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**AN INVESTIGATION OF THE ROLE OF SELF-ESTEEM IN
ENHANCING THE ORAL PERFORMANCE OF EFL LEARNERS :
The Case of third year students of English as a Foreign language at
Abdelhafid Boussouf University Center of Mila.**

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Dedication

« It's not where you are in life, it's who you have by your side that matters »

' Thank you for being a ray of sunshine even on my darkest days '

** The first and the greatest thank would be to Allah first who gave me the power
And patience to continue my journey.*

*To my reason in life, **my beloved mother**, without you nothing would be
accomplished,*

*My **father** for the strength he gave me.*

*To My Sisters ' **Amira** ', ' **Imane** ', the little one ' **Abdelmoukit** ' who gave me all
the love and support , My nephews ' **Ilef** ' ' **Rouaa El Raghad** ' ' **Barae** '
My brothers for always having my back.*

*To my Bestie « **Rihab** » who gave me everything i could need .*

*To my brothers-in law **Okba**, & **Dano** for their time and efforts.*

*[“To Me, the Girl who dreamed of this. You Did it **Oumayma**”]*



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LIST OF ABBREVIATIONS

EFL : English as a foreign language

OE : Oral Expression

FL : Foreign language

Q : Question

N : Number

% : Percentage

ABSTRACT

The English Language has become fundamental over time with the increase of interest to dominate it orally; it is considered to be the first language in all fields internationally. This study seeks primarily to highlight the importance of self-esteem in the process of foreign language learning and, accordingly, to raise the students' as well as the teachers' awareness of the value and the role of this psychological factor on the students' academic achievement in general and their oral proficiency in particular. The work also attempts to examine the teacher's role in improving the learners' speaking skill. To attain these objectives, we hypothesize that EFL teachers as well as students at the department of Letters and Foreign languages, Mila university Center show a positive attitude toward the effective role of self esteem in enhancing the learners' oral performance. To check the validity of the research hypothesis, two questionnaires were administered to a sample of ten Oral Expression teachers and fifty students enrolled in the third year of English at the department of Letters and Foreign Languages, University Center of Abdelhafid Boussouf, Mila. A Classroom observation was also used as a research tool to reinforce the findings of the questionnaires. The results of the questionnaires indicate that both teachers and students are aware of the importance of self-esteem as an effective factor in developing the students' oral performance. These results offer some insightful suggestions and recommendations for the role of self esteem in enhancing the students' speaking skill.

Key Words : EFL; Self-esteem; Oral Performance; Affective factors; Teacher's Role

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GENERAL INTRODUCTION

Speaking is viewed as one of the most important skills by foreign language learners and one of the skills to be thoroughly considered during the process of learning. In the process of learning English as a foreign language, in spite of the fact that EFL students are familiar with the language for a long time, a great number of them are yet unable to pronounce and speak with ease and, hence, dominate the language orally. They should be, accordingly, encouraged to learn and speak it in order to form connections and deliver proper thoughts and ideas. Learners with a high level of self-esteem tend to be more creative and motivated during oral classes, whereas learners with low self-esteem seem to be more likely hesitated to speak. Among the influential factors are lack of confidence and fear of making mistakes, stress, anxiety, and shyness, for some. When students are afraid of being judged or criticized they rather tend to keep silent. Furthermore, self-esteem is one of the noteworthy issues in the field of Teaching English as a foreign language.

Through this research, we seek at investigating the relationship between the learner's Self-esteem and their level of oral performance in the process of learning English as a foreign language (EFL). Students going through such kind of issues are less qualified to share their exact ideas and form a correct connection in the classroom.

The main target of this research is to investigate the factors that promote EFL learners' speaking ability, such as self-esteem, and to examine the effect of the latter on EFL learners' oral performance. Besides, our aim is to highlight the role model that the teachers are playing, in fact, in reformulating and preparing students to build a strong personality, by motivating them to trust their abilities in reaching what they desire. In addition, the research attempts to shed light on what students consider as a real problem and to raise teachers' awareness toward the needs of their learners in order to correct these impurities without frustrating these students.

The question that this research work aim at answering are as follow :

- * To what extent do students and teachers of EFL believe that self-esteem enhances EFL learners oral performance?
- * Does preparing students with a significant level of self-esteem would promote their oral performance?
- * Are teachers and students aware of the importance of self-esteem in promoting the speaking ability?

In order to assess the validity of the research hypothesis and answer the previously stated questions, two questionnaires have been administered: one for the teachers and the other one for students. Another data collection tool has been adopted which is classroom observation for oral expression teacher and third year students of English at the department of Letters and Foreign Languages, University Center of Abdelhafid Boussouf, Mila to confirm the validity of the two questionnaires results.

This research is divided into two chapters: one the theoretical and the other one is practical. The first theoretical chapter includes two sections. The first section deals with the literature review and background of the speaking skill. The second section provides a clear vision of the psychological factors that promote the learners' speaking performance with highlighting the concept of self-esteem through identification of its types and its relationship with the other factors. The second chapter is dedicated to the practical part, which is divided into two parts as well. The first part deals with the methodology, data collection and data analysis in order to examine the validity of our hypotheses. The second part of chapter two stands for the discussion of the findings followed by some recommendations to help the students enhance their speaking skill and to highlight the teachers' role in strengthening the students' abilities, improving their speaking skill, and building up their self-esteem level.

CHAPTER ONE: LITERATURE REVIEW

1 Introduction

Speaking is the ‘real’ language, it is considered as the skill which allows human beings to communicate effectively. This skill needs to be improved when learning a foreign language. Although EFL learners are familiar with the English language for a long time, a great number of them are yet unable to use it orally. For the teaching of English to be successful, some skills should be integrated in an effective way: receptive skills that include listening and reading, and productive skills that incorporate writing and speaking. Improving the speaking skill is not an easy task for both teachers and learners. This chapter provides a general overview on the speaking skill through defining it, presenting the nature of speaking skill aside with its elements. Moreover, it highlights the importance of both speaking and listening. And highlights the role of teachers in improving EFL students’ speaking skill.

2 The Nature of the Speaking Skill

Speaking is a way used to convey intentions or ideas by using a comprehensible language. According to Baker and Westrup (Baker & Westrup, 2003, p. 5), “Speaking is a neglected language skill in many classroom students has a good knowledge of grammar and a wide vocabulary”. In other words, EFL students should have the required skills when speaking, especially pronunciation, vocabulary and grammar. Speaking is an interactive process of conducting meaning that involves producing, receiving and processing information. According to Brown (2001), speaking is a communication tool where the speaker can convey ideas, opinions, and feelings through verbal skills to listeners. Moreover, speaking is considered as a crucial part of the language learning process; it helps to expend knowledge of the language and confidence in using it. Additionally, English language teachers seek to provide learners with the ability to use the language effectively and correctly in communication (Davies & Pearse, 2000). Speaking is a prominent aspect of developing the language skill as the habit of speaking in the foreign language will show proficiency in it. Cole et al. (2007, p.12) stated that “Speaking

is essential a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said''. More explicitly, speaking is an important process of interaction between students to exchange thoughts and ideas where they interact with each other and give their opinions. Speaking is a skill that worthy of attention in both the first and second language (Leong & Ahmadi, 2016).

3 Elements of Speaking

In order to achieve this desired progress some aspects must be kept in mind :

3.1 Grammar

It is the system and structure of a language. It is considered as a method of accounting for and predicting someone's ability of the language. The rules of grammar help us decide the order we put words in and which form of a word to use. Greenbaum and Nelson (2002, p. 1) argue that grammar refers to a set of rules that allow learners to combine words in the foreign language into larger units.

3.2 Vocabulary

Vocabulary can be defined as all the words known and used by a particular person. Vocabulary is a set of lexemes including single words, compound words and idioms (Richards & Schimdt, 2002 , p.580). It improves all areas of communication and we cannot express our feelings without it. A strong vocabulary improves all communication. A great number of words can help us express and deliver ideas in a meaningful manner. Harmer (2004) stated that students need to see words in context in order to recognize how they are used.

3.3 Pronunciation

It is more than 'listen and repeat'. Pronunciation includes features of language and skills like vocabulary and grammar, we pronounce by noticing and understanding rules and patterns which lie beneath the surface of speech. Azlina Kurniati (2015) stated that pronunciation is the way

for students to produce clearer language when they speak. In other words, pronunciation is all about making sure you sound clear and easy to understand.

3.4 Fluency

It is the flow and efficiency with which one expresses ideas, particularly when speaking. The ability to read, speak, and write with ease, and with accuracy and proper expression. Fluency in a language means speaking easily, quickly and without having to stop and pause a lot.

4 Characteristics of the Speaking Skill :

Although third year students are familiar with English language for a quiet good time it still difficult for some to have a fluent tongue while speaking. Brown (2000,p.270-271) identified some problem that students may face in their learning process :

4.1 Clustering:

According to Brown, fluent communication is phrasal rather than word-by-word. Because kids frequently break up their speech into phrases, teachers should assist their students in speaking fluently.

4.2 Redundancy:

Spoken language is repetitive, learners may need to repeat, restate, and occasionally utilize words like “I mean” or “you know” in order to clarify their meaning during oral performance.

4.3 Reduced Forms:

The spoken language can be reduced to phonological, morphological, or syntactic forms in several ways. Learners who have been studying “full forms” of the language, such reductions, it could be challenging to use reduced forms.

4.4 Performing Variable:

Second language learners are considered as a subject to hesitation, false starts, and correction. Teachers should encourage their students to think while performing in public .

4.5 Colloquial Language:

It is particularly challenging for students to adapt the colloquial (informal) language. To this end, EFL teacher's should teach their Students' how to communicate and sound natively.

4.6 Rate of Delivery:

Another problem that second language learners may have is their inability to communicate effectively and fluently in the target language. The teacher should be a role model and speak the language correctly and fluently.

4.7 Stress, Rhythm and Intonation:

To communicate meaning through speech, several aspects of English pronunciation are thought to be crucial.

4.8 Interaction:

As students are negotiating meaning, interaction enables them to build their language.

5 Types of Speaking Activities :

Brown (2001,p.271) stated six categories of speaking skill areas, which are as follow :

5.1 Imitative:

This category involves the capacity to work on tone and the ability to concentrate on specific linguistic features. This constitutes word, phrases, or sentence imitation. The main focus in this category is on pronunciation. Drilling can be considered useful at this stage, as it allows students' to listen and repeat words orally.

5.2 Intensive:

Intensive activities include certain phonological and grammatical elements of language are being practiced through the students'speaking performances. Students are typically assigned tasks in pairs or in groups.

5.3 Responsive:

Responsive performance includes interaction and test comprehension. However, only to a limited extent in the form of a brief exchange, small talk, small-talk greetings, and simple

requests and comments. These imply short and meaningful answers by the teacher or the students' to any ambiguous question.

5.4 Transactional :

Here we mean dialogues, it is designed in order to transmit or exchange particular information.

5.5 Interpersonal:

It is carried out for the purpose of sustaining social bonds than it is for the dissemination of knowledge. Interpersonal speaking performances might take the shape of interviews, role plays, chats, discussions, and games.

5.6 Extensive (monologue):

In this activity, the teacher gives learners lengthy monologues in the form of oral reports, summaries, stories, and brief speech. This leads us to the conclusion that there are some factors to take into account while evaluating speaking. Learners must at least be familiar with pronunciation, vocabulary, and language functions that they will employ. Students can use the language appropriately after they are prepared and are ready for the activity.

6 The Importance of the Speaking Skill in EFL

Speaking is not merely a matter of using words; it needs a more complicated process of producing speech. Speaking is a productive skill that requires intensive practice.

A proficient speaker can gain the attention of the audience and hold it till the completion of his message.

Likewise, speaking skills empower human to create new ways of speaking to others about any topic or experience. To speak fluently, correctly with proper intonation and pronunciation, especially in the second or foreign language, adds to credit of the speaker. The ability to speak in the second language makes the speaker a skilful communicator.

Effective Communication skill is one of the standards for both teachers and learners in many countries of the world (Aslam, 2011). Therefore, speaking is a direct route from one mind to another and is the best way to ask a question or give an explanation. Chastain (1971) views speaking “as one important element in developing each language skill and conveying culture knowledge” Considering the significance of accuracy, more attention is drawn to fluency in achieving communicative purposes in conversations. Publilius Syrus (ca.100 BC) indicated that “Speech is the mirror of the soul; as a man speaks, so he is”.

This quotation signifies that through our speech, we show a part of who we are as persons, aside to our thoughts and feelings, we carry out meaning through the language we speak. Luoma, S. (2004, p.1) stresses the importance of speaking in the foreign language through admitting that “our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language”. This means that in order to express oneself to the world or to the others, one needs to reach a significant oral performance.

Speaking in the foreign language is paramount for learners, especially EFL learners where they need to be exceptionally and purposefully trained in this skill. The ability to speak fluently provides the speaker with several advantages. The ability to express our thoughts, opinions and desires, the power of words are all put together in a meaningful way and come up with an asset to the learners background. While speaking with others, we come to have a better understanding of our own selves. An effective EFL speaker can have the attention of the audience while presenting and hold it until the end of his words. The speaking skill is important for career success, it can also enhance one’s personal life. Besides, Speaking promotes the EFL learners fluency of the language as well as increases their confidence towards their abilities in speaking for more attention.

7 Communication and Speaking

Speaking is one of the greatest blessings a mankind has ever been given, it is the root between once own self and thoughts and the delivery of those things to out side world and the expression of a person's who is truly is and what exactly run in mind. To deliver such information, express thoughts and ideas, give an opinion, develop social relationships, communication is a way far from being just expressing desires and needs. According to

Newman and Summer (1976) , communication is an exchange of facts, ideas, opinions or emotions by two or more persons. Thus, Communication is the process by which people transmit, share , and create meaning with each other it is an on-going, back and forth exchange that leaves an impact on our and others attitudes, we create a social life while communicating. So communication is driving creative force to the center of our sensitive self, our relationships, our families , our culture through interactions we make our bigger agreements we create or desolve relationships we form the tone and nature of those relationships through the process of communication.

There is no absolute disagreement on the role that communication is over control in today's world. Not only facilitating the process of sharing information and knowledge, it also helps us to understand each other emotions and thoughts. Therefore, communication should not be underestimated while learning in order to communicate effectively.

8 The Role of the Teacher in Developing the Student's Speaking Skill

Teachers generally push their students to use the language constantly as much as possible, where the students' concern is to develop their speaking abilities. In the context of EFL, teachers encourage learners to practice the English language not only in the classroom but also through daily life interactions with others. The teacher should build confidence in his students towards the use of language by creating suitable environment to speak without hesitation. EFL

students should be regularly motivated and encouraged to speak the English language in order to achieve fluency.

8.1 Explainer:

The teacher should be, first of all, an explainer. If some students have difficulty in understanding the subject matter or the language itself, the teacher should clarify the mysterious points for them; he should also help them to express their desired thoughts and ideas in case they have problems in expressing due to the strong influence of the mother tongue on their ability to speak.

8.2 Controller:

The classroom atmosphere should be controlled and guided by the teacher so to avoid noise and chaos inside the classroom. If the classroom gets too noisy, the teacher will have to quieten things down. An organized classroom is achieved when everything is controlled by the teacher (Harmer 1991). The teacher should have full control over the class and his lesson plan to guarantee the education of all learners at the same level.

8.3 Evaluator:

Another role a teacher should have is to be a “feedback provider”. Several comments from the learners’ side would provide the teacher with the appropriate need to diagnose whether they have understood what was dealt with or not. Their comments and activities would allow the teacher to evaluate their progress and what needs to be improved for each and for the whole class as well.

9 Challenges in Teaching the Speaking Skill

EFL speaking instruction is not an easy task; it requires more attention to learners’ abilities during the lesson. EFL teachers should be more concerned with their students’ level and, accordingly, use effective teaching methods to help their students improve their speaking proficiency and perform better during oral presentation sessions. Likewise, learners should

routinely practice their English through completing various assignments that are prepared by their teacher. In addition, speaking instruction has to assist students practice their speaking abilities in the classroom at all levels by letting them express themselves in circumstances where they can use natural language. According to Brown (2000,p.7),“ Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. In order to assist students distinguish between language input, structured output, and communicative output, teachers must utilize a balanced-activities approach. Using these tactics may enable EFL learners to produce the foreign language on their own and identify their own language challenges. The teacher should be aware of any issues that arise in the class during the lecture. The issues that arise can be caused by the learners themselves , the teacher, or even classmates. Many issues that arise during speaking exercises have impact on the learners’ speaking fluency. Lawtie (2004) highlighted three problems that occurs during speaking classes. Those problems are: (1) Students’ lack of participation due to their fear of making mistakes or lack of their interest. (2) Pair or group work that might cause distraction to students which makes them end up talking in their first language. (3) chaos created in the classroom as the result of the students’ interaction where the teacher will lose control over the class.

10 Speaking Difficulties

In the language learning process, it is imperative that learners should improve their speaking ability in order to enhance their performance. However, this is not an easy task for EFL students to maintain, three main difficulties are raised :

10.1 Linguistic Difficulties:

Any English speakers’ primary concern is to be able to communicate effectively in the language. This requires certain elements: first, fluency. According to Hedge (2000,p.261), Fluency means responding coherently with the turns of the conversation, linking words and

phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation. Speaking English fluently includes specific characteristics that make speech appear normal, natural, and with logical connections between ideas; this is the most challenging aspect when learning the language. Thus, the ability to employ conversational topics fluently without hesitation; most of the students' cannot reach it. According to Trunbury (2005,p.93) "fluency is a skill, it is the ability to process the language speedily and easily". Most students' mix and fail to present their ideas in an appropriate way while performing.

Second, we have accuracy which is the capacity to construct grammatically sound sentences and concentrates on the appropriate use of grammar, vocabulary, and other skills. To achieve such aspect a learner must focus on the right form. It is often confusing for EFL students' specially at their first years to focus on form and meaning at the same moment. Accuracy demands focus, while meaning requires time. Trunbury (2002,p.27) stated that "intelligible comprehensible pronunciation of speech is important and it's considered as a key to avoid pronunciation errors which frustrate successful communication".

10.2 Psychological Difficulties :

This derives from the diversity of the learners within the same class and inhibition. The learners themselves are a contributing factor in the problem of inhibition, their shyness and fear of being criticized by their friends and teachers because of making mistakes. EFL learners believe that mistakes and errors are evident; they cannot be ignored and avoided at all costs. As claimed by Ur (1991,p.121) " sometimes learners in speaking are often inhibited when they want to express their thoughts and ideas in foreign language in the classroom , they feel fear of errors or being criticism by the teacher or their classmates ". Inhibition serves as a link between shyness and student behavior. Another issue that arises during the oral expression module is shyness, which is a very common and well-known condition among students. While participating in oral exercises, many students had the potential to demonstrate their abilities and put up good effort,

yet they were unable to do so due to their shyness. Baldwin (2011) reported that Speaking in front of others might cause phobia; shyness causes students' to lose their thoughts and ideas or to forget what they will say. Shyness can prevent Students' from participating, talking, enjoying assignments, and even interacting with others in the classroom since it is associated with feelings or emotions of dread of making mistakes and of being judged by others.

10.3 Cultural Difficulties :

Speaking is considered over the other areas that regulate and shape the way we have conversations. According to Harmer (2001), speakers from similar cultural backgrounds are familiar with one another's speech patterns and languages. The behaviors in such a conversation scenario are determined by such cultural customs that are shared by everyone. However, in conversations between people of different social or professional positions, it is influential how men and women communicate to one another and how the conversation is structured. This would result in guiding our behavior to make effective speech. Social customs and habits evolve with time, yet they are always present in the public's consciousness. With this, we can state that the cultural background impacts the viewpoint, personalities, conversational style, and attitudes. This would leads to discovering different sorts of learners, such as: talkative ones, silent ones, and others who feel timid to speak in front of their peers.

11 Conclusion

This part attempted to clarify the nature and what speaking skill is, besides to its elements and the importance of speaking for EFL learners. With some teaching acts to be included during classes in the process of learning and teaching, the purpose behind such practices to help students improve their self confidence and communicate freely not only while performing during classes, but also in out side world.

1 Introduction

In the process of foreign language learning and teaching, many challenges are quite apparent, mainly in relation to the learners, the teacher, the course content, or the curriculum as whole. One of the main problems students face while they learn EFL is the impact of affective factors, as highlighted by Skehan (1991), such as anxiety, motivation, self-esteem, age, attitude and so on. These emotional factors which influence learning and teaching can have a negative or positive effect. One of these affective factors is self-esteem which has a significant impact in improving the learners' performance. Self-esteem, hence, determines how learners value and perceive themselves and their abilities. This chapter addresses common affective factors that affect the teaching and learning process like motivation, shyness and anxiety. Thus, our main focus will be on the students' self-esteem and motivation since these are the major affective factors. We will also highlight the role of the teacher in improving students' self-esteem.

2 Affective Factors in Language Learning

Affective factors refer to a set of emotions and attitudes people have about themselves or the surrounding environment. In language learning, these factors determine the success and the degree of improvement of a learner in the foreign language. Brown (2007, p.154) stated that they have relation with second language acquisition as "understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition." A full awareness of these factors can be a source of upgrading the learning process. A foreign language teacher can easily notice whether his students have an obstacle and, accordingly, provide the necessary assistance. Affective factors are viewed to have a significant influence on the students' failure or success, in fact a several number of them affects the outcomes of foreign language learners specifically. Our focus will be the most significant factors: motivation, self-esteem, shyness and anxiety.

3 Motivation

Motivation is a central issue in the field of education; it is considered vital in language learning. Motivation is perceived as a complex human construct that has long posed difficulties for those who attempt to understand and explain it (Anjomshoa & Sadighi, 2015). It has been diversely described as the unquestionable reality of human experience. Most scientists believe that motivation is a hypothetical cause of actions, i.e. it is a mental event that determines the course of an action. Brown (2001) defined it as, "... the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit."(p.34). Gardner (1985) considered it as a combination of effort and desire to achieve the goal of learning the language as well as favorable attitude towards learning the language. Analyzing what he calls "learner factors". Motivation is also an important contributor to language achievement.

4 Self-esteem

Similar to motivation, self-esteem is perceived differently by different language scholars. Various definitions derived from different researchers have been provided for this affective factor that influences the human production. Brown (2007, p. 154) stated that "Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem" (p.154). Moreover, it is a set of evaluative judgments of the self as successful, virtuous and worthiness (Obidigbo, 2006); it is looked at as the internal view of the self. This concept can be synonymous to self-acceptance and worthiness. Wong (2009, p.134) speculated that "Self-esteem is the perception you have of yourself as a human being". More explicitly, Self-esteem is about how people view and rate themselves. Rosenberg (1976, 1979) views Self-esteem as synonymous to "self-concept". According to Rosenberg (1965), the term Self-esteem is described as a favorable or unfavorable attitude toward the self. Hence, in 1990 and 1995, he viewed it as individual's overall positive evaluation of the self. The term Self- esteem was

referred to as a mixture of life challenges and worth of happiness that people experience (Branden,1969).Self-esteem is considered to be a relatively enduring characteristic that possesses both motivational and cognitive components (Kernis, 2003). Self- esteem directly influences motivation. Motivation consists of all the underlying forces that drive human action.

5 Importance of Self-esteem in Foreign Language Learning

Self-esteem is important in making life plans, setting career goals, or improving personal qualities. Individuals with a positive self-esteem know their strong points and how to use them; they are also capable to recognize where they can grow, learn, and require assistance. In the context of language learning, Brown (2007, p.154) considers that self-esteem is probably the most pervasive aspect of human behavior. Cole et al. (2007, p.20) stated that “Confidence “is” as important as competence in speaking and listening”. According to Leary (1999), self- esteem is important because it contributes to psychological well-being, better relationships, good health, and a positive identity. High self-esteem helps us to approach life positively and set goals. It also helps us become self-motivated, confident, and successful. In 1979, Adelaide Heyde studied the effects of self-esteem on the performance of oral production tasks by American college students. The results showed a positive correlation (Brown, 1994). Self-esteem, therefore, appears to be one of the indicators of successful English language learning. Moreover, self-esteem builds up the confidence which makes learners more comfortable using the language inside or outside the classroom. Having such confidence in their abilities will open the chance for learners to share what they have with ease and without hesitation.

6 Types of Self-Esteem

There are two types of self-esteem: positive “high self-esteem” and negative “low self- esteem”. Both refer the feelings people have towards themselves. Self-esteem, in addition, shapes the confidence, healthy relationships. It is also argued to affect academic achievement. However,

not all students' have the same self-esteem. The explanation of how these types language is provided below in the section.

6.1 High Self-esteem :

It refers to believing in oneself and knowing the greatness of one's existence, with recognizing the points of weakness, though the points of strength are more recognized. Positive self-esteem allows people to be realistic about assigning goals, to accept criticism, learn from mistakes and be adventurous (Obidigbo, 2011). Having a positive self-esteem means to feel good about oneself and feel worthy of respect from others. For Amato (2003), self-esteem is a very important factor in providing learners with motivation towards their own abilities to enjoy the learning process and experience real communication. People with high self-esteem know that making mistakes does not mean they will fail; in the contrary, they value themselves and accept what they have made wrong which in other way push them to work more and avoid letting these negative circumstances throw them off, and, henceforth, be successful persons. In addition, people who feel good about themselves tend to be happier, healthier, more successful, and more productive. They also tend to persist longer in difficult tasks (Obidigbo, 2006; Onyekuru & Obidigbo, 2012).

6.2 Low Self-esteem :

Low self-esteem is when someone lacks confidence about who they are and what they can do. People with low self esteem often feel that they are not good enough or do not deserve to be treated well. Low self-esteem can have a negative impact on many aspects of life, including self-confidence, relationships, career choices, physical health, and learning achievement. Low self-esteem can often be the result of a long history of bad experience and trauma. This means that low it is not just a temporary feeling, but a long-term emotional state. Lefton (2007) suggested that people who have an unstable, fluctuating self-esteem react more strongly to positive and negative life events than people whose sense of self-worth is stable and secure.

People who have low self-esteem tend to see themselves, the world, and their future more negatively. When one has a low self-esteem, you are more likely to feel discouraged, pessimistic, and anxious about their future. Low self-esteem can be a major obstacle in the enjoyment of life and the ability to achieve long- and short-term goals. If a person feels that he is not good enough, it will be hard to enjoy the things he is doing or even enjoy the surrounding people.

7 Levels of Self-Esteem

7.1 Maslow's Hierarchy of Needs :

Maslow's hierarchy (1943) of needs is a motivational theory in psychology comprising a five-tier model of human needs. The theory states that humans have five levels of psychological needs which must be fulfilled for the individual to reach their full potential. These levels are physiological, safety, love and belonging, esteem, and self-actualization.



Figure 1 : Maslow's Hierarchy of Needs

7.1.1 Physiological Needs :

Psychological needs are considered to be the base of Maslow's hierarchy. The biological requirement for a person to survive is met by these demands. Physiological needs play a role in internal motivation, according to Maslow's hierarchy of needs. In order to achieve higher degrees of intrinsic satisfaction, humans must first meet their physiological requirements, in

accordance with Maslow's hypothesis. Physiological requirements must be satisfied first in order to move up Maslow's hierarchy of wants. As a pedagogical implication, instructors should understand that if someone has a hard time taking care of their physical requirements, they will not go out of their way to find security, a sense of purpose, respect, and self- actualization. In order for the body to maintain homeostasis, some physiological requirements must be satisfied.

7.1.2 Safety :

After the physiological demands are met, safety needs come first and rule behavior. In the absence of physical safety due to conflict, disasters, domestic violence, maltreatment of children, etc. These safety needs can be seen in behaviors like a preference for work security, grievance procedures to shield the person from arbitrary power, savings accounts. Children are more prone to exhibit this level since they generally have a greater need to feel safe, especially children with impairments. Adults are also affected since they frequently experience economic issues that make them vulnerable to the need for safety. Safety needs cover things like food, the place where to live, the workplace. Before attempting to achieve any level of survival, if one does not feel safe in the surroundings, they will look for safety and cannot not move to achieving higher needs. Stability is needed to have a full safety needs that human beings desire.

7.1.3 Love / Belonging :

According to Maslow (1943), the third hierarchy need involves feeling loved and accepted. These needs encompass bonds to friends, family, and romantic partners. Our need to feel as a part of a social group is also included. This desire includes both the need to feel loved and the need to feel love for others.

7.1.4 Self-Esteem :

We all need to feel good about ourselves in order to meet our esteem needs. Maslow (1943) identified two elements of esteem needs. The first entails having self-assurance and feeling positive about oneself. Feeling appreciated by others, or having our accomplishments and

contributions noticed by others is the second element. People feel confident and recognize the value and significance of their contributions and accomplishments when their demands for respect are addressed. But, if their esteem needs are not addressed, individuals could go through what Alfred Adler (1943), a psychologist, called “feelings of inferiority”.

7.1.5 Self-Actualization :

Self-actualization refers to the feeling of being fulfilled, or the feeling that we are living up to our potential. Self-actualization has the distinctive quality that it looks different to everyone. Helping others may be a necessary part of self-actualization for certain people, whereas success in the arts or other creative pursuits. Self-actualization essentially refers to the sensation of carrying out our perceived calling.

7.2 Dimensions of Brown’s Self-esteem

According to Brown (2007), Three levels of self-esteem namely global, situational, and task self-esteem, have been described in the literature to represent its multiple dimensions.

7.2.1 Global self-esteem :

Presented in adults, it is a rather stable and constant trait that does not alter over time unless subjected to extensive treatment. It is seen as the assessor of one’s own value across time and in many contexts.

7.2.2 Situational self-esteem :

It refers to one’s assessment of the importance of social interaction, work, education, home, or any other particular situation. The relatively defined characteristics, such as intelligence, communicative ability, athletic ability, or personality characteristics (e.g. gregariousness, empathy), and flexibility to the circumstances and the unique qualities of personalities underlie situational self-esteem.

7.2.3 Task self-esteem :

Task self-esteem is used because it relates to specialized or particular activities in certain situations. For instance, in academic settings, task self-esteem is connected to one aspect of the subject matter, or in sporting events, a certain sporting talent is evaluated in relation to task self-esteem. Overall, self-esteem is demonstrated through Brown's (2007) levels and definitions to have the greatest influence on students' academic performance. It is ultimately up to the students whether they perform well or poorly based on how they see their abilities.

8 Self-esteem and Second Language Acquisition

Second language, personality variables and oral production tasks were the interest of many researchers overtime. Frequently explored features include sociability, independence, empathy, and anxiety (Gardner & Clement, 1990). Brown (1994) lists self-esteem, anxiety, risk taking and extroversion as personality factors affecting foreign language learning. Hence, He considers second language acquisition techniques in relation to Myers-Briggs character types (1962), which make an effort to classify personality in terms of combinations of four dichotomous modes of functioning: extraversion vs. introversion, sensing vs. intuition, thinking vs. feeling, and judging vs. perception. It is challenging to identify a single personality feature that correlates statistically significantly with oral proficiency in a second / foreign language, partly because it is challenging to create a psychological inventory to measure personality qualities. Nonetheless, some factors appear to have a significant influence on the learners' success. In the discussion of personality aspects of second language oral production tasks, one of the variables, level of self-esteem, cannot be eliminated. In addition, in order to upgrade a high level of speaking proficiency one should have a high level of self-esteem. It is believed that the level of self-esteem is related to success in learning a second language, particularly when it comes to tasks requiring oral performance. Research demonstrate the link between oral performance and self- esteem. The degree of self-esteem also appears to be highly correlated with other variables like Anxiety, self-confidence,

Attitude, shyness (Brown 1994). These elements affect how well children perform in oral production exercises as well. Cooper smith, as cited in Brown (1994), defines self-esteem as the expression of “an attitude of approval or disapproval, and indicates that it is the extent to which an individual believes himself to be capable, significant, successful, and worthy” (p. 137). In 1979, Adelaide Heyde studied the effects of self-esteem on the performance of oral production tasks by American college students. The result showed a positive correlation (Brown, 1994). Self-esteem, therefore, appears to be one of the indicators of successful French language learning. However, self- esteem is not an isolated variable. It is interwoven with several other personality variables.

9 The Relationship between Self-esteem and Other Affective Factors

9.1 The Relationship between Self-Esteem and Social Anxiety :

Anxiety is an affective factor or a personality variable that is closely related to self-esteem. Brown (1994) stated that anxiety is negatively correlated with self-esteem. Anxiety is a feeling associated with uneasiness, frustration, self-doubt, apprehension, and worry. “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system “ (Spielberger, 1983 in Horwitz, 2001). Anxiety increases feelings of worry, nervousness, or fear. Self-esteem has a significant negative correlation with Anxiety. A high social anxiety is closely associated with a low self-esteem. Many previous (e.g. Zoccolillo,1992) studies reveal an inverse relationship between social anxiety and self-esteem. The higher social anxiety the individual demonstrates the lower self-esteem he/she has. On the other hand, social anxiety leads to a serious change in the individual’s self-image while self-esteem is the best factor that helps face failure as well as difficult, different and new social situations. The level of self- esteem, hence, affects the severity of social anxiety and vice versa. If the individual has a low level of self-esteem, he/she will deal negatively with social situations and, above all, he/she will not be able to engage effectively in society. Undoubtedly, self-esteem

plays a very important role in the individual success at the personal and professional levels. It increases the individual's impulsiveness in dealing and interacting within the community. In case of failure, the low-esteemed individual refuses social communication and loses the enjoyment of the accompaniment of others. One would conclude that, if the individual experiences a constant case of anxiety, his/her self-image and consequently his/her self-esteem will lower. Hope, Chavous, Jagers, and Sellers (2013) refer to the essential role of self-esteem in achieving self- compatibility, positive psychological stability, and academic achievement.

The relationship between anxiety and self-esteem is an inextricable one. They act for one another in many ways. While low self-esteem can lead to psychological effects that cause a person to be more susceptible to stressful situations, consistent anxiety can gradually lessen a high self-esteem over time as well. Conversely, high self-esteem can act as a sort of protection against high levels of anxiety, and a context of low-anxiety can provide a great environment for individuals who could benefit from higher self-esteem.

This interaction between self- esteem and anxiety is often more dramatic and destructive in people with lower self-esteem. Such individuals tend to feel helpless, powerless and incapable of overcoming obstacles placed in front of them. These feelings make any task seem more arduous and can cause even routine challenges to appear impossible. Another aspect of the connection between anxiety and self-esteem is that lack of assertiveness is one of the common effects of lower self- esteem. This can turn into a vicious cycle in which low self-esteem leads a person to accept more work than he or she can truly handle. This, in turn, causes increased anxiety. Self- esteem and anxiety can form a harmful feedback cycle in such cases.

9.2 The Relationship between Self-Esteem and Self-confidence :

Azmandian (2010, p.79) states that “your entire character is shaped by your self-esteem, which is a prerequisite for self-confidence. Self-confidence is the manifestation and expression of self-

esteem to the outside world”. In other words, both self-esteem and self- confidence have an equal and significant impact in developing a person’s character. It takes a good dose of self-esteem to be self-confident enough and be capable to face life challenges and engage in activities that one find gratifying and enjoyable. Dörnyei (2005, p.87) mentioned that “self-esteem and self-confidence are like the foundations of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them”.

Self-confidence comes from Rosenberg’s positive or negative attitudes towards the self (1965). This scholar (Rosenberg, 1979) added that people with high self confidence have a good self-image, high self-worth, and more self-respect. Maclellan (2014, p. 60) interchangeably used self-confidence and self-esteem. Coudevylle (2011, p. 671) that self- confidence is a positive belief in oneself, which is correlated to healthy.

The terms self-confidence and self-esteem are often conflated. Confidence is a measure of faith in one’s own abilities; self-esteem is one’s sense of the self, it involves both thoughts and emotions and influences how we perceive others and interact with the world. A high amount of self-esteem is necessary to have self-confidence and to meet the life challenges and participate in things you find enjoyable and rewarding. High self-esteem and self-confidence can lead to successful life. Both psychological factors are equally important to sustain one’s personal development, they are also essential for leading to a spiritual breakthrough in our lives while having the courage to deal with anything that comes along the way.

These two terms do not always occur together; it is entirely possible to feel self-confident in one’s abilities while having a low self-esteem. For instance, an Olympic swimmer or a movie celebrity might have a lot of confidence in their talent, but at the same time, might be doubting their worth. This scenario might occur when individuals have a good sense of self- worth and a positive self-image but lack confidence in their abilities in specific situations or tasks. However, having a higher self-confidence in specific areas of life increases the overall sense of self-worth,

making it possible to work both of them together at the same time. When you have positive self-esteem, you are able to pursue your goals and dreams, and when you have self-confidence, you are able to believe that you will achieve them and be successful. Self-esteem and self-confidence go hand in hand as your allies in the journey to success.

These two concepts can develop concurrently, and they often influence each other. Building one can lead to an improvement in the other. Working on both aspects is essential to create a balanced, healthy mindset as well as the accomplishment of full potentials.

9.3 The Relationship between Self-Esteem and Self-Efficacy :

It is highly recommended to understand the distinction between self-efficacy and self-esteem in a language pedagogy and the relation that combines these two factors. While Self-esteem is the person's feeling of his/her self-worth, whereas self-efficacy refers to the person's belief of his or her ability to reach a goal. According to Bandura, A. (1994)" Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". In other words, the way we perceive the world and act in different contexts depends on the beliefs we hold. Self-efficacy comes after the confidence of one's ability to manage his own motivation, behavior, and social environment. It affects our decision to pursue certain objectives, and how to achieve those objectives, and how we evaluate our own performance. Self-efficacy has a crucial role in the accomplishments, difficulties, and goals one's encounter.

Self-esteem, according to Markus & Wurf (1987), affects thoughts and feelings, and has a greater influence on self-perceptions than do behaviors. Recent studies have examined self-esteem and self-efficacy in relation to task motivation and performance. To varying degrees, Markus & Wurf results indicate that individuals with high self-esteem tend to be better performers, in addition to exercising more motivation towards personal goal-setting (Bandura, 1997; Erez & Judge, 2001; Markus & Wurf, 1987). These researchers suggest that individuals

with high self-esteem not only excel in their roles, they also tend to be action oriented in nature. Zimmerman (2000) found that self-efficacy is not only associated with other related constructs, it also has unique predictive factors in determining improvements in students' methods of learning and achievement outcomes. Hence, students' self-beliefs do seem to correlate with academic achievement in addition to the high motivation level. Another study (Fleming & Courtney, 1984) that examined self-esteem in relation to academic performance found a significant correlation between age and self-confidence. Fleming & Courtney (1984) concluded that "those that have had more real-world experience and opportunity for self- development outside the academic environment have a higher self-esteem than the average college student" (p. 417). In terms of mental health, self-efficacy beliefs (Gecas, 2001; Zimmerman, 2000) and high self-esteem (Abouserie, 1994; Roberts & Gotlib, 1997) have proved to influence people emotionally by reducing their stress, anxiety, and depression. In their study, Rosenberg, Schooler, Schoenbach, & Rosenberg (1995) examined the nature and relevance of global to specific self-esteem using data from a two wave longitudinal study (1966 ; 1968) consisting of 1,886 adolescent boys. While global self-esteem measured individuals' positive or negative attitude toward the self as a whole, specific self-esteem examined academic performance. Rosenberg et al. (1995) agree that global self-esteem appears to be heavily affective in nature and tends to be associated with the overall psychological well-being. Specific self-esteem, in contrast, being more judgmental and evaluative, appears to have a more cognitive component and tends to be more strongly associated with behavior or behavioral outcomes. (p. 153) In short, the study shows relevant findings regarding the effects of self-esteem on self- evaluations and emotional well-being. Self-esteem and self-efficacy may be considered protective factors that preserve and enhance psychological well-being. It is likely that social workers who possess high self-esteem and self-efficacy may assert more self-assurance when performing professional tasks under a variety of circumstances.

9.4 The Relationship between Self-Esteem and Shyness :

Shyness is a behavioral act that counteracts the apprehension or hesitation that some people regularly experience before approaching or after being approached by others. It is a reaction to fear, which might limit a person's capacity to act or speak in the way they would like. Shyness is frequently linked to low self-esteem and could be one of the factors contributing to social anxiety. The development of healthy self-esteem may depend on overcoming excessive shyness. Shy people frequently dislike being among large crowds. In the context of language learning, when questioned in the target language, shy learners strive to respond briefly and generally prefer to be alone. Aron & Davies cited that "Shy students have difficulty with small talk, are slow to share their feelings and typically do not reciprocate when feelings are disclosed by others" (2013,p.504). Moreover, shyness can be as a roadblock for EFL learners. Students who are shy are more likely hesitated to join and do not voice their ideas. They have excessive dread of making a mistake and receiving ridicule or being judged by others. Shyness is something that can be overcome. with patience, hard work, and a determination to change. Zeytinoglu, et al. [14] define shyness as: "a complicated emotional state that entails a negative feeling towards oneself or a feeling of inferiority and shame that causes discomfort and discontentment which pushes the child to isolate themselves and not integrate in life. Henceforth, they do learn from its experiences and do not have friendships or relationships with other children. Thus, their experiences are limited, and they may become a burden on themselves and the society due to avoiding others and solitude". There is a direct relationship between shyness and self-esteem in the form of two styles of self-presentation. While self esteem indicates that the tendency of shy people to avoid others can have a lower effect on their overall sense of self-esteem when they try to present themselves in a clearly favorable light, shyness may have a stronger impact on their sense of self-worth when they present themselves as helpless, unsure, and incompetent.

10 The Teacher's role in improving the Students' Self-esteem

Teachers should assist their learners in developing higher levels of self-esteem, since the latter plays a significant role in boosting students' academic success. Increasing the learners' self-esteem helps them reach their capabilities and skills, especially the speaking skill because self-esteem refreshes the brain for those who are more inclined to speak the language with confidence inside or outside of the classroom. Every student should be valued for his unique qualities and skills, according to the teacher. In addition, EFL learners should not be put at the same level with one another, which ensures instilling in the students the value of diversity. To help pupils understand how their individual contributions matter, the teacher should praise individuals rather than the full group as a whole. Larson (2009,p. 22), stated that “ self-esteem refers back to the notion the students possesses of their personal worth and self develops step by step and will become extra differentiated as they mature and interact with widespread others.” furthermore, It is important to support learners in making a fair assessment of their own abilities and competencies. The teacher should exhort them to maintain patience, avoid giving-up, and to transform their negative traits into positive ones. Moreover, learners who seem confident in their talents are considerably more inclined to use their abilities. One of the most important strategies the teacher can use to help learners develop their skills and self- esteem is to encourage them to pursue their interests or talents. This will increase their empowerment and self-assurance. In this situation, teachers concentrate on utilizing positive reinforcement to boost their students' self-esteem; nevertheless, they must avoid employing negative reinforcement that could negatively impact their behavior. According to Kirby and McDonald (2009,p.75) “ praising learners for his or her intelligence by myself has a tendency to create constant way of thinking wherein college students recognition on how they're perceived. Learners with a set way of thinking do now no longer manage demanding situations well. On the alternative hand, praising younger pupils for their efforts creates a boom way of thinking”.

It is evident that rewards are an essential component in inspiring language learners to boost their self-esteem and improve their performance. EFL instructors should be patient with their students and encourage them to think about all the positive things they have accomplished, no matter how tiny or significant they would be. Similarly, they need to be confident that the intended change will materialize eventually. Work with courage and hope to bring about change (Obidigbo, 2007, 2009). Therefore, a positive conclusion to the teacher's feedback is essential since it will encourage students to remain optimistic. In most cases, praise is what gives them their academic self-esteem. Debating worries learners up front, before any mistakes are made, is one of the most effective methods for overcoming nervousness and the fear of making mistakes. The foundation for a healthy, supportive learning environment that is characterized by respect and understanding is established by identifying the weaknesses and honestly admitting the fear of failure. To aid students in their learning process, teachers should take on a variety of roles throughout lectures, as stated by Harmer (2001, pp 60-62), the teacher is a controller as he takes care of their students and the classroom materials in the teaching and learning process. Harmer (2001) suggests that teachers are responsible to transmit knowledge to the learners. So, it is up to the teachers to make decisions on everything that takes place in the classroom. Spelleri (2000, p. 47), claims that, the teacher should perform the following roles:

- Filter: by presenting the material that suits the learners' level, needs, and interest.
- A culture guide: by providing their classrooms as well as learners with all information of culture that is available in authentic materials.
- An objective chairperson: by making some discussion in some topics and being a leader listener. In general, teachers must design activities that are appropriate for their students' learning styles and inspire them to participate actively and with a strong sense of self-worth.

11 The Role of Self-esteem in Enhancing the Speaking Skill

Self-esteem is a crucial prerequisite for starting any action, particularly when speaking. Speaking stands out among all linguistic abilities as the key to effective communication. The speaking skill and self-esteem are two interconnected concepts, as self-esteem is an affective factor which affects the learners' success, especially their academic performance or, more specifically, their ability to communicate. Learning English can be a misery for some students, especially when speaking is required. EFL learners will repeatedly think of being anxious of making mistakes. The result is that their speaking level will be influenced by their low self-esteem. There is a correlation between the students' ability to speak and their self-esteem. Aisyah's (2020) indicates that there is a significant correlation between the students' speaking ability and their self-esteem; she stated that learners need to work on their self-esteem as with their speaking ability in order to communicate fluently and accurately. Nevertheless, the speaking ability is influenced by self-esteem. According to Normawati and Muna (2015), there is a positive relationship between the students' self-confidence and their public speaking performance. The former has a positive relationship with communication abilities. The point is that if a person has high self-esteem, their speaking skills will improve. Conversely, if a person has low self-esteem, their speaking ability will lower. The level of the students' self-esteem is related to their oral proficiency. Syafitri et al. (2019) confirm that the learners' self-esteem is an important factor in determining the mastery of English speaking skills. Students that have a strong feeling of self-esteem perform better than others in terms of their ability to speak fluently. Hence, the learners' speaking skill and self-esteem are interrelated if one's self-esteem is high, his ability to speak is also high and vice-versa. Self-esteem has a crucial role in indicating the students' level of speaking skill.

12 The Contribution of Self-esteem in Oral Performance

The language classroom serves as an experimental lab where EFL students exhibit their skills and share their ideas with their classmates. Therefore, the EFL learner spends a significant portion of their time and formative years in schools and universities. For this reason, the teacher should boost their students' self-esteem in order to aid learners in performing the speaking skill effectively and with great care. In other words, a key component of the learner's experience and academic performance is their sense of self-worth. Therefore, EFL teachers should put more effort into creating a supportive environment in the classroom that encourages students to feel good about themselves, improves their oral ability, and increase the motivation to primarily speak up during lectures.

In fact, self-esteem has a significant role in extending the learning process in general and for oral performance in particular, as learners need to be confident and motivated in the classroom,

“High self-esteem can be a useful equipment for the students to follow the program and practice activities for a particular classroom climate to be realized in the situation” (Doyle, 1986, p. 396).

This enables the learner to maintain information well and communicate effectively. To sum up, teachers must do the same things that their students' must do: plan, reflect, and implement effective techniques.

13 Conclusion

This chapter puts an emphasis on the affective factors that have an impact on the language learning process. One of these factors is self-esteem which is the main aspect, learners must trust their abilities and what they can achieve. Moreover, in this chapter we highlight the significant role of the teacher in enhancing the students' self-esteem and raise their confidence toward themselves. Besides to the effect of self-esteem on both second language acquisition and oral performance

1 Introduction

This research is conducted to investigate the role of self-esteem in enhancing EFL learners' oral performance, the case of third year students of English at the department of Letters and Foreign Languages, University Center of Abdelhafid Boussouf, Mila. To achieve the study aim, two questionnaires were administered for both third year students' of English and Oral Expression module teachers. Another research tool, a Classroom observation with the present case, was conducted in order to collect authentic data, confirm or disconfirm the study hypothesis and examine whether the improvement of self-esteem would lead to the development of their oral performance; first, we will introduce the research methodology and research tools, followed by the population of the research; second, we will analyze and interpret the two questionnaires and the observation results; and finally present the research findings about the subject under investigation.

2 Research Methodology

In order to investigate the role of self-esteem in enhancing EFL learners' oral performance our study is based on two methods: the descriptive method and the analytical method.

Additionally, the research incorporates both quantitative and qualitative data; i.e. it uses the quantitative in providing numerical data, and the qualitative in analyzing and illustrating data concerning the subject under investigation. As a qualitative method, two questionnaires were used, one for the students and another one for teachers, besides to a classroom observation was also utilized to collect data related to the research topic, the case study of third year students of English at the department of Letters and Foreign Languages, University Center of Abdelhafid Boussouf, Mila. This Research combines two approaches of data analysis: quantitative and qualitative (mixed methods). The quantitative method was used to investigate the percentage of students and teachers concerning self- esteem, questionnaires and observations are considered to be effective tools to achieve the teachers and learners attitudes and beliefs toward

the topic. The data will be gathered through administrating a questionnaire with third year students (50 students) and another questionnaire with oral expression teachers (10 teachers) , as well as a classroom observation with both third year students and Oral Expression teachers.

3 Research Tools

In order to prove the validity of our research, we will use different tools: A questionnaire dedicated to EFL learners' and another questionnaire to Oral Expression teachers as well as a classroom observation. The first questionnaire will be administered to third year students at the department of English in order to investigate their attitudes towards our topics. The teachers' questionnaire is conducted to investigate the teacher's views and attitudes related to the influence of self-esteem on the oral performance of EFL learners, through the consideration of their experience in teaching the English language. Moreover, a classroom observation was carried for four months from January 2023 to April 2023 at the English at the department of Letters and Foreign Languages, University Center of Abdelhafid Boussouf, Mila.

4 Population and Sampling

The population if this study is third year LMD students of English. We will dealing with fifty (50) students out of the total population of 155 students enrolled in the third year at the department of English at the department of Letters and Foreign Languages, University Center of Abdelhafid Boussouf, Mila. The fifty students were chosen randomly. As for the teachers' questionnaire, we dealt with Ten (10) teachers from the population of Oral Expression teachers at the same department, University Center of Mila. The teachers showed a teaching experience with more than 8 years, which would provide us with valid findings with regard to our topic of investigation. The classroom observation intended for both Oral Expression teachers and third year students, which aims at investigating the teachers' role in improving students oral performance, and the students presentations to evaluate their behaviors and speaking proficiency.

5 The Teacher's Questionnaire

5.1 Aim of the questionnaire :

In order to investigate the role of self-esteem in enhancing the oral performance of EFL learners effectively, the teacher's questionnaire was used. The questionnaire investigates the main problems third year students' face orally, and the influence of their self-esteem on their communication skill. In general, the teacher's questionnaire aims to answer three main questions of the present research:

- What are the main problems do third year students face in oral performance?
- What is to role of self-esteem in improving the students speaking proficiency ?
- How can teachers improve their students' self-esteem?

5.2 Administration of the questionnaire :

This questionnaire is designed for ten (10) teachers of the module of Oral Expression at the department of Letters and Foreign Languages, University Center of Abdelhafid Boussouf, Mila to examine the teacher's perception on the importance of self-esteem in enhancing the oral performance of EFL learners' This is due to the fact that teachers are better qualified to talk about how well their students do and the difficulties they run into when learning a language, especially when performing orally. The questionnaire was administered in the period of 30 minutes after the students presentations.

5.3 Description of the Questionnaire :

The teacher's questionnaire involves nineteen (19) items. The questionnaire was divided into two sections: Section one about the speaking skill, and section two deals with the affective factors in general and self-esteem in particular. Some questions required a «yes» , «no» answer only, while others are a multiple choice, demanding to tick (✓) the right answer from different options that reflect their thoughts vis-a-vis the question. The questionnaire also contains open-ended questions required justification giving their own opinion on the subject

matter. The first section was dedicated to the speaking skill; it incorporates four items. The first item (Q1) was designed to know the teacher's experience in teaching EFL. Item number 2 stands for having the teacher's opinion concerning the degree of difficulty of Oral Expression module, the third item is an open ended question to know the reason behind their choice. The fourth question aims to have an idea about the degree of the students' participation during oral tasks. The second section was about the affective factors and self-esteem and it was divided into 15 items, the section aims at investigating the influence of affective factors on the students' oral performance and to what extent self-esteem improves their speaking proficiency.

5.4 Analysis of the questionnaire :

The results obtained from the data collection of the teacher's questionnaire are analyzed item by item in each of the sections :

Section one: The Speaking Skill

Item 01 : For how many years have you been teaching English ?

This question attempts to check the teachers' experience, believing that the latter reflects the degree of the teachers' awareness on the different levels of students. The Findings are as follow:

Table 1: Teacher's Experience in teaching English as a Foreign Language

Options	N	%
3 to 5 years	/	/
8 To 10 years	/	/
More than 10 years	10	100%
Total	10	100%

The data shown in the table demonstrate that all of the teachers (100%) have more than 10 years of experience in teaching the English language. This would provide us with valid information, since these teachers have sufficient experience and might hence provide us with reliable information on the different abilities and needs of their students in their speaking classroom. None of the teacher's opt for the option of 3 to 5 years (0%), or the option of 8 to 10 years (0%).

Item 02 : How do you find Oral Expression Module?

The following item aims to show the teacher's opinion concerning OE module, whether they view it as an easy task and easy to dominate for both teachers and the students, or as a difficult task that requires a long learning procedure. The table bellow summarizes the responses:

Table 2: Teacher's perception of Oral Expression module difficulty

Options	N	%
Easy	/	/
Difficult	10	100%
Total	10	100%

As table 02 demonstrates, all the teacher's (100%) agree that Oral Expression module is a difficult task which requires time and practice to achieve high proficiency and fluency levels. These teachers believe that this module needs more practice and consider it as ongoing learning process for both the teachers and the students.

Item 03 : Would you justify your answer, please?

For further information we asked the Teacher's to provide us with an explanation behind their choice in the preceding question concerning the degree of difficulty of Oral Expression Module.

The teacher's justifications are summarized in the following points :

- OE module needs the mastery of language and many techniques to be motivated to speak.
- Oral Expression requires various skills that students lack. (3 Answers)
- It is a great responsibility of conveying information orally and how to make students speak.
- OE module needs a high self-esteem and a great amount of self-confidence to trust one's abilities and communicate effectively. (3 Answers)
- Oral Expression needs to be far from L1 interference, which is difficult to achieve.
- OE module demands the appropriate body language, the voice tone, and the ability to make direct eye contact.

Item 04 : How many students participate during oral tasks?

The aim behind this item is to discover the amount of the students' participation during Oral tasks from the teachers' perspective to evaluate the reasons behind the students' lack of talk. The table below presents the teachers' responses:

Table 3: Teacher's impression of the students' participation

Options	N	%
Most of them	/	/
Approximately the half of them	2	20%
Only a Small number	8	80%
Total	10	100%

The results show that only a few teachers (20%) think that half of the students participate in the speaking activities, while the majority (80%) affirm that only a small number of students' participate in the class. And none of the teachers (0%) mentioned that they always participate. We would deduce that students' participation depends on or the students' motivation to speak. The students' involvement in their classroom can be viewed in two ways; oral participation when students overtly speak and participate orally in the class, while lack of participation would be related to passive learners who just sit without being particularly active in the session. This would be related to a variety of reasons where the personality traits of these students that underline the students' behavior in the classroom.

Item 05 :

In order to have a clear estimation of the students' participation, we asked the teachers for an explanation regarding their previous answer. The responses are as follow:

- Lack of semantic competence, lack of critical thinking skills, lack of motivation, laziness, and pronunciation problems. All of these factors affect the students' participation.
- Lack of motivation, shyness, and lack of knowledge of the topics. (3 Answers)
- Passive learning for most of the students'. (2 Answers)
- Students' have a poor background knowledge to participate.
- Fear of public speaking, and feeling uncomfortable to be the center of attention. (2 Answers)
- Some students' have a negative previous learning experience.

Section Two : Affective factors & self-esteem

Item 06 : Do you believe that all learners have confidence in their abilities ?

Through this item, we attempt to examine the teachers' assumptions, opinions, and beliefs with regard to the students' attitudes towards themselves. The findings are illustrated in the following table :

Table 4: Teachers' perceptions of the students' confidence towards their abilities

Options	N	%
Yes	/	/
No	10	100%
Total	10	100%

As the findings present, All the teacher's (100%) agree that EFL students do not have sufficient self-confidence in their abilities, which would affect their oral performances and even their learning process as a whole. The students who are confident are more likely to speak and participate in the class, as it stated to be the number one predictor of academic achievement. On the other hand, the students who do not have sufficient confidence in their abilities feel hesitated to engage in the learning process and achieve academic success.

Item 07 :

We seek, through this item, to obtain more details about the teachers perception regarding the students' self image. The answers are summarized as follow:

- Lack of linguistic competence and performance as well as students' self-esteem and confidence, shyness for some (3 Answers)
- Student's lack of self value and support around them, and students background. (2 Answers)

- Students' show their lack of confidence when they avoid eye contact so that they won't be asked for an answer, which indicates they fear of speaking.
- The majority of the students' always look stressed and run out of ideas. (2 Answers)
- Difficulty in speaking and apologizing when making spelling mistakes.
- Show disapproval when others criticize them.

Item 08 : Do you believe that raising the learners confidence would make them proficient speakers ?

This question was designed to reveal the teacher's attitudes toward increasing their students' self-confidence and motivating them. The answers are presented in the following table:

Table 5: : Teacher's Attitudes of the students' confidence

Options	N	%
Yes	10	100%
No	/	/
Total	10	100%

The findings in table 5 show that all the teachers (100%) agree that raising students' confidence would likely provide them with a good proficiency level in speaking. Raising the students' confidence and motivation from the part of the teachers would definitely contribute to boost EFL students' to achieve better accomplishment, to make them feel more comfortable and reduce stress while talking.

Item 09 : What do you think the main problem that third year students are having in

oral performance ?

This item was set to discover the main obstacles the teachers face while teaching Oral Expression to third year students. These obstacles are summarized as the following:

- The students' translate words from their mother tongue to English expressing their ideas.
- They fear of making mistakes while speaking.
- they lack vocabulary, self-esteem and confidence
- fluency and pronunciation stand to be a major obstacle for them.
- they do not use critical thinking.
- they are shy and fear of making mistakes.
- they do not practice the language inside or outside the classroom.

Item 10 : Is it lack of self-esteem behind students' lack of talk ?

The main reason behind this question is to confirm the relationship between self-esteem and the students' speaking ability. The answers are displayed in the following points :

- Self-esteem has a crucial impact on the students' speaking ability.
- For some students, it is the case. (2 answers)
- Students' with high self-esteem intend to be more successful than others.
- Maybe .
- Believing in the students' abilities and competences.
- Self-esteem helps the students' to successfully transmit their ideas directly.
- Self-esteem has a significant impact on the academic performance in general and oral performance in particular. (2 answers)

Item 11 : Describe your students' speaking proficiency ?

This item is designed to assess how teachers evaluate their students speaking proficiency. In other words, if teacher's notice or see students as successful speakers and the impression students show while speaking. The answers as follow :

- Average. (2 answers)
- Poor speaking proficiency, And poor vocabulary background. (2Answers)
- incapable to transmit their ideas, and lack of communication competence. (2 Answers)
- Poor speaking ability. (3 Answers)
- Only a small number have a high speaking proficiency.

Item 12 : Have you ever tried to show your students the importance of self-esteem in improving their speaking skill ?

The aim of this item is to investigate the role of teachers in improving the students' speaking skill through motivating them to believe in their abilities. The answers are presented in the following table :

Table 6: Teacher's perceptions of the students' awareness about the importance of

Options	N	%
Yes	10	100%
No	/	/
Total	10	100%

The results in table 6 show that all the teachers agree that they seek to raise their students' awareness toward improving their self-esteem and how it can enhance their oral performance. The teachers' attitudes can support the development of the students' self-esteem, setting students up for success and providing regular positive feedback is a crucial role to adopt in order to boost students' maintain a positive self-esteem. Teachers can contribute in building students self-esteem. reinforcing self-esteem is associated with students achievements in the academic process and even lifelong impact as well.

Item 13 : How often ?

With this item, we aim to measure the degree of the teachers' support in improving the students' self-esteem and speaking performance. The answers are displayed in the table bellow :

Table 7: Teacher's contribution in raising students' awareness.

Options	N	%
Always	2	20%
Sometimes	7	70%
Rarely	1	10%
Never	/	/
Total	10	100%

As the results display, The majority (70%) of the teachers opted for "Sometimes" and a few others (20%) opted for "always", indicating that they make efforts in improving their students' self-esteem. Without any doubt, all the teachers agree that self-esteem is crucial and important to the learners and their achievement. They believe that self-esteem has a significant role in

enhancing their speaking skill. When the students' feel comfortable in their learning, they tend to speak without fear and perform in a better way.

Item 14 :

The teachers were asked in this item to provide an explanation of how they motivate their students and increase their self-esteem which leads to improving their speaking skill. The answers are presented as follows:

- Valuing each student for his/her own individual abilities. (2 Answers)
- Asking them to engage in debates and group discussion to motivate each other.
- Raising their consciousness, providing regular and positive feedback. (2 Answers)
- Teaching students to value and admit each other differences. (2 Answers)
- Avoiding the comparison of students to one another, and give individual attention.
- Neglecting the students mistakes while speaking, and fostering their spoken production.
- Involving all students in classroom discussion.

Item 15 : As an Oral Expression teacher, how could you help your learners to enhance their self-esteem ?

Through this item, we seek to discover the teachers' strategies in enhancing the students' self-esteem. The following strategies are recommended:

- Guiding the students by showing the basics.
- Engaging them in group work and discussion activities, and to motivating them to read.
- Encouraging classroom interaction. (2 Answers)
- Providing interesting topics and activities.

- Motivating students to feel comfortable and believe in themselves despite making mistakes.
- Implying activities that target the students' self-esteem and self-confidence.
- Adopting techniques to motivate them to speak. (2 Answers)

Item 16 : Do you find it easy to communicate with all of the learners ?

This question seeks to investigate if Oral Expression teachers find it difficult to communicate with all of their learners or whether there is any difficulty in the communication process. The results are illustrated in the following table :

Table 8: Teacher's interaction with the students.

Options	N	%
Yes	2	20%
No	8	80%
Total	10	100%

The findings illustrate that 80% of teachers indicate that it is easy to communicate with their learners, while only the minority (20%) of the total respondents confirm that it is not easy to communicate effectively with their students in the class.

Item 17 : In your opinion what is the reason behind lack of the students' participation ?

The aim of this item is to examine the teacher's opinion of the reasons behind the students' lack of participation during oral classes.

Table 9: Teacher's opinion of the students' lack of participation

Options	N	%
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Fear of being judged	9	90%
Wrong answer	10	100%
Embarrassment	9	90%
Fear of public Speaking	9	90%
Total	10	100%

We noticed from the results that a large portion of teachers opted for all options as reasons behind students' lack of participation. individuals differences in foreign language learning are ,hence, attributed to a variety of factors.

Item 18 : Do you think that self-esteem can really influence the students speaking performance ?

The aim of this question is to see the teachers' viewpoint concerning self-esteem along with its relationship with the students' oral performance.

Table 10: Teacher's viewpoint of the influence of self-esteem on their speaking

Options	N	%
Yes	10	100%
No	/	/
Total	10	100%

performance.

The results displayed in table 10 confirm that all the teachers agree that self-esteem does influence the students' oral performance. Self-esteem and oral performance go hand in hand in the process of foreign language learning. The former has crucial role in speaking achievement. Students with high self-esteem will certainly show more competence in speaking achievement.

Item 19 : * Justification :

- Students with high self-esteem communicate better.
- Self-esteem encourages their students to speak without fear of mistakes.
- It can make students cope and adapt to any new subject or situation they may encounter.
- Students with high self-esteem are more likely to value themselves despite their failure.
- It Helps the students to become more sociable and form good relationships.
- It is very important for the students' mental health and boost their communication skills.
- Having a high self-esteem will keep them motivated through low achievements.
- High self-esteem students' are more likely to become more resilient and self-regulated

human beings. (2 Answers)

Item 20 : if you have any suggestions concerning the role of self-esteem in enhancing EFL learners speaking ability, please mention ..

For increasing self esteem and improving the students speaking proficiency, the following suggestions are recommended by the sample teachers:

- EFL teachers should build a friendly relationship with their students and make them open to making mistakes, motivate them and listen to their concerns.
- They should provide a positive classroom atmosphere to the students. (2 Answers)

- o Self-esteem facilitates communication and break the students fear.
- o Encouraging any contribution from any student to increase self-esteem.
- o Teacher's positive feedback is an essential element. (5 Answers)

5.5 Summary of the main findings of the teacher's questionnaire

Based on the analysis of the teachers' questionnaire, we noted that all the teachers consider Oral Expression module as a difficult task that requires time and effort to achieve a good proficiency level. The results, in fact, show that the teachers are aware of the need to adopt new teaching techniques that will help the students develop their speaking skill. As for raising the students' awareness toward self-esteem and confidence in improving their oral performance, all the teachers indicate that they put time and effort to encourage them to teach OE, since learning a foreign language requires speaking and communicating. Accordingly, the teachers reveal that they raise their students' awareness of the importance of self-esteem in developing their speaking skill through motivation and making them feel confident.

All the teachers of OE at the department of Letters and Foreign Languages agree that raising the students' confidence would help them become proficient speakers. Coming to the main idea of our study, the teachers are asked about the importance of self-esteem and their contribution in showing this importance to the students. All the teachers assert that it is really important and has a significant impact on the students' speaking proficiency. When it comes to showing the importance of self-esteem to students, the teachers show different opinions (Always , Sometimes , Rarely). However, the majority of them assume that they sometimes discuss it with their students, which is a strong evidence for teachers awareness of raising the students self-esteem. All in all, the teachers' evaluation of self-esteem as a tool for improving the students' speaking proficiency reveals their awareness of the importance and the effectiveness of this factor in enhancing the students' oral performance.

6 The Students' Questionnaire

6.1 Aim of the Questionnaire :

This questionnaire is administered to evaluate the students' speaking skill and to examine the students' participation during oral tasks. It also examines their thoughts about the role of the teacher in enhancing their speaking proficiency. In other words, it investigates the students' beliefs and attitudes toward speaking skill and towards their teachers influence on their speaking proficiency. The questionnaire aims at answering two (2) important questions:

- What are the obstacles that third year students face when speaking?
- How can teachers improve the students' speaking proficiency?

6.2 Administration of the Questionnaire :

The Selection of this sample was made in appropriate conditions, took time in the module of Oral Expression (one hour and half) which allowed us to have full answers from the part of students' who took 20 minutes to answer.

6.3 Description of the Questionnaire :

The students' questionnaire incorporates sixteen (16) items grouped into three sections arranged in a logical manner. The questions vary from closed, requiring either short answers or are multiple choice questions, and open questions that require from the students to give full statements and provide justifications whenever necessary. The first section is about students' general (background) information. It consists of two (2) questions that require choosing the appropriate answer that better reflects the students' opinions. The first question, Q1 is about the degree of difficulty of learning English as a foreign language. The second question Q2 deals with the students' level in English. The second section deals with the students' speaking skill. This section includes five (5) questions that aim to collect answers about the students' beliefs and opinions toward speaking English and their participation in the class. The first question of this section seeks information about the students' level in oral performance. The next question

aims to identify the learning skill that the students seek to improve. Q3 and Q4 attempt to evaluate the students' participation in the classroom and whether they feel afraid to participate or not. The last question Q5 set out to identify the reasons behind students' fear of participation during oral tasks.

In the last section, the students are asked several questions in relation to self-esteem and the affective factors. This section involves nine (9) questions which measure the students' view of confidence and self-esteem. In addition, the questions examine the other factors that could influence their speaking ability, besides to the teacher's aid and cooperation in improving the students' speaking proficiency.

6.4 Analysis of the Questionnaire :

Section One: General information

Item 01 : How do you consider English language learning ?

In the first item, the students are asked how they view English language learning to assess whether it is an easy and difficult task. This question also assesses the students' proficiency level in the English language. The data collected is presented in the following table:

Table 11: Students' view of learning English as a foreign language

Options	N	%
A Difficult task	14	28%
An easy task	36	72%
Total	50	100%

The results presented in table 11 show that the majority of the students (72%) consider English language learning as an easy task, while a few others (28%) view it as a difficult task. This

could indicate that a large portion of third year students at the Department of Letters and English find English language easy to pick up. When it comes to difficulty, most of the students' consider English language learning difficult in terms of rules. However, this does not imply that they are not good learners.

Item 02 : How do you rate your Level in English ?

We can consider this question as a support to the previous one. The students here are asked to rate their level in English. The aim is to know the level of these students. The table below summarizes the answers collected :

Table 12: Students' level in English

Options	N	%
Poor	/	/
Average	24	48%
Good	26	52%
Total	50	100%

Regarding the results obtained, nearly half of the sample (52%) believe that they have a good level, while the other half(48%) think they have an average level. These findings confirm the previous results and indicate that students' level in English is satisfactory.

Section Two : The Students' Speaking Skill

Item 01 : How Good is your Oral performance ?

Oral performance, i.e. the speaking skill, is one of the main skills foreign language learners needs to improve. The study hypothesis requires from us to know the students' level in oral performance. The table bellow displays the respondents' answers :

Table 13: Students' opinions about their oral performance

Options	N	%
Very good	4	8%
Good	25	50%
Average	18	30%
Weak	3	6%
Very Weak	/	/
Total	50	100%

The findings of the above table show that half of the participants (50%) believe that they are good speakers. On the other hand, 36% of them students' consider their level as average. These results also are in agreement with the previous results in that those who believe they have a good level in learning English also show a good level in speaking.

Item 02 : Which learning skill (s) you think that you need to improve more ?

Through this item, we seek to investigate the most desired skill that the students need to improve, and therefore, to diagnose their weaknesses in order to facilitate the learning process in general. The results are as follow :

Table 14: The most required learning skill for students

Options	N	%
Reading	8	16%
Writing	12	24%
Speaking	24	48%
Listening	6	12%
Total	50	100%

The results displayed in table 14 indicate that the majority of students (48%) assume that the speaking skill is the most needed skill they want to improve. A few students, 24% of the sample opted for writing as the most required skill that needs to be developed, 16% of them favor the reading skill, and only (12%) opt for the listening skill. We can deduce that third year students' most needed skill is speaking as most of the students seek to speak fluently and convey their thoughts. Those who opted for writing or reading, they require much practice.

Item 03 : How often do you participate in Oral Expression sessions ?

This question was raised to know about the students' participation in oral classes, and to see to what extent they practice the language and communicate effectively in the classroom. The aim is to indicate the students' shyness or fear to talk. The data obtained is as follow:

Table 15: Students' participation during Oral Expression sessions

Options	N	%
Always	9	18%

Often	12	24%
Sometimes	22	44%
Never	7	14%
Total	50	100%

As the results appear in the table 15, the majority of the respondents (44% of the sample) answered with “sometimes”, while 24% opted for “often”, and 18% selected “always”. These results indicate that the great majority of the students do not feel afraid to talk. Only a few participants (14% of the sample) never participated to speak, which uncovers their fear and anxiety. In general, third year students lack the practice of language necessary in the classroom. Since the majority of the students’ participation was between often, sometimes, and even for few to never participate. We can conclude that a small number of students’ have the ability to participate orally.

Item 04 : Do you feel afraid to participate and talk ?

The purpose behind this question is to observe whether or not the students feel afraid to participate and talk in the classroom. It aims to indicate the reasons behind the students’ choice in speaking. The answers are presented in the table bellow:

Table 16: Students’ feelings towards participating in oral classes

Options	N	%
Yes	31	62%
No	19	38%

Total	50	100%
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As the results show in table 16, a large portion of students (62%) answered with yes, which indicates that the majority of them feel afraid and hesitated to speak. A few students (38%) do not feel afraid to talk and participate during oral tasks. We deduce from these results that EFL students fear of either public speaking or the teacher's feedback, and this may effect their learning process in general. Being afraid to practice the language orally can be a serious obstacle for the students' speaking proficiency.

Item 05 : If your answer is “yes”, is it because

In this item, the students are asked to identify the reasons behind their fear and lack of speaking during Oral Expression sessions. The answers are as the table presents :

Table 17: Reasons behind the students' fear of participation

Options	N	%
Fear of making mistakes	17	51.52%
Lack of self-esteem	14	42.42%
Fear of the teacher's negative feedback	2	6.06%
Others	/	/
Total	50	100%

The findings in table 17 illustrate that a large portion of students (51.52%) consider fear of making mistakes as the main reason behind their fear of speaking. Another high percentage of the participants (42.42%) demonstrate that lack of self-esteem is another significant reason

behind their fear. Only a minority (6.06%) identify the teacher's negative feedback as the other reason behind fear of speaking in the class. It is noteworthy that a considerable number of students (17 student) did not answer the question. We can induce that the students' lack of positive self attitude and self-esteem directs the students to feel hesitated and afraid of public speaking which certainly effects their speaking fluency and proficiency and their learning process as a whole.

Section Three : Self-esteem and Affective factors.

Item 01 : Do Teachers motivate you to Speak?

The Teacher's role in improving their students' speaking ability was a necessity to take part of our investigation. The aim of this question was to attempt the teacher's role in motivating the students to speak. The table displays the respondents' answers :

Table 18: Teacher's role in motivating the students to speak

Options	N	%
Yes	31	62%
No	19	38%
Total	50	100%

The results found in table 18 reveal that 62% of the students confirm that their teacher motivates and pushes them to practice and speak the language. While a few others (38%) said that their teachers do not motivate them to speak.

The teacher has, therefore, a significant role in improving the students' speaking ability by motivating them to use the language even when they make any sort of mistakes.

Item 02: Do you feel confident about your speaking ability ?

This question seeks to evaluate the students' confidence towards their oral performance, to see whether they have pressure while speaking, or if they have a positive belief concerning their performance. The data collected is as follow :

Table 19 : Students' beliefs toward their speaking ability

Options	N	%
I feel secure and confident	13	26.53%
More practice is needed to feel confident	31	63.27%
I don't believe I'm that good	5	10.20%
Total	50	100%

As the table presents, the majority of the students (63.27%) said that they need more practice in order to feel confident during speaking activities, (26.53%) of the students affirm that they feel secure and confident while communicating in the classroom. A low percentage (10.20%) of the students said that they believe they are not that good to feel released and confident to speak. From these results we will deduce that most third year students' have a difficulty when it comes to speaking, since they lack confidence and motivation. The latter factors are required to speak the language and improve the students' fluency and the learning process overall.

Item 03 : Is it hard to hear others criticizing your performance ?

This item is set to discover the students' reaction and feeling regarding the criticism they receive concerning their performance in the class, whether they accept to be criticized by their teacher or classmates, or they feel uncomfortable when the others criticize them. Table 20 presents the obtained results:

Table 20 : Students' perception to criticism.

Options	N	%
Yes	26	52%
No	24	48%
Total	50	100%

Regarding the results found, 52% of the total respondents' selected "Yes" as their respond which indicates that it is hard for them to be criticized by others while performing. Meanwhile, the 48% that left picked "No" as an answer, and it shows that it is not hard for them to hear the others criticizing their performance; on the contrary, they like being criticized because they believe that these comments help them improve their achievements. Positive criticism helps EFL students to upgrade their abilities while performing orally or while learning in general. The students who perceive others feedback with a positive attitude are more likely to improve their learning capacities, while the students who prefer not to be criticized lack the opportunity to reinforce their weaknesses and enhance their performance.

Item 04 : Do you believe that confidence helps you to become a fluent speaker ?

This question is designed to observe the students' viewpoint about the role of confidence, and whether a confident person is a fluent speaker. The students' answers to this item are summarized in the following table :

Table 21: Students' perception of the benefits of confidence in improving speaking ability

Options	N	%
Yes	50	100%

No	/	/
Total	50	100%

The results displayed in table 21 show that all the students' agree that confidence helps them to become fluent speakers with a total responses (100%). Confidence can be said to be a fundamental factor to communication and oral performance. EFL learners without confidence find it difficult to be fluent speakers, while those high self-confidence would speak with more clarity and authority and are even willing to learn and challenge themselves, which will ensure them better performance. In fact, confidence is considered to have a significant role in the students' academic achievements. Having a positive self-confidence and belief toward the self helps the students to overcome their fear of speaking which will allow them to practice more the language, and with practice comes fluency.

Item 05 : Is your classroom helpful for that ?

The classroom environment is an essential part for EFL learners learning process. This item aims at highlighting the importance of a good learning environment that contributes in the improvement of the students' performance. The results are displayed in the following table :

Table 22 : students' perception of classroom environment and speaking performance.

Options	N	%
Yes, Funny	17	34%
No, Boring	33	66%
Total	50	100%

The findings in table 22 show that a large portion of the students (66%) confirm that their classroom atmosphere is boring and not helpful , while only (34%) consider that their classroom environment is funny and helpful to improve their confidence to become a fluent speaker. Classroom environment has a crucial impact on the students' academic achievement and engagement in learning. It is, hence, necessary to provide a good classroom atmosphere for learners to make them feel comfortable and reduce distraction to improve their performance.

Item 06 : How do you describe you teacher ?

EFL teachers are expected to be talkative and give time talk with their students in the classroom. The aim of this item is to examine the teacher's interaction with the students. The findings are illustrated in the following table :

Table 23 : Students' attitudes towards teacher's behavior in the classroom.

Options	N	%
Talkative	35	71.43%
Less Talkative	14	28.57%
Total	50	100%

From the findings displayed in table 23, a large portion of students describe their teacher as talkative presenting (71.43%) of the total sample, whereas only 28.57% of them view their teachers as less talkative. The teacher's talk is beneficial to English FL learners inside the classroom as it gives them the opportunity to engage in a meaningful interactions. Thus, it is important for teachers to talk in order to determine what the students' already know and what they need to know.

Item 07 : Can EFL students' raise their self-esteem ?

Through this item we come to investigate the students' beliefs toward raising their self- esteem.

The findings are mentioned in the following table :

Table 24 : The Students' perception of Self-esteem.

Options	N	%
Yes	49	98%
No	1	2%
Total	50	100%

Table 24 above illustrates that the majority of students agree that they can raise their level of self-esteem (98%). When asking the students to justify their previous answer concerning their ability to raise their self-esteem, only 33 of the total students justified their choice. The following strategies are suggested by these students:

- Participating more in any activity that requires oral performance. (4 Students)
- Students' needs to know their weaknesses and challenges then to face them. (4 students)
- Believing in their potentials and speaking English language in anytime they can. (9 students)
- Self-esteem could be raised with ease by raising self-value. This could happen when persons make themselves satisfied of who they are and what they did. (2 students)
- Being more confident and not comparing without comparison with others. (2 students)
- A student must believe in his abilities, as well as keeping in mind that making mistakes does not mean his is a failure, from our mistakes we learn.
- They can raise their self-esteem through understanding what caused them to lose it from the first place and became afraid of others or public judgment in general. (2 students)

- Students' can raise their self-esteem by having basic knowledge about psychology.
- Self-esteem it is something we can work on, students, may talk positively to themselves, write down positive things about themselves, make sure they are surrounded by people that support them. (2 students)

Item 08 : Do you think that teacher's have an influence on your level of self-esteem ?

This item is designed to seek the students' opinion concerning their teacher's influence on their level of self-esteem, whether the teacher has a positive effect on the students or vice versa. Through our data collection, 32 of the students confirm the influence of teachers by opting for Yes answer, while 19 student added :

- The teacher's feedback can effect the students' as well as others criticism . (5 students')
- Motivation is an important aspect. (5 students')
- The teacher can help the students' to develop their confidence to some extent. Whereas, others may demotivate them either directly or indirectly. (3 students')
- The teacher has a full ability and influence on the students' level of self-esteem since he/she has the ability and knowledge needed to correct the students' mistakes.
- Allowing the learners to participate and express their own thoughts and opinions even if they are wrong, encouraging them even when they are mistaken.
- If the teacher is always judging his students for each mistake it would put the students' down and demotivate them to learn. A good teacher will make good learner.
- Teachers have a significant impact; they can raise them up or tear them down.

* One student opted for a different explanation which is as follow :

○ I create my own self-esteem through solving public speaking issues which is a psychological problem. Therefore, it should be dealt with internally.

Item 09 : In your opinion, how can your teacher help you improve your speaking skill?

The aim behind this question is to ask the students about the different strategies their teachers use to help them to enhance their speaking proficiency. Through our data collection ten (10) students' did not answer on this question; the following strategies are raised by the other 40 students:

- Providing a good learning atmosphere, giving positive feedback to the learners, not embarrassing the students' in front of other classmates, Criticism etc.. (8 students)
- Encouraging the students Providing topics that suit the students' interest.(2 answers)
- Debates, role plays, group discussions improves the learners' speaking skill.
- Offering rewards and engaging learners in communicative tasks especially group discussions.
- Motivational speech and small chats meanwhile. (2 students')
- Playing the role of the tutor and guide the students to comfort them while presenting.
- Making more speaking sessions and oral presentations. (4 students')
- Paying attention to the learners and facilitating things for them, as well as providing good resources. (2 Students')
- Asking more oral questions and giving the opportunity for students to exchange and discuss their ideas. (5 students')
- Using authentic videos and new teaching materials. (3 students')

7 Summary of the main findings of the Students' Questionnaire

Throughout the analysis of the collected data from the students' questionnaire, we have drawn some main conclusions that could be summarized as the following:

The majority of third year students' at the Department of letters and foreign languages English faculty at AbdelHafid Boussouf Mila University consider English as an easy task; nonetheless, the collected data confirm that they need more practice especially in speaking.

Most of the students believe that the speaking skill is the first skill they would like to improve in order to achieve a high level of speaking proficiency.

A large portion of third year students have a difficulty to participate and talk in the classroom, and most of the students highlight that fear of making mistakes is the main reason behind this. Many students agree that their teacher motivates them to speak, and many of them state that they have a talkative teacher, which guides them to improve their speaking ability.

All the students' believe that confidence help them to become fluent speakers, and consider it necessary for their academic achievements. Last but not of least importance, the majority of the students believe that they could raise their self-esteem if they sought to.

We can conclude from the obtained data that the students' questionnaire results go in the direction to prove the validity of our hypothesis that if students have a high self-esteem towards themselves they will certainly enhance their oral performance.

8 The Classroom Observation

8.1 Description of the Observation :

The observation took place at the department of Letters and Foreign Languages, University Center of Abdelhafid Boussouf, Mila, with third years students' of English . In addition to the questionnaires, we have adopted classroom observation as another research tool to check the validity of the estimated hypothesis through authentic learning environment. As far as the

procedure is concerned, we scheduled the observation between the months of January 2023 and April 2023 with a 4 sessions per week with each group of third year English students.

8.2 Observation Results :

For classroom observation, we have adopted the techniques of note taking on a sheet and voice recording. In order to have an observation in the natural environment, we took a seat in the last table in most sessions to reveal the operation with a clear vision.

In General, we had more than ten sessions, and they were all helpful to our research aim. While attending with the teacher of OE module, we took some notes and remarks that helped us to know where to put our focus while observing. The observation took place in the English language Department faculty of foreign languages with third year students. The observation focus was mainly about the students' performance, participation, and their behavior in the classroom.

First, what attracted our attention was the students' respect with their teacher, as they see their teacher as the ahead of the class, which controls them and ensures a comfortable atmosphere for learning. The teacher always starts with have a small chit-chat with them to make the classroom atmosphere more comfortable for the students' who are supposed to present.

Our research primary aim is to investigate the role of self-esteem in enhancing the oral performance of EFL learners, especially third year students, so our observation focal point is on students' presentations and their behavior while performing. After having a small talk with the students, the teacher asks for the groups programmed to present on that day. Right next, she gives them permission to start performing, each group has 45 minutes to present, and they are allowed to group themselves with whoever they feel comfortable to work with. For third years, there are 4 general groups, each group involves from 38 to 39 students. The classroom is crowded which may cause stress for students' to present and face the crowded audience.

When presentations start, all ears were listening, though most groups did not use any kind of aiding material, only handouts were used by the students to present what should be presented.

The teacher did not interrupt the students while presenting, they even sometimes sit at the back of the classroom and closely observe the students' work. At the end of each presentation, the teacher creates space for debate classroom discussion before giving their final feedback or specific comments. In each group of third year, there are students who took the spotlight due to their participation and the talkative character; they address more than other classmates, they even create debate during the presentation.

Another noteworthy issue that has attracted our attention while observing is that the majority of students have a difficulty when it comes to oral presentations. While some students are shy, others feel stressed and avoid facing others through eye contact eye. Thus, at the time when students are presenting, the teacher keeps her full focus, concentration, and listening to them, which was for some students' a source of motivation and security, yet for the others, this creates more stress and anxiety.

All in all, the presentations are average in terms of oral proficiency. The students show different spelling mistakes and stress issues, besides to fear of public speaking which results in forgetting what to say, speaking in a hurry, and for some to have a moment of silence.

On the other hand, a few students made good presentations in terms of fluency and competence. The sessions ends with the teacher's thanking students' for their work and attendance, hoping to meet next session and remembering the next group to be prepared for the following session with some extra advices to achieve better performances.

General Discussion

The examination of the findings of both the teachers' and students' questionnaires indicate that a large portion of these responses are quite positive and supportive to the idea that self-esteem plays an important role in enhancing the oral performance of EFL learners. These findings lead to the confirmation of the study hypothesis that if third year students' have a significant and high level of self-esteem, they will be willing to rely on their abilities, and this, in turn, leads to improving their level of oral performance. To put it another way, students perform better in oral performances and achieve advanced results in the learning process when they feel confident and more comfortable in their ability to speak. Furthermore taken into account how speaking ability is significantly affected by self-esteem. Along with the features that enhance students ability to speak. Along these lines, the teacher is considered to have a significant role in developing the students' speaking proficiency and increasing their confidence to communicate and speak effectively.

As a result, the study demonstrates significant findings from both the teachers' and students' questionnaires. The students' questionnaire results indicate that they are fully aware of the significant importance of the speaking skill in the process of foreign language learning and its significant role in promoting the students' oral performance.

Through the study findings, one would note that Oral Expression module is the most preferred to the students since it gives them the chance to speak without being judged or criticized.

In this context, the students' questionnaire reveals that the majority of the students have a good proficiency level of English, however, when it comes to participation, only a small amount do participate. Despite the fact that each student had a different response, they all agree on the fundamental role of the teacher in motivating them and promoting their speaking skill, in addition to ensuring a positive learning environment. The teachers is, hence, believed to make the learning process more effective and beneficial.

Another noteworthy observation of the findings indicates that the students with high self-esteem speak more fluently and they are more likely to participate than the ones with low-esteem. Self esteem is induced to be of significant importance.

GENERAL CONCLUSION

The present study seeks to investigate the role of self-esteem in enhancing the students' oral performance. The main goal is to raise awareness of the importance of self-esteem and its effect on the learning process in general and the oral performance in particular. To this end, the study is based on the hypothesis that main hypothesis of this study which is whether a higher learners' self-esteem can raise and improve student's speaking skills. And the effect of self-esteem on the Oral performance of EFL learners. Moreover, investigating the factors that promote the EFL learners speaking ability.

The study took place at the University Center of AbdelHafid Boussof, Mila. As a research tool, we opted for two questionnaires and a classroom observation to collect data. The current work is divided into two chapters. The first chapter provides a theoretical overview on the research variables, it is divided into two sections: the first section is devoted to the speaking skill while the second section is dedicated to affective factors and self-esteem. The second chapter is the fieldwork of our investigation. Similar to the first chapter, the second chapter incorporates two other sections. The first section describes the methodology of the research, how the data were gathered and were analyzed. Two main tools were deployed: the questionnaire that was addressed to both teachers and students and the observation which was adopted during the study. Concerning the population, a sample of 50 third year students was involved and a population of ten OE teachers were called upon for the investigation. The second section offers analysis and discussion of the main findings of both questionnaires as well as the observation. In the light of what have been stated throughout the study, the obtained results confirmed our hypotheses. In other words, when students trust their abilities and their self-esteem, they are likely to improve their oral performance and their learning outcomes. Furthermore, the teacher plays a significant role in reinforcing the students' confidence and trust in their abilities by providing the friendly positive atmosphere and appropriate strategies

in the classroom. Raising the students awareness about the importance of self-esteem in enhancing the Oral performance is very effective in order to face obstacles through a better achievement. The positive findings revealed in this study show that students with high self-esteem are better proficient English speakers than the students with low self-esteem. Students who break the fear bridge and shyness tend to speak fluently as they feel comfortable with sharing their ideas without being afraid of judgment and misunderstanding.

Recommendations :

- First and foremost, EFL teachers should be willing to correct the students' mistakes and support whatever ideas they present when speaking. They should also encourage and appreciate any speaker for attempting to make even the smallest effort to break the silence.
- Likewise, they should provide the students with a positive and encouraging feedback, mentor them, and help them improve their linguistic competence. In addition to that, all viewpoints should be respected and appreciated to give the students the confidence and feeling of accomplishment in their engagement and participation. Adopting motivation and putting into practice suitable techniques and thought provoking activities will attract the students' attention and involvement in the speaking activities.
- EFL Teachers should approach the subject into open conversations and instruct their students about how they can make themselves aware of their self esteem and their abilities. Key components include encouragement, reward, and attracting the students' attention to the fact that it's remarkably common for foreign language learners to make mistakes.
- Teachers should take into account integrating the psychological factors in their lesson plans so as to help students face these problems as a first step towards enhancing their speaking and conversational skills. The manner in which psychological factor affects all skills in general has a significant component which impacts speaking ability in particular.
- Teachers should also assign group work and respect students' viewpoints.

As for the students we recommend the following:

- Students should be confident, and believe in their own abilities. Practicing the language is an initial tool in order to become familiar and achieve a good proficiency level.
- Having friends from other countries can be highly beneficial for overcoming language barriers and enhancing the speaking skill. Yet, students should embrace criticism as well
- Providing themselves with feedback and talking to themselves more often, students should record their conversation find out their mistakes and correct them accordingly.
- Meanwhile, it is recommended for students' to adopt new learning techniques such as videos, songs, films and movies to help them improve their speaking ability.
- Participating in public speaking events, various language cafes, conferences. Would equally offer the chance for learners to listen to others speak and be good speakers. If they're too shy to find a conversational partner, we recommend them to chat with siri.
- Last but not of least importance, students should be kind to themselves in the process of learning, avoid stress and fear of making mistakes.

Limitation of the study

As any research, the current study had some limitations. Even though we are fully aware of the importance of observation as a research tool , since it provides us with a better understanding of how a program or activity operates and allows us to witness things that participants might not routinely notice or mention in an interview. Similarly, we are also aware that this psychological complex issue requires a careful observation for each individual's behavior for a long period of time, we were unable to provide this because of the constraint of time. We should admit that we had a problem with managing our time concerning collecting this data. Since, everyone were in the exams. The problem of having full sessions for every long time was slightly difficult to achieve. However, we managed to attend 10 sessions and noticed valuable information to our research.

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Appendices

Teacher's Questionnaire:

Dear Teacher,

This questionnaire is a part of a research work. It aims at investigating the role of self-esteem in enhancing the students' oral performance. You are kindly requested to answer the following questionnaire. Please, tick (✓) the appropriate box (or boxes) and make full statements whenever necessary. Your answers will be valuable for the completion of this work. May we thank you in advance

for your collaboration.

Section One : The Speaking skill

1) For how many years have you been teaching English ?

a) 3 to 5 years ☐

b) 8 to 10 years ☐

c) More than 10 years ☐

2) How do you find Oral Expression Module ?

a. Easy ☐

b. difficult ☐

3) Would you justify your answer, please ?

.....
.....

4) How many students participate during oral tasks ?

a) Most of them ☐

b) Approximately half of them ☐

c) Only a small number ☐

would you explain why, please ? in your opinion

.....

Section Two : Affective factors and Self-esteem

5) Do you believe that all learners have a sufficient confidence in their abilities ?

a) Yes ☐

b) No ☐

6) Would you justify your Answer, please ?

.....

7) Do you believe that raising confidence in learners would lead to a good proficiency in speaking ?

a) Yes ☐

b) No ☐

8) What do you think the main problem do third year students demonstrate in oral performance ?

.....

9) Is it lack of self-esteem behind students lack of talk ?

.....

10) How do you evaluate your students' speaking proficiency ?

.....

11) Have you ever tried to show your students the importance of self-esteem in improving their speaking skill ?

a) Yes ☐

b) No ☐

12) How often?

a) Always ☐

b) Sometimes ☐

c) Rarely ☐

d) Never ☐

13) Please, explain why and how.....

14) As an Oral expression teacher, how could you help your learners to enhance their self-esteem ?.....

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

a) Yes ☐

b) No ☐

16) In your opinion what is the reason behind lack of the learners' participation ?

a) Fear of being judged ☐

b) Wrong answer ☐

c) Embarrassment ☐

d) Fear of public

17) Do you think that Self-esteem can really influence the students' speaking performance ?

a) Yes ☐

b) No ☐

18) Would you explain how, please ?.....

19) If you have any suggestions concerning the role of self-esteem in enhancing EFL learners

speaking ability, please mention

.....

Students' Questionnaire :

Dear Students you are kindly requested to fill in this questionnaire giving your own opinion and thoughts concerning the role of self-esteem in enhancing your oral performance. Your answers are very significant for the validity of our research. Please , read the statements attentively and simply choose the appropriate answer that better suits your thoughts.

Thank you for your collaboration.

Section One : General Information

1) How do you view English language learning ?

a) A Difficult task ☐

b) An easy task ☐

2) How do you rate your Level in English ?

a) Poor ☐

b) Average ☐

c) Good ☐

Section Two : The Students' Speaking skill

1) How good is your Oral Performance ?

a) Very Good ☐

b) Good ☐

c) Average ☐

d) Weak ☐

e) Very weak ☐

2) Which learning skill (s) you think that you need to improve more ? (you can choose more than one)

a) Reading ☐

b) Writing ☐

c) Speaking ☐

d) Listening ☐

3) How often do you participate during Oral Expression session ?

a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Never ☐

4) Do you feel afraid to participate and talk ?

a) Yes ☐

b) No ☐

5) If your answer is « Yes », is it because :

a) Fear of making mistakes ☐

b) Lack of Self-esteem ☐

c) Fear of the teacher's negative feedback ☐

d) others ☐

Section Three : Self-esteem and Effective factors

1) Do teachers motivate you to speak ?

a) Yes ☐

b) No ☐

2) Do you feel confident about your speaking ability ?

a) I feel secure and confident ☐

b) More practice is needed to feel confident ☐

c) I don't believe I am that good ☐

3) Is it hard to hear others criticizing your performance ?

a) Yes ☐

b) No ☐

4) Do you believe that confidence helps you to become a fluent speaker ?

a) Yes ☐

b) No ☐

5) Is your Classroom atmosphere helpful for that ?

a) Yes, Funny ☐

b) No, boring ☐

6) how do you describe your teacher ?

a)Talkative ☐

b) Less talkative ☐

7) Can students Raise their Self-esteem

a) Yes ☐ b) No ☐

* Justification

.....

8) Do you think that teachers' have an influence on your level of self-esteem ?

.....

9) In your opinion, how can your teacher help you to improve your speaking skill ?

.....

The Classroom Observation Note

Sessions : From January To April 2023

Topics : Social topics / Free of choice

Focus Of the Observation : Presentations.

The Observation Note :

Generally the teacher starts with greeting the students, asking about how they were doing and have a small chit-chat with them. Next, she asks about the group supposed to present in the session and giving them five minutes for the final preparation to present. The presentations level was at the average stage some were quick , other were on the average. Students' were divided into groups of three to four students', some topics created a good level of debate between classroom members such as the topic of "Working Mothers" presented by four ladies in group one of third year English students', others were less attractive. The teacher had a full control over the classroom environment, and the classroom atmosphere was good overall.

Content Observation :

Topics were a free to choose topics. Students' were divided into groups and each group prepared the topic of their interest. The majority of students' used printed images as well as the board to write the highlighted titles or to explain any mysterious points. Although, some presented without using any materials guide only papers to read from. Some students' were struggling to find the right words to say and forgetting between the lines and even stop talking and keeping silent. Moreover, as for third year university students' a great number of them lack the capacity to communicate effectively and pronounce a sound language.

Students' interaction:

At the beginning of the presentations there is no absolute interactions between the classroom members. As soon as the presentation ends they open the door to receive any question or comment. Whereas, some presentations created a debate while presenting at the same time, which made the presentation seems more interesting and enjoyable for the other peers. Some students' were spiritually absent with no interest and others were afraid to talk and even when asked to they kept silent. Whereas, students with a healthy self-esteem and a good self-confidence were speaking their ideas out loud, asking multiple questions, and giving their ideas each time a group presents. However, third year students' in general lack the capacity to transform their actual ideas into spoken form in the right way.

The Teacher was doing the job of an observer in most of the cases, interrupting when necessary and explaining certain points of view. Once the presentations finish she give them comments for each member of the group presenting as a feedback of the whole work in order to motivate them to do better next time.

Résumé

La présente étude vise à identifier l'impact de la confiance en soi sur les étudiants en langues étrangères, en particulier les étudiants qui étudient anglais en troisième année dans le Département Des Lettres et des Langues, Centre Universitaire Abdelhafid Boussouf, Mila. L'étude a pour objectif d'examiner son impact sur l'amélioration des compétences de ces étudiants. La plupart des étudiants en langues étrangères ont pour principal objectif de développer des capacités verbales, qui sont une norme pour les compétences linguistiques. Étant donné que la majorité des étudiants éprouvent de nombreuses difficultés à exprimer leurs idées et à utiliser la langue anglaise à sa place, Cela est dû à diverses raisons, dont la plus importante est le manque de conditions d'apprentissage appropriées et le temps limité pour l' Expression Orale par rapport au nombre des étudiants. Et par cela, nous avons adopté une prémisse de base selon laquelle une confiance en soi élevée contribue à améliorer les compétences verbales des étudiants. Afin de prouver la validité de l'hypothèse présentée, un questionnaire a été accordé aux 10 enseignants de module Expression orale et aux 50 étudiants d'anglais en leur troisième année dans Département Des Lettres et des Langues, Centre Universitaire Abdelhadif Bousouf, Mila. Afin d'obtenir leur opinion sur l'importance de la confiance en soi et comment elle contribue au développement de leur capacité à parler l'anglais. Lorsque les résultats obtenus grâce à la recherche confirment que la majorité des étudiants et des enseignants soulignent l'importance de la confiance en soi et son rôle dans le développement de la capacité verbale de l'étudiants, De plus, cela les aide à parler en toute fluidité, ce qui confirme la validité de l'hypothèse présentée dans la recherche actuelle.

الملخص

تهدف الدراسة الحالية إلى التعرف على تأثير الثقة بالنفس على طلاب اللغات الأجنبية بالأخص طلاب السنة الثالثة لغة إنجليزية و أثرها في تحسين مهارات الطلاب الطلاب في التحدث باللغة الإنجليزية بطلاقة باعتبارها اللغة الأولى على مستوى العالم، بالإضافة إلى رفع وعي كل من الطلاب و الأساتذة إتجاه دور الثقة بالنفس و العوامل النفسية على النجاح الدراسي للطلاب عامة و أدائهم الشفهي بالأخص .و بذلك إعتدنا فرضية أساسية مفادها أن الثقة بالنفس عامل أساسي في رفع مستوى التعبير الشفهي لطلاب اللغة الإنجليزية. من أجل إثبات صحة الفرضية المطروحة تم منح إستبيان لكل من أساتذة التعبير الشفهي (10 أساتذة) و طلاب السنة الثالثة تخصص لغة إنجليزية (50 طالب) بالمركز الجامعي عبد الحفيظ بوصوف ،ميلة. من أجل الإطلاع على آرائهم حول أهمية الثقة بالنفس و كيف تساهم في تطوير قدرتهم على التحدث باللغة الإنجليزية بطلاقة. حيث تأكد النتائج المتحصل عليها من خلال الدراسة الحالية أن أغلبية الطلاب و الأساتذة يؤكدون على أهمية الثقة بالنفس و دورها في رفع القدرة الكلامية لدى الطالب، بالإضافة إلى أنها تساعدهم على التكلم و التعبير عن أفكارهم بطلاقة تامة و بذلك نأكد صحة الفرضية المطروحة في البحث.