' discussions.

Teaching speaking requires all these activities application that frustrate teachers. However despite this fact, teachers must consider these stages in order to teach the spoken foreign language to their students successfully.

8. Reasons for Teaching Speaking:

According to Harmer (2007), teaching speaking can be beneficial for three reasons:

Firstly, it gives students occasions for speaking the S. L. to known people namely teachers and classmates within the classroom. Secondly, in teaching speaking, students are given tasks where they take the advantage to express their knowledge freely, in order, for them, to diagnose their strengths as well as their weaknesses. Thirdly, teaching speaking makes all of the kept information about language grammar structures practiced away by learners that, surly, lead them to speak fluently and without difficulty.

In teaching speaking, exercises must be set up by the teacher correctly i.e. suitable for students in order to guarantee their contributions and make them benefit from those exercises.

9. Oral Expression Activities:

Oral expression activities are conducted with group work to stimulate learners' interest and to defeat their feeling of shyness and fear, as they are helpful in giving each learner, especially for overcrowded classes, the chance to participate within the group. They are conducted through separating the class into groups, with a chief for each group and then give

them the task. After a limited period of time, all learners meet again and debate what they found as results.

The teacher organizes his learners in the classroom according to two shapes, the first one is that learners sit roundly to see each other and to ease their contributions; and the second one is that learners are put into a group of two learners, and ask them to converse between each other, one asks and the other one replies and the reverse.

As he can help students with vocabulary and expressions necessary for the exercises as well as offering students the chance to contribute orally through paying the students' attention to ask questions that need long answers, as he must correct just students' errors that cause misunderstanding among them.

Among those activities that are used in the classroom are the following:

9.1-Problem Solving Activities:

According to Harmer (2004), these activities require learners to solve many problems through ranking the items they create. In problem solving activities, there are many topics, each topic has its language; these activities require learners to suggest, give reasons, accept, change or refuse suggestions or reasons.

9.3-Role Play:

For Klippel (198, 121), these activities are composed of both "realistic" short scenes, where students act out real jobs; and "fantasy" short scenes where students act out non-existing scenes in reality. Role cards and cue cards are the two tools of role play. In cue role cards, learners are given what they must say in details, whereas; in role cards, learners are

shown their roles, then, they are let acting freely without giving them orders on what to say in their act.

9.3-Interviews:

For harmer (2007), interviews are the other type of communication interaction activities.

They are conducted in many shapes. In the first shape, the student stands up at the top of the class where all of their classmates can notice him totally, and then he is asked simple questions by his classmates, the interviewee must reply to show if he got or failed to get what others have said.

The teacher can give students questions to guarantee their contributions or he may give them, just, key words and let them formulating what they ask.

9.4-Dialogues:

Dialogues are one form of communicative interaction activities. In these activities, the teacher gives a certain topic to learners and helps them to start speaking, by then, students can speak without control, and say whatever they think and believe. (Ibid. 110).

9.5-Debates:

They are very important activities for learners to practice their oral skill. The teacher proposes the topics and then splits learners into two mixed groups and helps them with some cues that belong to the topic. (Ibid.113)

9.6. Oral Reports:

For O'Malley (1996), these activities are conducted by learners in the classroom, by presenting their reports orally.

These activities are very interesting because they provide learners with occasions to listen to new information. They are used to benefit learners for ameliorating their general speaking abilities, by implementation, asking questions, giving agreement, disagreement, making discussion, and taking notes.

In presenting their oral reports, learners present only notes that are paraphrased by them not making a complete reading of their reports.

The role of the teacher is to give students advices about the permitted period of time of their presentation, decide on the topic to be presented, as well as giving full instructions on how the reports will be marked do.

9.7. Language Games:

For Hadfield (1987) games are very important activities of any language program because they provide occasions for intensive language training as they provide a situation where language is used effectively. They are used at the language learning because they are enjoyable for both teachers and learners. For examples:

9.7.1. Describe and Draw:

In which “one of the students describes a picture and the other one draws it” (Bygate, 1987:78).

9.7.2. Find the Differences:

“Two students, each one have a picture; one is slightly different from the other one. Without seeing each others’ pictures, they must wrinkle out the differences” (Ibid.).

In all, all these activities are important because they aim at defeating the fear of facing the teacher in speaking and they combine learners together for the purpose of creating a weather of fun.

10. Correcting Speaking:

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

11. Learners’ Strategies for Communication:

According to Bygate(1987,42), learners who are not perfect, yet, in speaking the Second language find difficulties to communicate, therefore; they use oral communication strategies to deal successfully with their difficulties in their oral performance, namely, achievement strategies, as the first type which include guessing strategies, paraphrasing strategies and co-operative strategies, and the second type is reduction strategies which include avoidance strategies. Although the main goal of both types of strategies is to balance

the impediments of learners' oral language performance, but they are not alike. These problems in oral production can be shown by listeners' reactions who have not got speakers' real meaning.

11.1-Achievement Strategies:

The speaker uses the achievement strategies, whereby; he fills in his missing words places in order to be able to transmit his real meaning successfully. These substituting words may be : guessing work, intuition, feeling or any expression that he remembers on the spot, or explains his missing words by comparing them to something else.

For example:

“L: I came down from twenty degrees --- er I don t know how you say it was *twenty degrees hot* you know.

NS: m m.

NS: and I came up/er in Scotland to *twenty degrees freezing* so I got very sick just before Christmas”. (Haastrup and Philipson 1983 :149.Cited in Bygate1987:43) .

In this example, the italic sentences of the person L are used instead of saying plus twenty/minus twenty or twenty above/below zero in order to use other expressions that replace words in which he found difficulties to express, so he successfully compensated the gap in his speech and convey his message to his listener successfully.

11.1.1. Achievement Strategies Guessing:

This type of strategies is a very widespread used strategy in oral expression. They are used by the speaker to replace some words that he does not know or he is not sure that they are right with other ones which he thinks his listeners will get.

There are many types of guessing strategies, they are:

A. Foreignizing:

The speaker may use a word from his mother tongue and pronounces it as we pronounce the foreign language. For example, a French men speaks in English may use this strategy and foreignizes French words to succeed in transmitting his speech to an English listener.

B. Borrowing:

A speaker who uses this strategy may borrow, as its name shows, a word from his mother tongue and say it as it is, without any modification, he did so because he thinks that his listener will understand it, for example : “an English speaker saying : il ya deux candles sure le chemenee” (Bialystok 1983: 105.Cting in Bygate 1987:44).

C. Literal Translation:

In this type of guessing strategies, the speaker, in order to cope with his difficulty in his speech, he might translate a word form his mother tongue and says it. For example: a

Portuguese speaker may say “feast” instead of “party” or “holiday” translated from his mother tongue “festa”.

D. Conning:

The speaker may invent a word in the S. L. even he knows that it does not exist in the T. L. This invented word is based on what he knows about the S. L. and says it to the listener to get his idea. For example, “airball instead of ballon” (Torone, 1983:62.Cited in Bygate 1987:42).

11.1.2. Paraphrasing Strategies:

This type of strategy is used by the speaker to probe for a word by seeking in his Information about the target language which replaces the missing word by:

11.1.2.1. Substitution Strategy:

It is adopted by speakers through replacing a word with, for example, its synonyms or by another word which includes the meaning of the missing word but this replacing word has a broader meaning

11.1.2.2. Circomlucution:

It is the second way whereby the speaker gathers some phrases and tries to explain his intended message into two types, namely,

Type1: A broad word that is called superordinate, for example, an animal is the superordinate for the word cat. In this way the learner is not supposed to discover that the speaker does not know the right word

Type2: If the speaker uses the substitution strategy and uses a general word this word may be obscure for the listener because the listener sometimes cannot detect the intended word , which draws the speaker to try this strategy by combining many phrases instead of looking for one word to convey his intended meaning

11.1.3. Co-operative Strategy:

This type of strategies is used by the speaker when the listener co-operates with him to

say a word. In this type of strategies, the learner can point for something that he does not know its name in the T.L. or asks the listener to translate a word from his mother tongue to the T.L. or he may make, also, sentences out of words or phrases to make the listener provides him with the word he wants. For example:

“S4: You have a basket for.

S3: A basket for.

S4: For umbrella.

S3: For.

S4: Umbrella”. (Bygate, 1987: 46)

11.2. Reduction Strategy:

When speakers feel unable to compensate through achievement strategies, they may succeed in reduction Strategies for solving their difficulty in their oral Productions. In these strategies, learners make their messages smaller in length or leave what they want to say and substitute their chosen messages by other ones where they can speak successfully and without difficulty.

The fact that reduction strategies have to be widespread used by speakers is true, because foreign language speakers who do not know and do not master the majority of their S.L. knowledge fail frequently conveying their messages, particularly if speakers are Beginner learners of the target language (Ibid. 42-74). An example of reduction strategies is: “L: I have to look after a machine if something is er does t work I have to well it s not difficult because there are only three buttons you know all automatic al”.(Haastrup and Philip, 1983:150.Cited in Bygate 1987:42).

In this version, the speaker was trying to give information about his job in a laundry, but as we saw, he failed to show what solution he must think of to solve the problem of the machine that got down so he stopped and left his trial to say so and he has spoken about the controls. By applying this strategy that, he succeed in speaking and conveying his idea.

11.3.14. Avoidance Strategies:

Speakers may face many problems to transmit their messages to their listeners, namely, saying some sounds like “tr,” “ th” in English or the “evil” or repeated “r” sounds in French or the “ch” in German, another problem they may face is using some deceiving structures when the speakers might lose a part from their messages. Another difficulty any foreign language learners may face is the lack of vocabulary which leads them to change the subject to another subject.

In this strategy ,also, the speaker may reduce his message intelligently without avoiding saying it. For example, a woman may say that she ate a pleasant meal instead of attempting to say that she liked the meal and failed to mention its name.

Finally, we can say that learners’ strategies for communication are very widely used by them in order to cover the impediments that face them in the foreign language speaking, and it depends on the situation and the learner’s character which method can be used for each problem.

12. Conclusion:

We have attempted through this chapter to shed some light on the speaking skill what we have said on the speaking skill might seem recurrent to the teacher. However, we have tried to repeat in order to pay the learners’ attention again to ways that help them in

speaking the foreign language and make them reduce their fear and shyness feeling in speaking.

Chapter Two:

Affective Domain and Self- Esteem

Chapter Two: Affective Domain and Self- Esteem

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Introduction:

In order to make learning easy and attractive to learners' attention, it is very important that teachers should take into consideration the differences between learners, because learners have diverse personalities. So, the teacher must pay attention to aspects of personality which means to be aware of their affective side rather than considering just the method and approach used in teaching them.

One aspect of personality which has a noticeable impact on learners' scholar achievement is self-esteem. Hence, self –esteem is one of the factors that is considered from the affective side of learners. For that reason, we are interested in this chapter in discussing how much the affective domain is crucial in the process of both learning and teaching in general, and we will be discussing, also, how much self-esteem, in particular, influences learners' scholar productions as one of these affective variables. As we will be mentioning some aspects of motivation since it is the general term which includes all the personality factors.

1. Introducing Affect:

1.1. Definition of the Affective Domain:

For Bloom and his colleagues (Krathwohl, Masia, 1964), the affective side is not a widespread mentioned concept because it is concerned with emotions, feelings and affection in general.

Additionally they added a wider definition of the affective domain, where they stated that there are five steps in the affective domain progression, namely, “receiving” as the first step in the affective domain, where people must be receptive both to those with whom they are communicating and to the language itself, after that step, “responding” will be the next step in the affect progression, in which people must be responsive to persons and to the context of communication, “valuing” is the third step, people must evaluate other people, objects, behaviours, and give them a value, then, it comes the phase of “organization”, which is, as its name indicates, the process of arranging the values obtained, and of deciding on the relationship between these values. Finally, as the last step the value system includes the people’s actions according to their values and beliefs.

In this respect, Brown (2000:143) posits “that the affective domain is the emotional side of human behaviours and it may be juxtaposed to cognitive side”.

We can end up with the general definition as stated by Oxford (1990) who defines affect as emotions, attitudes values and motivation.

1.2 Affective Learning Strategies:

The direct strategies that underpin the business of language learning are divided into metacognitive, affective and social strategies. For our present research purpose, we shall be mainly concerned to view, merely, the affective strategies. Further, it is noteworthy repeating that, the term ‘affect’ refers to emotions, attitude, motivation, and values. Oxford (1990).

Interestingly, one of the powerful influences on language learning success is the emotional and attitudinal side of the learners; emotions play a central role in shaping and directing learners' behaviours in the process of learning.

As Oxford (1990:140) put it:

The affective side of the learner is probably one of the very biggest influences on language learning success or failure.

Good language learners are often those who know how to control their emotions and attitudes about learning.

Accordingly, students who have negative feeling, on the one hand cannot make the least progress, even for those who entirely construe all the strategies and techniques of how to learn a new language effectively. On the other hand, students who have positive emotions and attitudes can make the language learning far more successful and interesting. Henceforth, positive feelings or emotions are needed for more enjoyable and effective learning. One should state that it is quite possible for language learners to gain control over these influencing factors, emotions, attitudes, motivations....via affective strategies.

In all, there are ten affective strategies. But, we will focus our attention on only one strategy which is known as, encouraging yourself strategy, which in turn, is divided into three supportive strategies.

a) Making positive statement; b) taking risk wisely; and c) rewarding yourself. Oxford (1990:140).

The main aim behind using these affective strategies is, primarily, to help learners regulate their emotions, motivation and attitudes. Oxford (1990:11) states: "affective strategies are used to help the learner to relax or gain greater confidence, so that more profitable learning can take place."

The affective strategies which aid the learner are: a) making positive statement, b) taking risks wisely, c) rewarding yourself.

The strategy of making positive statements can ameliorate the acquisition of the four skills namely, speaking, listening, reading, and writing. For example, a student presents his oral report; s/he can say to himself "I am sure I can get my point across, even if I make mistakes".

The strategy of rewarding oneself has to do with rewards that come from within the learner himself. As argued by Oxford (1990:166)" some of the most potent and useful rewards come from within the learners themselves".

The third strategy is taking risks wisely. This strategy encompasses a conscious decision to take reasonable risks regardless to the fear of making mistakes.

To come to an end, affective learning strategies occur because these affective strategies can help

the language learner better acquires the language.

1.3 Affective Learning Elements:

The affective domain is not limited to the feeling alone. It includes other factors which in themselves influence the outcomes of language learners. Some of these elements may be: motivation, self-esteem, self-efficacy, ...and so forth.

As stated by Oxford (1990:140), “the affective domain is impossible to describe within definable limits”,

In this context Brown (2007:152), adds that “the affective domain is difficult to describe scientifically. A large number of variables are implied in considering the emotional side of human behaviour in the second language learning”.

1.3.1 Motivation:

1.3.1.1 The Concept of Motivation:

It has been continually stressed through history that motivation has an important role in successful learning, which indicates that motivated learners score better than non-motivated ones. Jordan (2008) stated that if learners are energetic to learn they will learn and perform successfully.

1.3.1.2 Definition of Motivation:

Motivation was given a number of distinct definitions; some of these definitions are the following:

For Grahan (1960), she defines motivation as the reason of why people deal in a particular way.

For Gardner (1985).Citing in Williams and Burden (1997) stated that motivation is an integration of efforts with their will to reach a goal in the language, plus favorable attitudes towards learning the language.

A working definition proposed by Denis (2004:304) is that “motivation consists of internal processes and external incentives which spur us on to satisfy some need”.

Similarly for Lee, (2005:330) motivation is:
“The source behind behaviour and provides an explanation for why people do things”.

1.3.1.3. Types of Motivation:

1.3.1.3.1. Intrinsic Motivation:

Firstly intrinsic motivators are those which come from the individual without any imposition from the outside environment and as is stated by Lee (2005) that there are many people who conduct an exercise without any imposition from the outside environment.

For Deci (1975: 32) :

*Intrinsically motivated activities are comes 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 behaviours are aimed bringing about certain*

internally rewarding consequences, namely, feeling of competence and self-determination.

To Deci and Ryan (1985), when persons are assigned a task to do, they first look for situations which attract their interest and which are considered enjoyable and satisfactory for them, where they can show that they are able to deal with problems in this task. Through trying hardly to meet these challenges, they develop a sense of competence in their capacities. Which they refer to as intrinsic motivation

Lee (2005: 332) argued that:

“An intrinsic motivation approach assumes that people have a natural tendency to seek experiences that increase their competence, elicit curiosity and promote autonomy”.

Vallerand and his Colleagues (1989: 323-49) present a three part taxonomy of intrinsic motivation. The first type of intrinsic motivation is “intrinsic motivation knowledge” which is the motivation to perform a task in order to gain new ideas and benefit from new information. The second type of intrinsic motivation is “intrinsic motivation accomplishment” which refers to doing a task successfully. The “intrinsic motivation simulation” is the third type of intrinsic motivation that refers to the motivation for doing an activity because that activity is interesting, like for example: tasks that are concerned with beauty or subjects of fun. In these three types of intrinsic motivation, the shared idea lies behind the persons' feeling of fun and enjoyment through the conduction of those exercises.

It should be emphasized here that teachers may make their students motivated intrinsically by certain means like: growing a relationship with their learners and be close with them, as they must construct their learners' confidence as the second tool and finally

they can develop intrinsic motivation by including themselves in the process of learning and boost the direction of learners' goal which indicates that the pedagogical tools are able to provide intrinsic motivation for learners who want to be challenging, superior, independent and prove themselves on their own.

1.3.1.3.2. Extrinsic Motivation:

At the beginning, it is worth noticing that extrinsic motivators are factors external to individuals that motivate them to respond, such as: praise, money, or high grades, as argued by Sikszent and Nakmusa (1989). Citing in Williams and Burden (1997: 123), If someone engage in an activity for reaching a goal that is not for the activity itself, but for outside objectives such as: "money", or "success in examination", the motivation in this case is extrinsic.

Additionally Tileston (2004:4) stated that:

Extrinsic motivation is motivation that comes about because of the promise of a tangible, marketable reward. It is the desire to do something because of the promise of hope for a tangible result. Extrinsic motivation is a product of the behaviorist point of view, which says that we can manipulate behaviour or by providing rewards and or punishment.

In this respect Brown (2007:172) pointed out that:

Extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self- typical extrinsic rewards is 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 avoidance as a challenge that can build their sense of competence and self-determination.

It is worth repeating that motivation is, truly, an important factor in learning because it influences learners' academic behaviours. We must notice that motivation is a pretty crucial concept in

deciding how many students learn from the activities they face. It is worth noticing, also, that learners who are motivated to learn something use higher cognitive processes in learning about it and absorb and retain more from it.

1.4. Self- Esteem:

If motivation is to be successful, then, it must draw on the whole person and develops his/her self-esteem. Self-esteem is considered an important affective element in the process of scholastic and educational achievement. Henceforth, its absence results the mistrusting of learners own abilities which lead them to perform low as an outcome of this lack of confidence.

In this context Brown (2007:154) posits 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 your self and self-efficacy belief in your own capacities to successfully perform that activity.

1.4.1 Self- Esteem and Self-Efficacy :

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

1.4.2 Levels of Self- Esteem:

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

1.4.2.1 Global Self- Esteem:

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

1.4.2.2 Situational Self- Esteem:

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

1.4.3.2.. Task Self- Esteem:

Task self-esteem is named after this name because it is connected to specific or particular tasks in particular circumstances. Such as, in scholar education, task self-esteem is related to one side of subject-matter, or in athletic situations, a certain skill of sport is assessed in relation to task self-esteem.

Finally, self esteem is proved through its levels and definitions that it has the most powerful impact on the learners' results and it is in the learners' hands to be excellent or the reverse due to their feeling.

1.4.3 Attribution Theory:

We should state that learners are different from each other, even those who share the concept of motivation and are motivated show differences in the features each learner owns.

From the features that can make them discriminate, are : self-efficacy, internal locus of control and the belief in one's capacities.

It is worth stating the principle goal behind the attribution theory as argued by Weiner (1986) which is to find the reasons behind the success or the failure of persons.

Weiner (1986).Citing in Slavin (2003:334) suggests that most explanations for success or failure have three characteristics. The first is whether the cause is seen internal within the person, or external. The second is whether it is seen as stable or unstable. The third is whether it is perceived as controlled or not. The principal belief behind attribution theory is that people will attempt to keep positive self-image.

Jordan (2008) says that people can be dominant about their lives and can alter their lives as they want due their feeling of self-esteem.

Finally we should state that the attribution theory is very important in helping teachers understand how students might interpret and use feedback on their academic performance and

in suggesting to teachers how they might give feedback that has the greatest motivational value.

1.4.4 Locus of Control:

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

Similarly, Jordan (2008: 161) states that:

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

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

Conclusion:

We have mapped through this chapter the scene for the subsequent second chapter of the present study by explaining and defining self-esteem with the major concepts associates with it, namely, motivation and self-efficacy, besides its three levels.

Self-esteem is the key element in effective learning. Learners have the total authority on their learning due to the high feeling of this affective element. on the evidence discussed in this chapter, we will suggest that learners estimates of their own capacities is considering the affective side of the learner and that it is very important in improving learners' academic achievement.

Chapter Three:

The Field Work .

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1. Introduction:

This chapter is devoted to the presentation and analysis of data obtained through the implementation of the present research. The analysis concerns the data obtained from two different questionnaires, namely, teachers' questionnaire and students' questionnaire.

First, the situation design will introduce the population to whom the questionnaires were administered. Second, we will describe, analyze and interpret the questionnaires. This analyses will allow us to build our points of view about our hypothesis, about whether the feeling of high self-esteem enhances foreign language aural productions. We will then provide two sections, the first one will be about teachers' questionnaire analysis; and the second one is about students' questionnaire analysis.

We will also present our suggestions and recommendations concerning the role of self-esteem for better performance of the foreign language speaking.

2. Methodology:

It is worth to re- state our research hypothesis.

2.1. Research Hypothesis:

Our research hypothesis stated that:

- a) If second year LMD learners of English trusted their own abilities or if they were self-

determined about their selves, they would be more motivated and energetic to become positive about their own productions orally, or if self- esteem can be shown to enhance speaking, then successful

- b) affective factors must be shared in educational community to heighten achievement in all subjects.

2.2 Population (Participants) :

For the present study, we deal with a sample of thirty (30) L.M.D students, from a total population of the second year about (11165) English License of the Department of Languages, University of Constantine. In this study, the learners' sample is recruited from one class at University of Constantine. The students were enrolled in their first year within the newly implemented system, LMD. The sample consisted of thirty students (males and females), males about 20% and females about 80%- but the variable of sex is not considered in my research - being selected randomly; (thirty questionnaires).

The sample's ages, approximately, ranged from about nineteen (19) to twenty one (21). For their learning background at intermediate and secondary schools, our students have had everyone in his /her stream, the same course density, and almost the same course books.

We assume that our sample of students would be homogeneous in terms of instructions input and cultural environment .

The reason behind choosing to work with second year students is that we believe that in reaching the second year, the difference between students have all balanced out, in the sense that during their first year, students were trained using effective teaching processes' approaches, as they were learning the new language competence, thus, in their second year, normally, students are able to take-risks in speaking the foreign language because they have

started to develop their self-esteem from their first year. This is the main reason why we decided to work with second- year students.

2.3 Questionnaire:

The main aim behind the use of questionnaires, for both students and teachers, is to investigate

how learners can take-risks to speak the foreign language due to their beliefs in their abilities, and, also, to have an idea about how important personality factors are in the performance of foreign

languages oral expression; the problems encountered by teachers in their oral teaching tasks, as well as the problems students themselves have.

2.4 Procedure: (Description of the Questionnaire):

For the present study, we devised two questionnaires, one for teachers and the other one for students. For our students' questionnaire, it was composed of two sections: a) section A is composed of two questions; and section B is composed of ten questions. Thus, it was on learners' beliefs in their abilities to learn to speak the English language, and their attitudes towards their own abilities in the spoken language as well as their consciousness toward the role of the self-esteem for better performance of their oral expression.

As we mentioned earlier, we administrated the questionnaire to the participants in their

classroom, with the presence of their teacher. In part A, it is interested in probing further all the possible students' reactions towards their own beliefs in their level and it was, also, about the difficulty or easiness of the English oral speaking in the classroom. Whereas in part B, the items are all meant to investigate learners' true attitudes vis-à-vis effective speaking due to their beliefs in their abilities in oral performance and due to the feeling that they can speak because they think they are good students.

In this questionnaire, students were asked to answer the questions by reading the questions carefully and then putting a tick in front of the most suitable answer for each student, that tells how much students agree or disagree with the questions through ticking the 'yes' or 'no' box and that tells, also, how each one sees himself/herself in the classroom concerning his/her oral productions by ticking each answer that is different from the other answers belonging to the same question.

The results of the questionnaire serve to investigate the relationship between self-esteem and 2nd LMD class oral performance to cast some light on one of the personality factors and its great impact on

learners' oral achievement, besides the necessary material and the teaching methodology.

Teachers on their part, were delivered a questionnaire. It was delivered to ten (10) teachers of oral expression module. This questionnaire is, mainly, devoted to probe teachers' attitudes about the role of self-esteem in the process of speaking English as a foreign language, and also to know the speaking skill level of their students as well as the problems that face them in teaching the oral expression module. (This sample of teachers is a random

sample from a total of about twenty (20) oral English teachers at the University of Constantine: English Department). We have divided teachers' questionnaire into two main sections. The first part is about the general background information about the teacher and the second section about the teachers' concern with the significance of self-esteem for effective speaking.

The eleventh (11) items of the questionnaire are all meant to investigate whether the psychological and the affective side of students is taken into account while teaching the oral skills, and whether teachers really pay attention to learners' affective domains, in particular their self-esteem while teaching oral expressions.

So all these students and teachers' questionnaires, allow us to carry on an analysis of the teaching/learning situation and attempt to discuss the importance of considering students' self-esteem in the speaking skill for both learners and tutors.

2.5. Administration of the Questionnaires:

The students' questionnaire was administered to one group of students that make up our whole

research sample (N=30). After their acceptance, students were given full instructions, before the completion of the questionnaire, on how to complete the questionnaire and for which purpose it was designed. They were informed that: a) The completion of the questionnaire is an essential part of a

scientific research; b) Their participation is very appreciated and acknowledged; c) There were no right or wrong answers to the statement, only their points of view; d) It was not a test, thus, it will not be marked; e) The results would be of great importance to the researcher. g) Furthermore, it is quite important to mention that they are not required to identify themselves in the questionnaire; they are not needed to write their names in the questionnaire in order to grantee confidentiality. Besides, and to keep the answers personal as much as possible students have been absolutely not allowed to talk or to look at each others' questionnaire sheets. By doing so, we believe that we can succeed to a great extent in obtaining reliable data. This leads us to claim with some confidence, that our questionnaires were administered with good conditions. In addition to that, this questionnaire was administered at the end of the academic year to ensure that students have got on well with their 2nd year studying the oral expression and its instructions, and because we thought that by then students would have had a clear and concise idea of what they have actually seen and done in oral expression module. It took students about sixty (60) minutes to complete the questionnaire and then it was collected to test our hypothesis.

The teachers' questionnaire was delivered to ten (10) teachers, as mentioned before, our teachers, were very helpful as they accepted to fill in all our questionnaires. Their kind acceptance, to help us in our piece of research, encourages us to get more reliable data.

Section 01:

The Analysis of Teachers' Questionnaire

3. Global Analysis of Teachers' Questionnaire:

As a global understanding of teachers' questionnaire results, we can notice that teachers' answers were very positive. This is because when we have looked globally to section two we directly understood that their opinions and attitudes towards our statements are entirely supporting our previous hypothesis concerning the significance of self-esteem in effective speaking (C.F the analysis and discussion of the results of teachers' questionnaire, below).

Basically of (12) questions that we have analyzed in the questionnaire, out of (120) questions, (110) answers indicate interestingly that teachers are supporting greatly our assumptions with regard to the teaching and learning situation.

3.1. The Teachers' Questionnaire Analysis:

Following now, is the analysis of some precise items of teachers' questionnaire. In section one; the items were about the teachers' background and experience in teaching the foreign language.

In section two, the items deal, with teachers concern about the significance of self-esteem and its association with effective speaking.

3.1.1 Self-Efficacy and Effective Speaking:

The very first question we asked our sample of teachers, at the department of English is whether they consider self-esteem as an important aspect of successful speaking. 100% of total respondents (N=10) said yes.

Yes	No	Total
10	0	10
100%	0%	100%

Table 01: Do you Consider Self Esteem an Important Criterion in Effective Speaking.

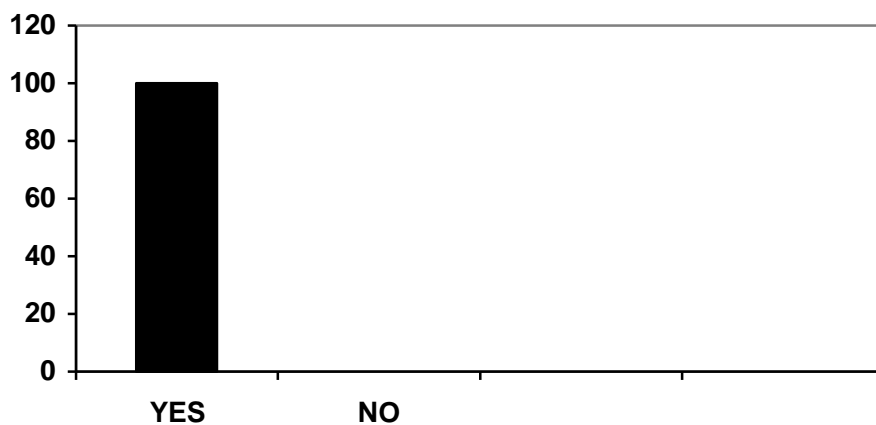


Figure 01: Self-Efficacy and Effective Speaking.

3.1.2. Paying the Students' Attention that High Level of Self- Esteem is Significant for Successful Speaking:

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

Always	Often	Sometimes	Rarely	Never	Total
3	4	2	1	0	10
30%	40%	20%	10%	0%	100%

Table 02: Have you Ever Paid Learners Attention to the Significance of Believing in Their Abilities to Speak Successfully.

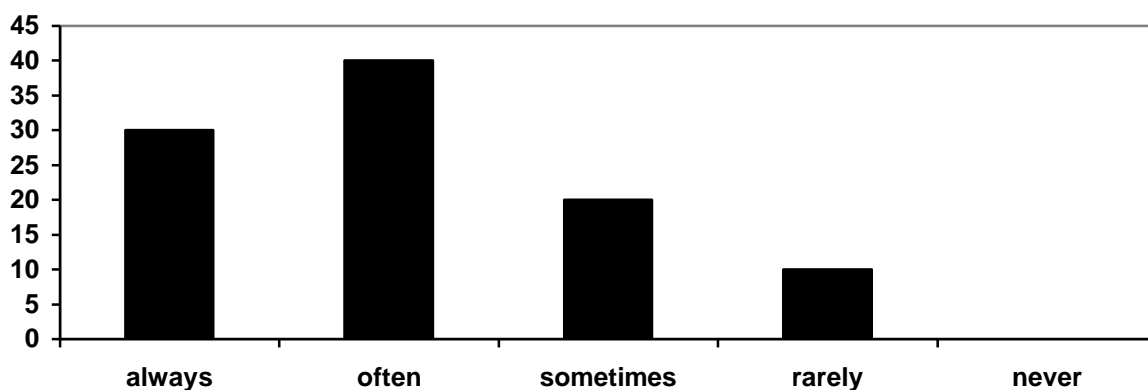


Figure 02 Abilities to Speak Successfully .

3.1.3 Teaching Students that they “are as they Believe about Themselves”:

In the same line of thought, we wanted to ask our teachers whether they teach their students that they “are as they believe about themselves”, as for instance, if they believe they are good speakers and they have good accent they will be good speakers in reality. Of the total respondents 70% said that they teach learners that they are as they mirror themselves, and 30% said that they do not teach their students so.

Yes	No	Total
7	3	10
70%	30%	100%

Table 03: I Teach My Learners That they “are as they Believe about Themselves”.

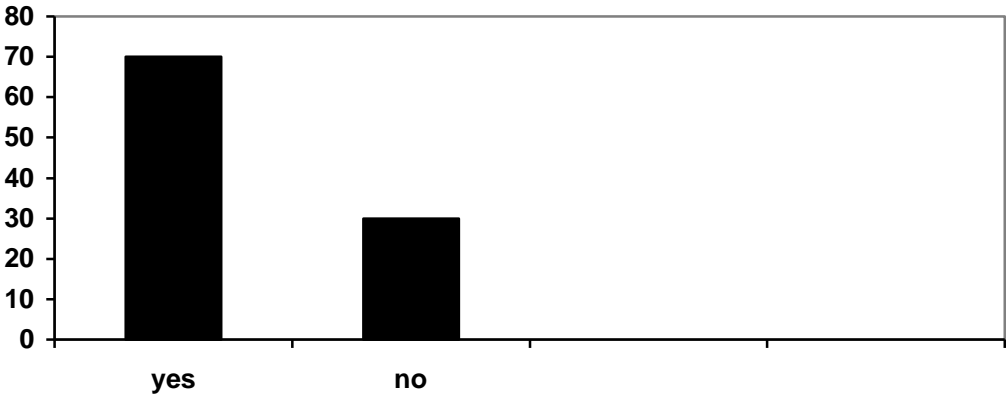


Figure 03: Teaching Students That they “are as they Believe about Themselves”:

3.1.4 Teachers' Focus Point When They are Teaching Oral Expression

The other question was about the teachers' focus point when they are teaching. 20% said that they focus on the effective attitudinal factors, 20% said that they focus on learners' affective and attitudinal factors, 20% said they focus on the appropriate and effective teaching methodology, 10% said they focus on the necessary teaching environment. Against 50% who said they focus on all of them

Learners effective and attitudinal factors “A”	The appropriate teaching methodology “B”	The necessary teaching environment “C”	All of them “D”	Total
2	2	1	5	10
20%	20%	10%	50%	100%

Table 04: The Teachers Focus Point in Teaching Oral Expression.

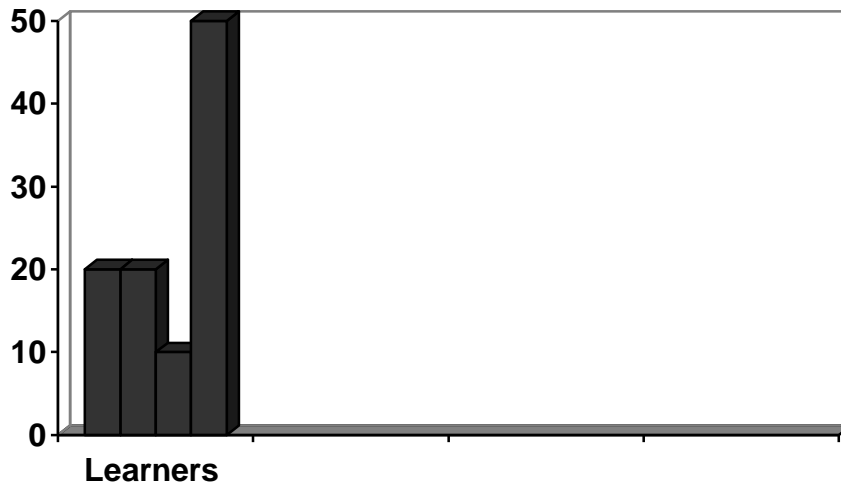


Figure 04: The Teachers Focus Point in Teaching Oral Expression.

3.1.5 Teachers’ Belief about the Effect of Learning’s Feeling of High Self- Esteem on Their Academic Speaking Achievement:

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

Yes	No	Total
10	0	10
100%	0%	100%

Table 05: Do you Believe that Learner’s High Level of Self- Esteem Effects Their Speaking Performance.

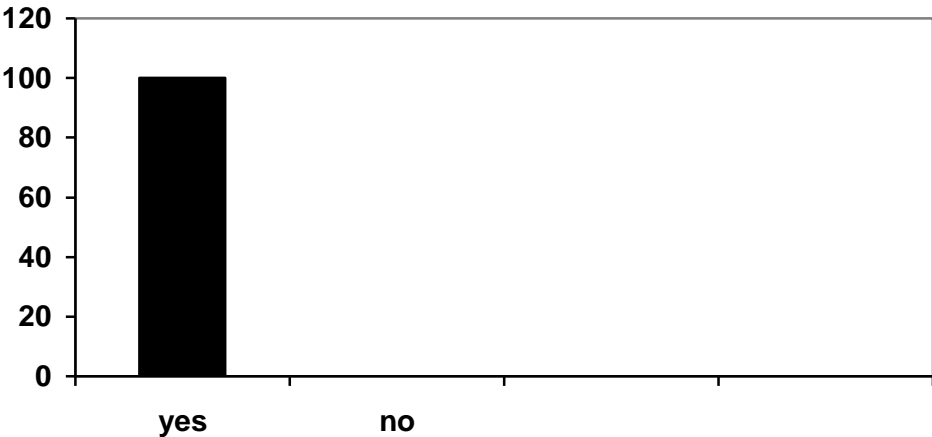


Figure 05: Teachers’ Belief about the Effect of Learning’s Feeling of High Self- Esteem on Their Academic Speaking Achievement.

3.1.6 Teachers’ Beliefs about any Effective Speaking in the Absence of Motivation or Self- Esteem or the Both:

Because self-esteem is considered one thing that pushes learners to speak, we consider that there are other factors that motivate learners to speak in the classroom in general and self-esteem alone in particular. So, we asked them to tell us if they believe that there is any effective speaking in the absence of either motivation or self-esteem or both of them. Of the total respondent 80 % said both of them , against 20% who said motivation.

The absence of motivation in general “A”	The absence of self-esteem “B”	The absence of both “C”	Total
02	0	08	10
20%	0%	80%	100%

Table 06: Do you Think That Effective Speaking is Unlikely to Happen in the Absence of Motivation or Self -Esteem or Both.

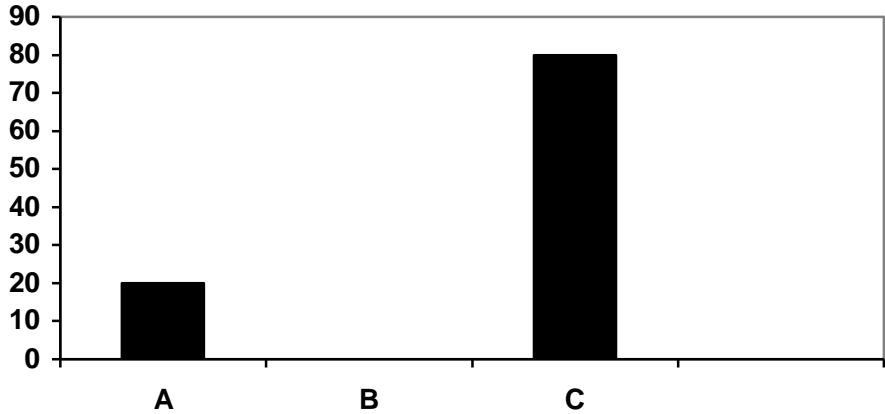


Figure 06: Teachers' Beliefs about any Effective Speaking in the Absence of Motivation or Self- Esteem or the Both:

3.1.7 Teachers' Thoughts about Students' Shyness in the Speaking Language in Comparison with Their Self- Esteem in the Written Language:

The following question was to know their experience, in teaching, with students who get good marks in grammar and phonetics but do not participate in oral expression , although knowing grammar and phonetics help learners to boost their level in oral expression. 100% agree that there are students who, really, got good marks in grammar and phonetics but do not do in oral expression.

Yes	No	Total
10	0	10
100%	0%	100%

Table 07: Are There Learners who Get Good Marks in Grammar and/or Phonetics but Do not Participate in Oral Sessions.

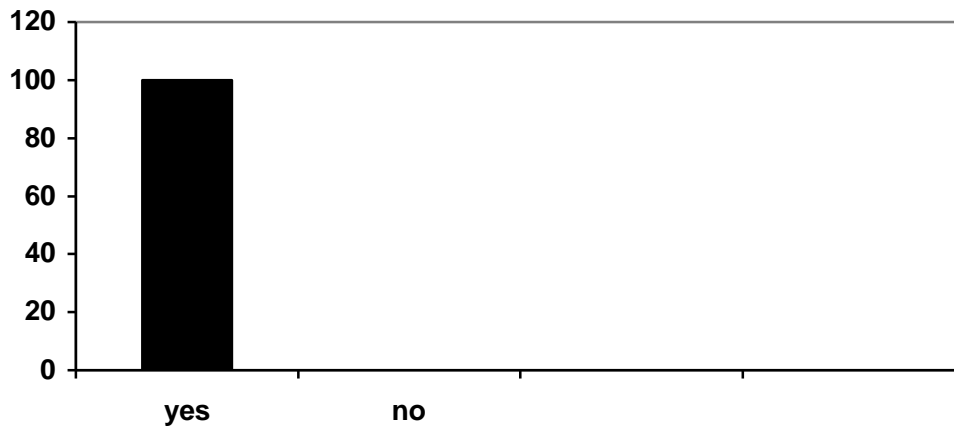


Figure07:Teachers' Thoughts about Students' Shyness in the Speaking Language in Comparison with Their Self- Esteem in the Written Language:

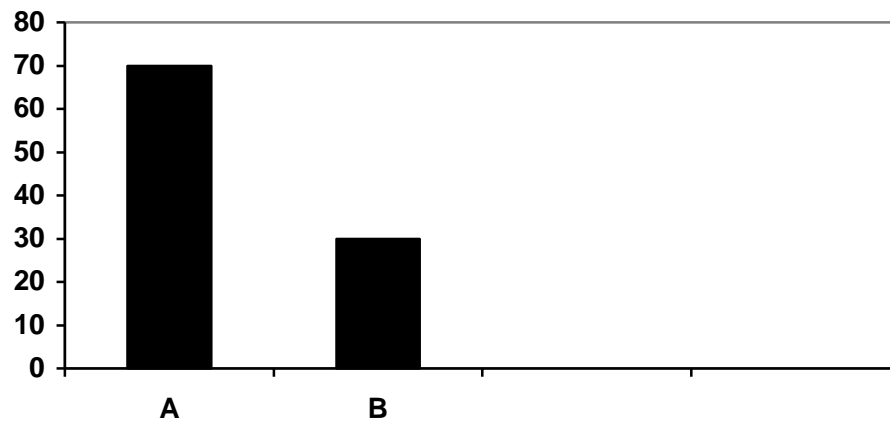
3.1.8. Tutors' Beliefs Concerning the Learners' Positives Beliefs about Their Abilities to Learn to Speak the English Language:

right after that questions, we wanted to know whether, according to teachers experience in oral teaching, learners show positive beliefs about their abilities to speak in English in the classroom 70% are the majority who show this positive belief and 30% are minority who do not show this feeling.

The majority of them “A”	The minority of them “B”	Total
07	03	10
70%	30%	100%

Table 08: Do you Feel that Your Students Have Positive Beliefs about Their Abilities to Speak English.

Figure08: Tutors' Beliefs Concerning Learners' Positives Beliefs about Their Abilities



to Learn to Speak the English Language:

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

Further we asked the question of whether the reason behind learners failure in speaking, either it refers to the students feeling of weakness and that it is a difficult task or simply because there are some

personality factors in particular self-esteem which prevents them from doing so.

20% said that students' failure is due to the fact that speaking is a difficult task for them,

against 80% who stated that their failure refers to the low self-esteem they feel.

Difficult task “A”	Low self-esteem “B”	Total
02	08	10
20%	80%	100%

Table 09: Do you Think that Students Fail to Speak in the Classroom Because They Consider Speaking a Difficult Task or Because They Have Low Self- Esteem.

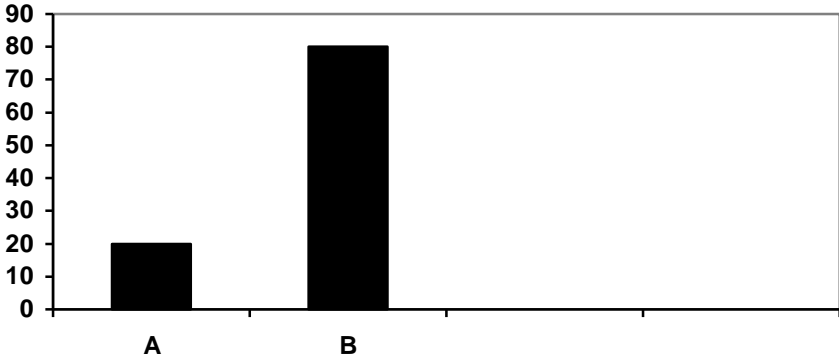


Figure 09: Teachers’ Thought about Learners’ Reasons for Failure in Speaking.

3.1.10 Teachers’ Beliefs about Students Who Participate in Relation to Either the Teacher’s Character, the Attractiveness of the Subject or the character of the Student Himself

About the beliefs of teachers, whether their students participation refers to the character of the teachers who motivates the lecture or it refers to the subject which attracts the students’ attention or to

the character of the learner himself who is energetic and motivated to speak with confidence, we find that 30% said that students’ participation refers to the teachers’ character, 30%, also agreed that learners contributions refer to the importance of the subject to them, against 40% of them who stated that learners’ contributions are the results of their character which is energetic and self-motivated.

The teachers character “A”	The importance of the subject “B”	The students character “C”	Total
30	30	40	10
30%	30%	40%	100%

Table 10: Teachers Guarantee Students’ Participation because of Their Self- Motivated Character

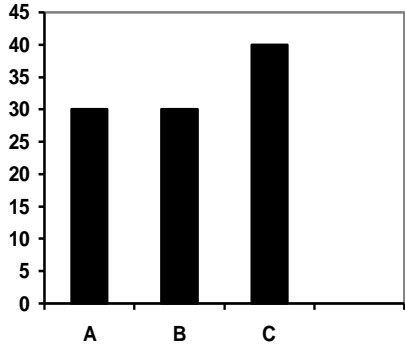


Figure10 :Teachers’ Beliefs about Students Who Participate in Relation to Either the Teacher’s Character, the Attractiveness of the Subject or the Character of the Student Himself.

Discussion of the Results:

With respect to teachers' answers, a large number of responses were quite positive, in the sense that they strengthened more our ideas. It is reasonable to think that, the participating experienced teachers are noticeably well aware of the importance of self-esteem, in particular, in enhancing oral achievement in the foreign language classroom, and well aware, also, about the importance of the psychological and the affective side of their learners, in general. Only a minority consider students' participation orally far from self-esteem like in table (11). In this respect, we should mention that teachers' answers shed some light on an important point that they are not focusing only on the necessary material and the appropriate methodology but rather they are focusing, also, on learners' affective domain and personality factors in particular "self- esteem". As in tables(4).

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

Section 02:

The Analysis of the Students' Questionnaire

2.6 Global Analysis of Students' Questionnaire:

First and as global analysis of students' questionnaire, we can understand, with some relief that approximately out of (363) questions, (350) answers show that they are more or less confident in their abilities to learn English i.e. having a high level of self-esteem, we can see this clearly in section B of the questionnaire. They are also supporting our presupposition and our points of view concerning the significance of the feeling of self-esteem to enhance their oral performance, (we can see this, also, in section B).

Hence, if we consider the different answers our population of students gave in the questionnaires, we can say that the results left us confident enough about our hypothesis and that we are in the right direction, for the reason that the majority agreed with almost all the statements which again confront our hypothesis.

2.7. The Students' Questionnaire Analysis:

For students' questionnaire. In part A, it was about their belief in their level, and how they consider speaking. In part B, it was about the learners' belief in their abilities with reference to speaking.

2.7.1.Students' Belief in Their Level:

For the learners involved in the present research, no one admitted that he/she is a very good student 0 %, 23.33% agreed that they are good students, 70% said that they are an average students, 0% consider themselves less than average and 16.33% confessed that they

are weak students.

A Very good student "A"	A good student "B"	An average student "C"	A less than average Student "D"	A weak student "E"	Total
0	7	18	0	5	30
0%	23,33%	70%	0%	16,33%	100%

Table 1: I am a Good Student.

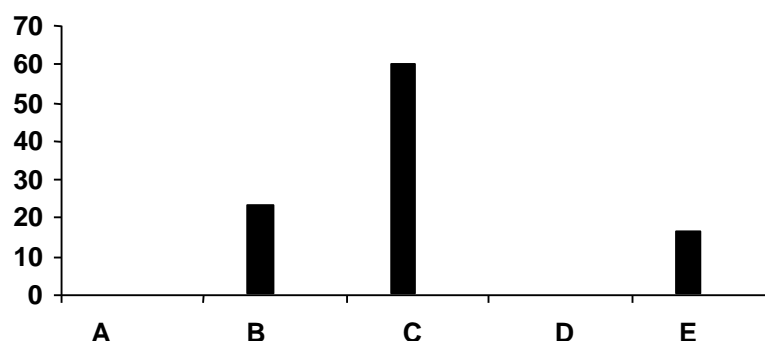


Figure1: Students' Belief in Their Level.

2. 7. 2. Speaking for Students:

Right after that question, we wanted to know whether students consider speaking in English a difficult or an easy task. Of the total respondent 36% said that speaking is a difficult task, whereas 63.34% agree that speaking is an easy task.

Difficult	Easy	total
11	19	30
36.66 %	63.34 %	100

Table 2: I Consider Speaking an Easy Task.

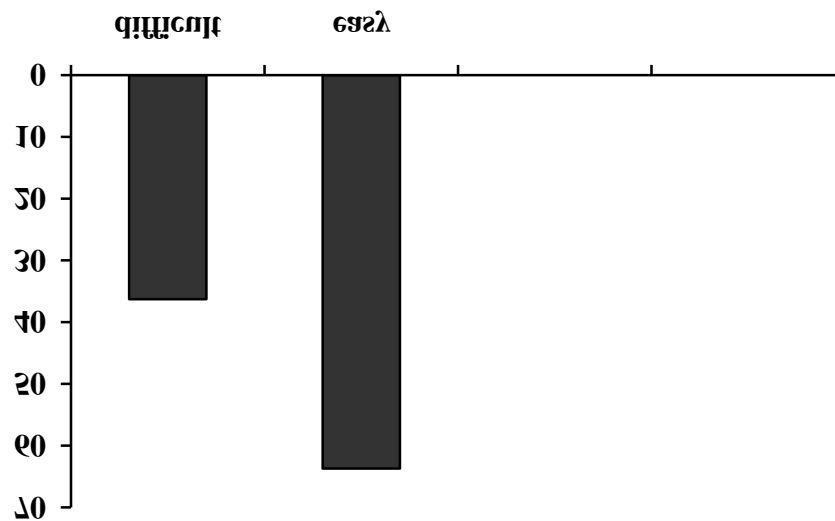


Figure 2: Speaking for Students

2.7.3 Students' Reasons for Trying Speaking in the Classroom:

When asked about the reasons that lead them to participate, 66.66% of students said that they try speaking in the classroom because they feel they can speak English, and 26.67% admitted that they participate orally just because they are afraid about the mark.

You feel they can learn to speak in English “A”	You are afraid about the mark “B”	Total
22	08	30
66,66%	26,67%	100%

Table 3: I Try Speaking in the Classroom because I Feel I can Learn to Speak in English

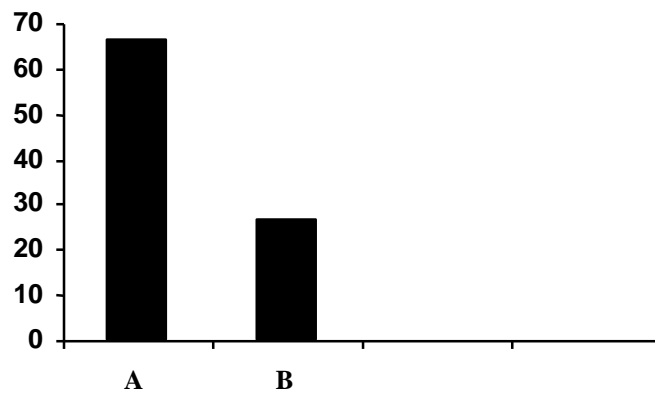


Figure 3: Students’ Reasons for Trying Speaking in the Classroom:

2.7.4. Speaking English for Being English Student Speaker Now:

We wanted to know whether they speak in English in the classroom because they are good English speakers now or no, 43.33% of the total respondents said that they speak in the classroom because they are good speakers now, and about 56.66% said no.

Yes	No	Total
17	13	30
56.67%	43.33%	100%

Table 4: I Speak English in the Classroom because I am a Good Speaker Now.



Figure 4: Speaking English for Being English Student Speaker Now.

2.7.5. Reason for Attending English Oral Session:

Then, we wanted to know why learners attend oral sessions, we found that 20% attend oral courses because their group needs them, 13.33% attend it because they feel their group somehow needs them, and the majority said that they attend session because they need to practice, with 66.67% .

Your group need you “A”	Your group some how need you “B”	you need to practice “C”	total
06	04	20	30
20%	13.33%	66.67%	100%

Table05: I Attend Oral Sessions because I Need to Practice

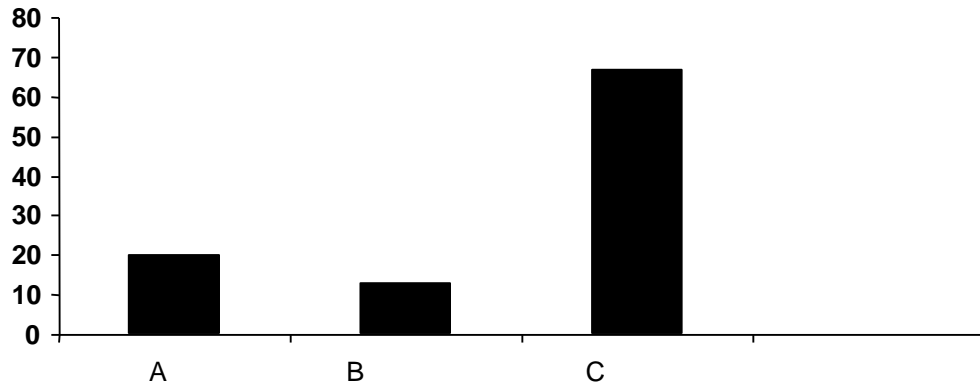


figure05: Reason for Attending English Oral Session;

2.7.6. Keeping Silent Even in Need to Speak to Classmates:

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

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

Table 6: I Keep Silent even if I Feel I Need to Speak to Classmates.

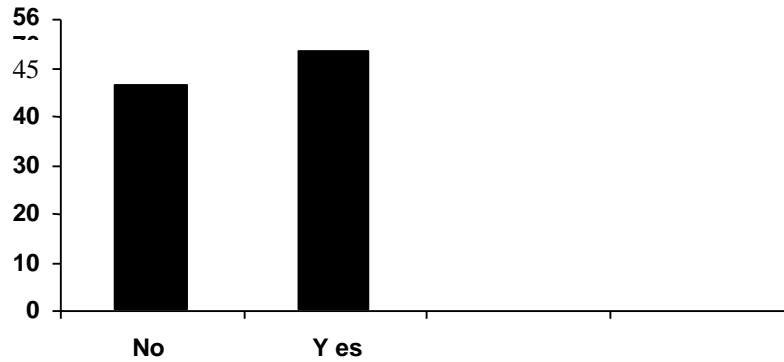


Figure 6: Keeping Silent Even in Need to Speak to Classmates.

2.7.7. Keeping Silent When Speaking to Native Speakers Because of Shyness:

About the belief of students whether they keep silent when they feel shy speaking to native speakers or not. Of the total respondents, 46.66% said they keep silent for the reason of being shy to speak with native speakers, 43.33% do not feel shy speaking to native speakers.

Yes	No	Total
17	13	30
56.66%	43.33%	100%

Table 7: I Keep Silent to Speak With Native Speakers Because I Feel Shy.



Figure 7: Keeping Silent When Speaking to Native Speakers Because of Shyness.

2.7.8 Students' Reasons for non- Speaking to English Teachers:

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

I find difficulties in speaking English "A"	I feel shy facing teachers of English "B"	Total
12	18	30
40%	60%	100%

Table 8: I Feel Shy When Facing Teachers of English.

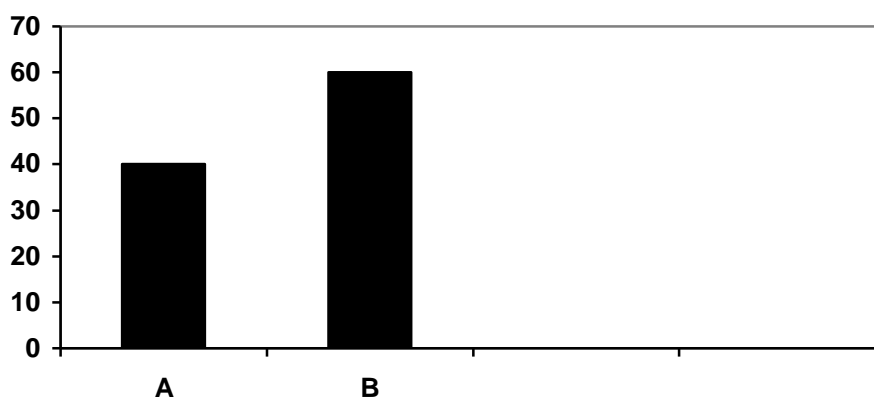


Figure9: Students' Reasons for non- Speaking to English Teachers.

2.7.9 Students Feeling about Speaking English Someday

We geared to ask students whether they feel they will speak English someday or not. All of them ticked the yes answer, which means that 100% agreed, and that means also that

no one of them disagreed with this statement.

Yes	No	Total
30	0	30
100%	0%	100%

Table 9:Do You Feel You Will Speak English Someday.

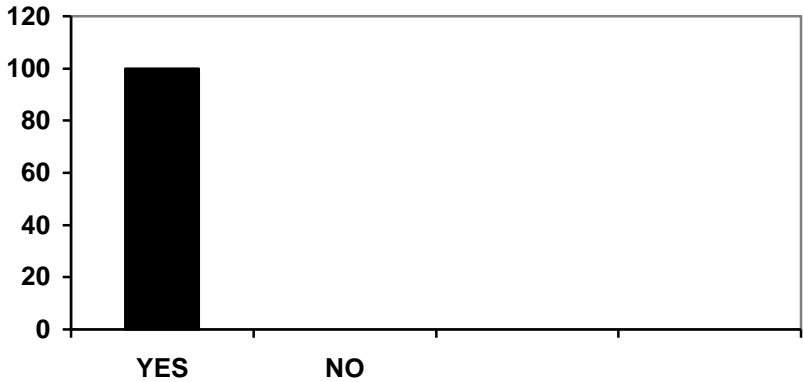


Figure9: Students’ Feeling about Speaking English Someday

2.7.10 Students’ Beliefs about Their Future Achievement in English:

Always about their belief, we asked them if they supposedly think they will get someday very good marks in oral English, consequently, this shows that that trust their abilities in speaking English. 43,33% believe in their abilities that they will get very good marks in oral English, whereas 20% of them said they will get good marks, and the remaining 36;66% were neutral to say that they do not know.

I think I will get someday very good mark in oral English “A”	Good marks “B”	I do not know “C”	Total
13	06	11	30
43,33%	20%	%36,66	100%

Table 10: I Feel I Will Get Very Good Mark in Oral English Someday

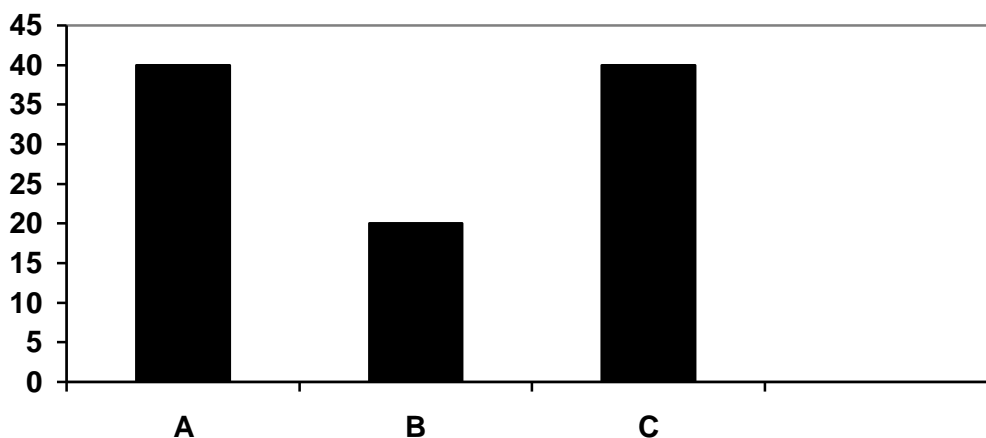


Figure 10: Students' Beliefs about Their Future Marks in English

2.7.11. How Students Express Their Opinions:

Further, we asked the question of whether they express their opinions in oral courses easily or with hesitation 46,66. % said they express their opinions in English orally easily but 53.33% said they that they express their opinion in oral course with hesitation.

Easily	With hesitation	Total
14	16	30
46.66	53.33	100%

Table 11: I Express My Opinion in Oral Course with Hesitation.

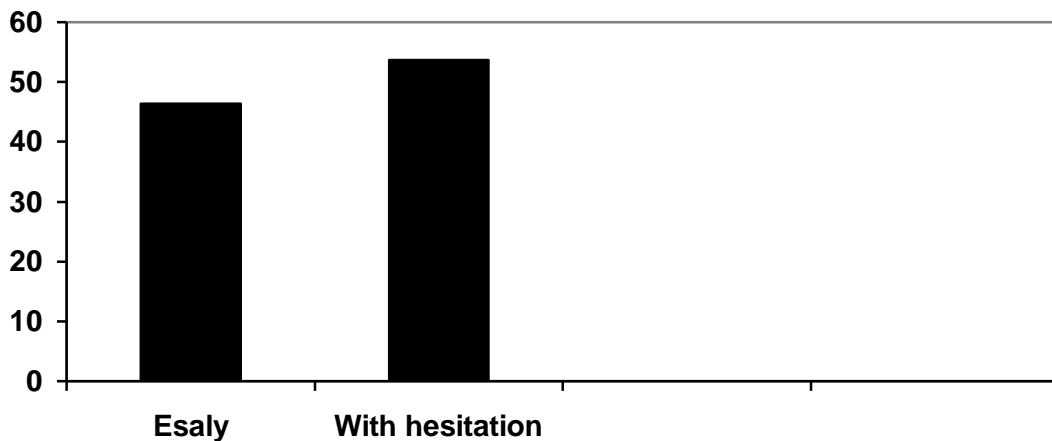


Figure 11: How Do Students Express Their Opinions.

2.7.12. Students' Performance with Preparation

The last question was about students performance in oral expression in relation to their advance preparation. 60% agreed that they perform better orally when they prepare the subject for debate in advance, which means because they will be confident about their contributions, whereas; 40% said that they perform better in oral courses without the preparation of the subject.

You prepare the subject in advance “A”	Without preparation “B”	Total
18	12	30
60%	40%	100%

Table 12: I Perform Better in Oral Course When I Prepare the Subject in Advance.

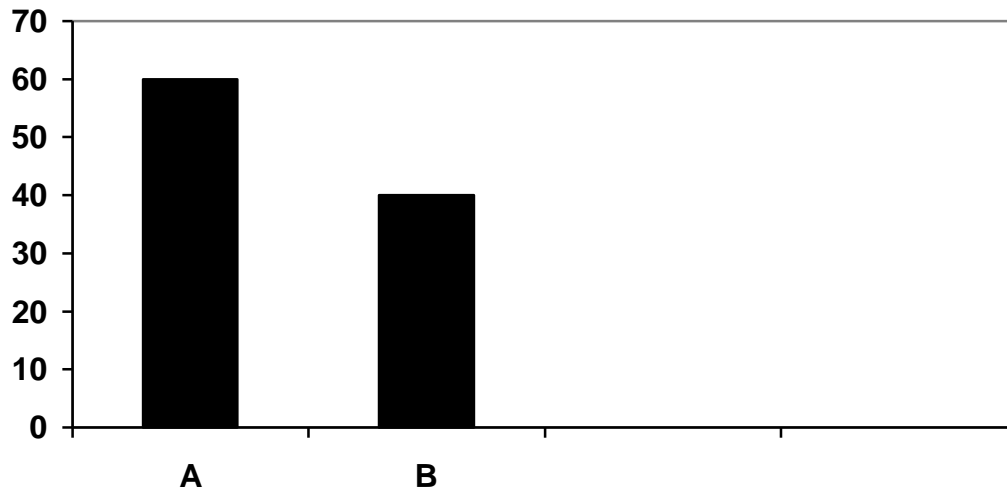


Figure 12: Students' Performance with Preparation.

Discussion of the Results:

The different answers that students (our participants) gave in this questionnaire do reveal about some aspects concerning their attitudes towards the affective domain's role, particularly, self-esteem in enhancing their oral performance of the foreign languages. Moreover, their answers strengthened more the background ideas we developed in our piece of research, mainly the role of self-esteem in enhancing foreign oral performance and allowed us to be somehow confident in the predictions of our hypothesis. If we consider again the answers of our respondents we can say that all learners' attitudes agree toward the significance of self-esteem or being confident in themselves and the belief in their abilities in boosting their level of achievement in oral performances, except some learners who are not caring about increasing their academic achievement which display a plausible significance correlation with their level of achievement.

As the answers in table 03, 04, 06, 07, 08, 10 and finally 11, all indicate the association between self-esteem, and the level of oral achievement.

Hence, it should be made quite explicit that those language learners' beliefs and perceptions about the self appear to influence their oral achievement. As a result, it is preferable not to neglect or underestimate the role of personality factors on learners' scholar achievements. Brown (1994: 68) arguing in favor of the importance of the affective domain as important factor that can impact achievement in general, noted that:

Human beings are emotional creatures. At the heart of all thought and meaning and action is emotion. As “intellectual” as we would like to think we are influenced by our emotions. It is only logical, then, to look at the affective domain for some of the most significant answers to the problem of contrasting the differences between first and second language acquisition.

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

General Conclusion and Recommendations

The present study has 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 skills productions.

Through analyzing the impact of high self-esteem on learners' oral achievements and therefore on their success in general, our research finding sheds some light on its significance to markedly account for spoken language learners' academic achievements. Moreover, the results that we have obtained are in accordance with our review of literature and in the direction of our research hypothesis, that students of lower self-esteem have a low level of spoken language achievement, despite the fact that they have real linguistic abilities, while students of higher self-esteem attain a good level of spoken language production. We, also, ensure the idea that foreign language learners' beliefs affect their self decision on their spoken language performance.

Through this estimation of the data obtained, we end up by the following results:

The image of foreign language learners about themselves and their capacities in speaking English reflects the varied results in their academic oral achievement successfully. Moreover, self-esteem is one of the factors that cannot be neglected for its considerable help, as agreed by Brodkey and Shore (1976) that Self-esteem is an effective factor in learning the oral foreign language.

For that reason, we must notice that besides teaching the linguistic competence to learners, there must be more attention to learners' affective domains in particular their self-

esteem to increase their academic level in oral performance positively.

Thus, we end this dissertation by some very general suggestions, that, we hope, will help learners as well as teachers in the foreign oral language classroom, namely, for learners, to trust their abilities and give importance to themselves in peaking the foreign language far from fear and shyness, and paying significant attention to affective domains on the part of the teachers.

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APPENDIX :01

Teachers' Questionnaire

Please read the questions carefully then answer the questions by putting a tick (✓) in front of the most suitable answer for you:

Section One: General Information:

- Are you :
- A- Doctorate.....
- B- Magister/ Master.....
- C- Licensee.....

II- How long have you been teaching English?

.....

.....

Section two: Integrated Self-concept and Oral Performance Questions:

1-Do you consider self-esteem as a crucial component of effective speaking ?

- A-Yes.....
- B-No.....

2--Can you be more precise about your answer?

.....

.....

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

- A-Always.....
- B-Often.....
- C-Sometimes.....
- D-Rarely
-

E-Never.....

4-Have you ever taught your learners that “they are as they believe about themselves” ?

A-Yes.....

B-No.....

5-When you are teaching, do you focus more on :

A- Learners affective and attitudinal factors

B- The appropriate and effective teaching methodology

C-The necessary material.....

D-All of them.....

6- Do you feel that learners high feeling of self-esteem effect their academic achievement

A-Yes.....

B-No.....

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

A-Motivation.....

B-Self-esteem.....

C-Both of them.....

8-Can you be more precise about your answer?

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

9-Is their among your students who get good marks in grammar and /or phonetics but do not participate in oral courses?

A-Yes.....

B-No.....

10-Can you be more precise about your answer?

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

11-Do you feel that your students have positive beliefs about their abilities to speak English?

A-No.....

B-Yes.....

12-Do you think that students' failure to speak in the classrooms is because:

A-Speaking is a difficult task.....

B-Students' feeling of low self-esteem.....

13-Do you think that students who participation in the classroom is due to:

A-The teacher's character.....

B-The importance of the subject.....

C- The student's character.....

Thank you for your collaboration. ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

APPENDIX :02

Students' Questionnaire

Please read the questions carefully, then answer the questions by putting a tick (√) in front of the most suitable answer for you:

Section 01: General Information:

Student's Level

1) Do you consider your level?

- A- A very good student
- B- A good student.....
- C- An average student.....
- D- A less than average student.....
- E- A weak student.....

2) In your opinion speaking in English is :

- A- A difficult task.....
- B- An easy task.....

Section 02: Integrated Speaking and Self-esteem Questions

3-Do you try speaking in the classroom because :

- A-You feel you can learn to speak English
- B-You are afraid about the mark.....

4- Do you think that you can speak English because you are a good speaker English now :

- A-Yes.....
- B-No

5- Do you attend oral English sessions because you feel that :

A-Your group needs you.....

B-Your group somehow needs you.....

C-You need to practice.....

6- Do you keep silent even if when you feel you need speaking English to your classmates ?

A-Yes.....

B-No.....

7- Do you keep silent even when you feel shy speaking English to native speakers of English?

A- Yes

B- No

8-Do you find difficulties to speak or you feel shy when you face our English teachers of your department ?

A-I find difficulties in speaking English.....

B-I feel shy facing my teachers of English

9- Do you feel that you will speak English someday.....

A-Yes.....

B-No.....

10-Do you feel you will get someday

A-A very good marks in oral English

B- A good marks in oral English

C- I do not know.....

11- Do you find that you can express your opinion in oral courses

A- Easily

B- With hesitation.....

12- Do you perform better when:

A- You prepare the subject in advance

B-Without preparation

Thank you for your collaboration. ♦♦♦♦♦♦♦♦♦♦