

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**  
**UNIVERSITY CENTRE SALHI AHMED OF NAAMA**  
**INSTITUTE OF LETTERS AND LANGUAGES**  
**DEPARTMENT OF FOREIGN LANGUAGES**



***The Importance of Self-Esteem in Enhancing Foreign Language  
Learners' Speaking Skill :The Case of Third Year LMD students at Salhi  
Ahmed University Centre of Naama .***

*Dissertation Submitted to the Department of Foreign Languages as a Partial  
Fulfilment of the requirement for **the degree of Master in Linguistics***

**PRESENTED BY:**

ARBAOUI Souhila

**SUPERVISED BY:**

Dr. BELAID Bekhta

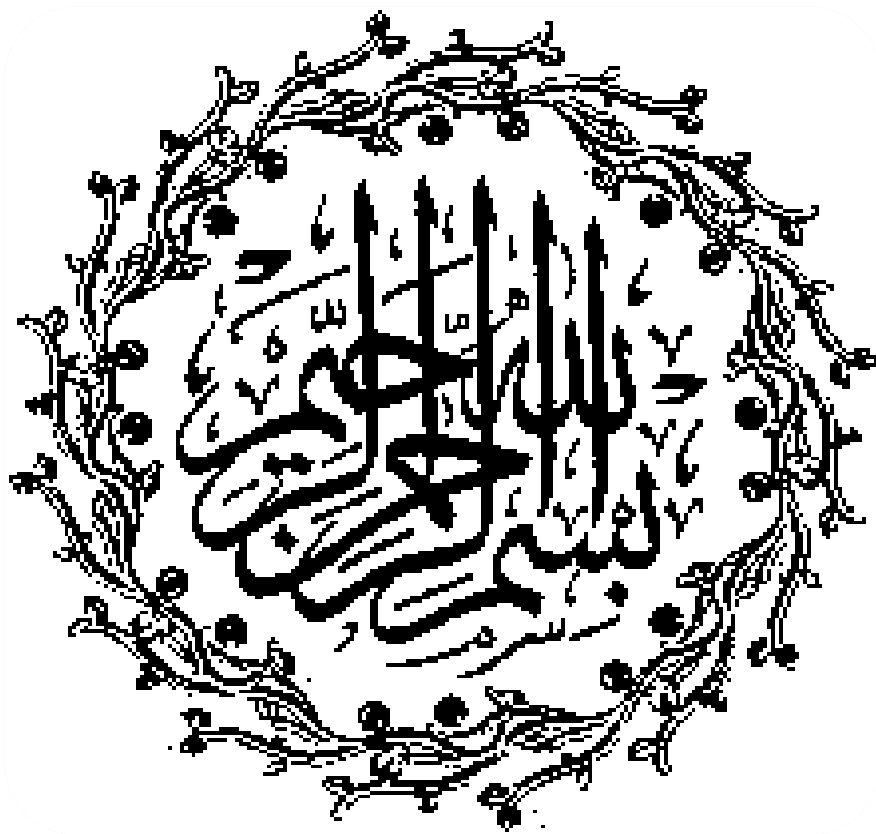
**BOARD OF EXAMINERS**

Dr. EL HADJ SAID Nabila : Chairperson Naama University Centre

Dr. BELAID Bekhta : Supervisor Naama University Centre

Dr. BENHEDDI Karima : Examiner Naama University Centre

**Academic Year : 2023**



---

## *Dedications*

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

**David H. Hooker**

\*\*\*\*\*

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

I owe a tremendous debt of gratitude to my beloved parents *Senouci* and *Aicha* who gave the support and strength .

To my lovely sisters *Salima* and *Rihab* and my brothers *Mohamed , Omar* and *Abdlhake* .

To my angels *Fatima Zahra , Wafaa* and *Amina*.

To my little brothers *Anes* and *Abdsamade*

For all the rest of my family without any exception.

---

## *Acknowledgments*

\*\*\*\*\*

I would like to express my sincere gratitude to my supervisor *Dr. BELAID Bekhta* for her guidance, support, help and patience.

Special gratitude must go to the jury *Dr. EL HADJ SAID Nabila* & *Dr. BENHEDDI Karima* for accepting to evaluate this research work .

My special thanks goes especially to my previous teachers who gave us the motivation and support to look forward , my classmates, and all who helped me in one way or another to realize this work.

I am thankful to third year EFL students for their help and seriousness in completing the questionnaire.

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

---

## *Abstract*

Over a few decades , speaking English language has become fundamental since it is internationally perceived language in practically all fields . The present study attempts to investigate and explore the relationship between the student's self-esteem and their speaking skill and also the teachers' role in promoting learners's speaking skill. It aims at highlighting the importance of self-esteem throughout the learning process, and raising the awareness of the value and the role of self-esteem and how it affects the learners' development. The major question of this study is whether higher learners' self-esteem can raise and improve their speaking skill. Moreover, the effectiveness of self-esteem on the Oral performance of EFL learners and their production. In addition to the factors that promote EFL learners speaking ability. The hypotheses assume that providing the Third year EFL students with a significant level of self-esteem, they will be ready to confide in their own capacities which thusly will build their degree of oral production. To verify the hypotheses, this study is based on a questionnaire addressed to third year EFL students and a structured interview addressed to five teachers of oral expression module at Salhi Ahmed University Centre of Naama as a data collection tool . The analysis of the questionnaire and the interview 's results reported that both teachers and students are aware of the importance of self-esteem as an affective factor in developing the oral production .Finally, this work ends up by providing some useful and valuable suggestions for EFL learners to enhance their speaking skill .

---

---

*Table of contents*

**Dedication.....I**  
**Acknowledgements.....II**  
**Abstract.....III**  
**Table of Contents.....IV**  
**List of Figures, tables and Pie Charts.....VII**  
**List of Abbreviations, Acronyms, and Symbols.....VIII**  
**General Introduction.....1**

**Chapter One: Literature Review**

**1.1. Introduction .....8**  
**1.2. Definition of Speaking Skill .....8**  
**1.3.The importance of Speaking.....9**  
**1.4. Speaking Skill Elements.....9**  
    **1.4.1. Comprehension.....10**  
    **1.4.2.Grammar.....10**  
    **1.4.3.Vocabulary.....10**  
    **1.4.4. Pronunciation... ..10**  
    **1.4.5. Fluency.....11**  
**1.5. Listening and Speaking Connections.....11**  
**1.6.Students’ Speaking Skills Difficulties .....12**  
    **1.6.1. Linguistic difficulties.....12**  
    **1.6.2. Psychological Difficulties .....13**  
    **1.6.3. Cultural Difficulties.....13**  
**1.7.Classroom Speaking Activities .....14**  
    **1.7.1. Dialogues.....14**  
    **1.7.2. Projects.....14**  
    **1.7.3. Discussions.....15**

---

<b>1.7.4.</b> Role- play.....	<b>16</b>
<b>1.7.5.</b> Presentations.....	<b>16</b>
<b>1.8.</b> Teacher’s Role in Developing Students’ Speaking Proficiency .....	<b>17</b>
<b>1.8.1.</b> Prompter.....	<b>17</b>
<b>1.8.2.</b> Participant.....	<b>17</b>
<b>1.8.3.</b> Feedback Provider.....	<b>18</b>
<b>1.9.</b> Self-esteem.....	<b>18</b>
<b>1.9.1.</b> Definition of Self-Esteem .....	<b>18</b>
<b>1.9.2.</b> The Importance of Self-Esteem.....	<b>19</b>
<b>1.9.3.</b> Levels of Self-Esteem .....	<b>20</b>
<b>1.9.3.1.</b> Global Self-Esteem.....	<b>21</b>
<b>1.9.3.2.</b> Situational Self-Esteem .....	<b>21</b>
<b>1.9.3.3.</b> Task Self-Esteem.....	<b>21</b>
<b>1.9.4 .</b> Types of self-Esteem .....	<b>21</b>
<b>1.9.4.1.</b> High Self-Esteem .....	<b>21</b>
<b>1.9.4.2.</b> Low Self-Esteem.....	<b>22</b>
<b>1.9.5.</b> Affective Factors that Rise EFL Learner’s Self-Esteem.. .....	<b>23</b>
<b>1.9.5.1.</b> Self-Confidence .....	<b>23</b>
<b>1.9.5.2.</b> Motivation .....	<b>25</b>
Extrinsicotivation.....	<b>26</b>
Intrinsic Motivat .....	<b>26</b>
<b>1.9.6.</b> Self-Esteem Issues .....	<b>27</b>
Excessiveness .....	<b>27</b>
Shyness .....	<b>27</b>
School Environmen.....	<b>28</b>
<b>1.10.</b> Teacher’s Role in Developing Student’s Self Esteem.....	<b>28</b>
<b>1.11.</b> The Contribution of Self-Esteem in Oral Performance Achievement .....	<b>29</b>
<b>1.12.</b> Conclusion .....	<b>30</b>

---

---

## Chapter Two: Research Design ,Results and Recommendations

2.1. Introduction.....	33
2.2. Research objective.....	33
2.3. The sample population.....	33
2.3.1. Students' Profile.....	33
2.3.1. Teachers' Profile.....	34
2.4. The Research Instruments.....	34
2.4.1. The Questionnaire.....	34
2.4.2. The Interview.....	34
2.5. Data Analysis Method .....	35
2.5.1. Quantitative Data Analysis.....	36
2.5.2. Qualitative Data Analysis.....	36
2.6. Data Analysis.....	36
2.6.1. Analysis of the Interview.....	36
2.6.2. Analysis of the Questionnaire.....	40
2.7. Discussion of the Main Results.....	51
2.8. Recommendations and Suggestions.....	53
2.8.1. Recommendations for teachers.....	53
2.8.2. Recommendations for Students.....	54
2.12. Conclusion.....	54
<b>General Conclusion.....</b>	<b>56</b>
<b>Bibliography.....</b>	<b>60</b>
<b>Appendices.....</b>	<b>63</b>
Appendix1: Teachers' Interview.....	64
Appendix2: Students' Questionnaire.....	66
ملخص.....	71
Résumé.....	71
Summary.....	72



---

## *List of Figures, Tables and Pie Charts*

### **1. Figures :**

<b>Figure 1.1.</b> Abraham Maslow`s Hierarchy of Learners Needs to have a High Self-esteem.....	<b>20</b>
<b>Figure 1.2.</b> Vroom`s Expectancy Model of Motivation.....	<b>25</b>

### **2. Tables :**

<b>Table 2.1.</b> The Variety of Ages Among the Sample Population.....	<b>41</b>
<b>Table 2.2.</b> Gender Distribution .....	<b>41</b>
<b>Table 2.3.</b> The Importance of Self-Esteem for Students.....	<b>45</b>
<b>Table 2.4.</b> Students` Justification of the Preference of a Given Set of Activities.....	<b>50</b>

### **3. Pie Charts :**

<b>Pie chart 2.1.</b> Students` Perception of Speaking English.....	<b>41</b>
<b>Pie chart 2.2.</b> Students Attendance in Oral Expression Sessions.....	<b>42</b>
<b>Pie chart 2.3.</b> Students` Level in English Language.....	<b>43</b>
<b>Pie chart 2.4.</b> Students` Perception of Oral Expression Class.....	<b>43</b>
<b>Pie chart 2 .5.</b> Students` Response to Teachers` Questions .....	<b>44</b>
<b>Pie chart 2.6.</b> The Cause behind Students` Hesitation.....	<b>45</b>
<b>Pie chart 2.7.</b> Students` Opinion about the Role of Teacher in Developing their Self-Esteem.....	<b>46</b>
<b>Pie chart 2.8.</b> The Reason why Students Speak English in Oral Expression Session.....	<b>47</b>
<b>Pie chart 2.9.</b> The Students` Perception of the Teacher`s Feedback .....	<b>48</b>
<b>Pie chart 2.10.</b> The Students` Preferred Speaking Activities.....	<b>49</b>
<b>Pie chart 2.11.</b> Students` Attribution of their Good Marks in Oral Expression Module.....	<b>50</b>

---

*List of Abbreviations, Acronyms, and Symbols*

**EFL** : English as a Foreign Language

**FLL** : Foreign Language Learning

**LMD** : Licence Master Doctorate

**Q** : Question

**%** : Percentage



# *General Introduction*

Teaching is not only a skill but also an art and science. It is considered as an interactive process which includes the participation of both learners and teachers. Foreign language teaching has to cover the four skills namely: speaking , reading, listening, and writing .

Nowadays, the emphasis on teaching is on developing students' oral performance in the foreign language classroom. It has been stressed that language is more than a system of rules. It is a dynamic resource for the creation of meaning. There is a shift from the study of language as purely a system towards the study of language as a tool of communication.

Foreign language teaching / learning is affected by many psychological factors, which lead to different levels of proficiency. These factors influence all the four language skills, yet the speaking skill seems to be the most influenced one. Speaking is an essential skill in any language, it is the key in developing learners' abilities in communication.

The most dominant factor that highly imposes itself is self-esteem, which is a term used in psychology to reflect a person's overall evaluation or appraisal of one's worth . According to Beane and his colleagues (1986, p. 6) self-esteem refers to *“the evaluation one makes of the self concept description and more specifically to the degree which one satisfied or dissatisfied in whole or in part”*.

In order to have a reliable answer to the problem statement : **To what extent can self-esteem enhance EFL learners' speaking skill ?** , the researcher introduced the following research questions :

1. Is there any relationship between self-esteem and speaking skill ?

2. How do foreign language learners self-esteem contribute to develop the students' oral performance?

3. How EFL learners' self-esteem should be applied for students to develop speaking skill in the English class?

The above mentioned questions led the researcher to propose the following hypotheses:

1. There can be a strong positive relationship between self-esteem and the speaking skill.

2. EFL learners' self-esteem may have a great impact on students oral performance. If the students are enhancing their capacities through self-esteem in the classroom, then their oral performance would improve .

3. Teachers should use effective activities and design well prepared lessons for raising EFL learners self-esteem.

To find out to which extent the hypotheses are true, the researcher designed a descriptive case study research with oral expression teachers and third year EFL students at Salhi Ahmed university centre of Naama .

To collect data, the researcher used two research instruments which are the questionnaire for the students and the structured interview for the teachers. Thus, the results will be analyzed quantitatively and qualitatively.

To carry out this research, the present work is structured into two chapters, the first chapter provides a theoretical overview of self-esteem and speaking skill . It seeks to draw a description between the two variables.

The second chapter deals with the research design and methodology. It presents the research instruments and gives a detailed description of the informants' profile, research procedures and the data analysis methods.

Furthermore, the chapter is concerned with the analysis of the collected data. At the end, it describes the most important results, it attempts to give some suggestions to enhance the teachers and learners' knowledge about the impact of self-esteem on oral performance. These recommendations are collected in accordance with the obtained results.



# Chapter One :

# Literature

# Review

- 1.1. Introduction**
- 1.2. Definition of Speaking Skill**
- 1.3. The Importance of Speaking**
- 1.4. Speaking Skill Elements**
  - 1.4.1. Comprehension**
  - 1.4.2. Grammar**
  - 1.4.3. Vocabulary**
  - 1.4.4. Pronunciation**
  - 1.4.5. Fluency**
- 1.5. Listening and Speaking Connections**
- 1.6. Students' Speaking Skills Difficulties**
  - 1.6.1. Linguistic difficulties**
  - 1.6.2. Psychological Difficulties**
  - 1.6.3. Cultural Difficulties**
- 1.7. Classroom Speaking Activities**
  - 1.7.1. Dialogues**
  - 1.7.2. Projects**
  - 1.7.3. Discussions**
  - 1.7.4. Role-play**
  - 1.7.5. Presentations**
- 1.8. Teacher's Role in Developing Students' Speaking Proficiency**
  - 1.8.1. Prompter**
  - 1.8.2. Participant**
  - 1.8.3. Feedback Provider**
- 1.9. Self-esteem**
  - 1.9.1. Definition of Self-Esteem**
  - 1.9.2. The Importance of Self-Esteem**
  - 1.9.3. Levels of Self-Esteem**
    - 1.9.3.1. Global Self-Esteem**



**1.9.3.2.** Situational Self-Esteem

**1.9.3.3.**Task Self-Esteem

**1.9.4 .**Types of Self-Esteem

**1.9.4.1.** High Self-Esteem

**1.9.4.2.**Low Self-Esteem

**1.9.5.**Affective Factors that Rise EFL Learner's Self-Esteem

**1.9.5.1.** Self-Confidence

**1.9.5.2.** Motivation

❖ Extrinsic Motivation

❖ Intrinsic Motivation

**1.9.6.** Self-Esteem Issues

Excessiveness

Shyness

School Environmen

**1.10.** Teacher's Role in Developing Student's Self -Esteem

**1.11.** The Contribution of Self-Esteem in Oral Performance Achievement

**1.12.** Conclusion

## **1.1.Introduction**

EFL learners' self-esteem plays an important role in the teaching and learning processes, the more students are confident about their abilities, the more they are engaged in language classes, this could only help the learners develop fluency of English language and enhance mainly their speaking skills. Speaking has become one of the most important skills . It is considered as a significant skill which needs to be developed in learning a foreign language. Therefore, all English teachers seek to improve their learners' oral performance.

This chapter represents a review of learners' self-esteem and their speaking skill, the main focus is on the definitions, types, elements, importance, difficulties and speaking activities to be practiced in the classroom. Finally , the teachers' role in developing both students' self-esteem and oral performance .

## **1.2. Definition of Speaking Skill**

In general, speaking is a productive skill which means the students' ability to use and communicate through a language effectively. Oxford dictionary states that speaking is the ability of using language (p.414).

According to Brown (2000,p.13), speaking is *“the process of building and sharing meaning through the use of verbal and non-verbal symbols , in a variety of context”*. In the whole , speaking is to express every day's thoughts , opinions and ideas . Hence, speaking is not only through using the language, but it could be via non-verbal language which include body language or gestures.

Hedge (2000 ,p. 261) defines speaking as “*a skill by which they [people] are judged while first impressions are being formed.*” That is to say speaking is an essential skill which deserves more attention.

Thornbury (2005:1) defined speaking as “*A part of daily life that we take it for granted*”. In other word, speaking is the way to deliver the message to each other , which is a vital part of people’s daily life.

### **1.3.The Importance of Speaking**

Communication with others leads to express a variety of ideas and to understand others’ ideas as well through language. Communication takes place, where there is a speech. Without speech, it is impossible to communicate with one another. Many scholars have defined speaking from different views , but they all agreed on one thing , which is the important role of this skill. The pleasure of sharing one’s ideas with others is enormous. Speaking to others gives a better understanding of the self .

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

### **1.4. Speaking Skill Elements**

In speaking, the learner should figure out the form to express the ideas to make people understand. He or she should know the vocabulary, the structure and the sound . According to Wipf (1998) there are five components of speaking skill :

➤ **Comprehension**

Comprehension refers to the fact that participants fully understood the nature of the research project, even when procedures are complicated and entail risks (Cohen et al, 2005:51). The comprehension refers to the speaker's perception of what they are saying to the listeners in order to avoid misunderstanding information .

❖ **Grammar**

Grammar is determined as a method of accounting for and predicting the perfect speaker's or hearer's ability of the language, it is required for learners to form the right sentence in speech communication. Harmer (2001,p.12), the grammar of a language is the description of how words can change their forms and can be combined into sentences in that language.

Greenbaum and Nelson (2002:p1) argues that Grammar refers to the set of rules that allow the speaker to combine words in language into larger units.

❖ **Vocabulary**

Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002,p.580).Without having the suitable vocabulary, one cannot interact productively or convey their ideas both oral and written form. Having a limited vocabulary is also an obstacle that stop students from learning a language, they need to convey accuracy in vocabulary.

❖ **Pronunciation**

Harmer (2004) regards , foreign language students should consider all different related to sounds , intonations , where words should be stressed and the way they are produced in one's mouth.

❖ **Fluency**

Fluency means the ability to communicate with people effectively. Means to be able to communicate one's ideas without having to stop and overthink about what they are saying.

All in all , Students should have a reason to speak and feel that the other people need to hear them and that they are conveying an important message that others do not know .

Speaking is key to communication , by considering what good speakers do , what speaking tasks can be used in class , teachers can help learners improve their speaking oral competency .

### **1.5 .Listening and Speaking Skills Connections**

*“Listening is the natural precursor of speaking”* I.S.P Nation and Jonathan N (2009, p.37).

Listening is another needed skill for foreign language learners to develop their oral performance. Simply put, listening skill is the ability to decode and infer what other people are saying. Listening and speaking skills are closely related to each other as mentioned by White ( 1998 ), *“ Listening is also closely connected with speaking ”* (p.13).

Both skills are very important for students to complete the task . Cole et al.( 2007.p.55 ) have found, *“ Being able to listen attentively is just as important as being able to speak clearly and informatively”*.

Learners should know that the speaking and listening skills play a major role in meaningful communication, as put by Harmer (2007:265) *“ when we are engaged in conversation , we are bound to*

*listen as well as speak because otherwise we could not interact with the person we are speaking to.”*

## **1.6. Students’ Speaking Skills Difficulties**

In learning any language, students need to develop speaking skills to enhance their studies , however, the EFL students face many difficulties within the classroom , those difficulties include :

### **1.6.1. Linguistic difficulties**

Is the ability to communicate correctly in English , the main goal of any speaker , and it has two elements , firstly , fluency which is the ability to produce speech without hesitation. 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. Through here, the most difficult challenge in learning English is speaking fluently following certain features which give the students’ speech a sign of being normal and natural with clear logical connection of ideas.

Secondly, Accuracy which is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. To achieve accuracy the learner needs to devote some attention to the form . It is often difficult for the learners to focus on the form and meaning at the same time. Among other difficulties have a relation with pronunciation, the words that are difficult to pronounce are more difficult to learn. Potentially, difficult words will be those that contain sounds which are unfamiliar to some groups of learners. So intelligible comprehensible pronunciation of speech is important and it’s considered as a key to avoid pronunciation errors which frustrate successful communication.

### **1.6.2. Psychological Difficulties**

In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of shyness and fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their teachers and they think that whenever they make mistakes are in their views signs of ignorance. This proves by Ur (1991,p.121) who claims that “ *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 is a bridge to the psychology of the students to be shy. Another problem is shyness problem during the oral expression module, shyness is very famous and familiar among students.

Many students have the ability to show their capacities and make effective efforts during the oral tasks, but they could not participate or express their selves because of shyness. Baldwin (2011) reported that speaking in front of people is as a kind of phobias, that student’s shyness makes their minds go blanks ignoring their thoughts and ideas or they will forget what they will say. In this case Shyness is a feeling that can hinder learners to participate, talk, enjoy tasks, and even interact with others in the classroom.

### **1.6.3. Cultural Difficulties**

Speaking with other areas which determine the structure of the conversation, According to Harmer (2001) speakers from the same cultural background know how to speak with each other, and kind of language they can use. Such cultural habits that are shared by all people determine behaviours in such conversation situation. It also determines how women and men speak to each other, how conversation is framed when the participants

are of different social or professional status. Socio-cultural rules and habits change overtime . Through here, it claimed that the cultural background determines the perspective, personalities, and the conversation style, and attitudes, this leads to find out different types of students such as; talkative one, silent , and others who feel shyness to speak in front of their classmates.

### **1.7. Classroom Speaking Activities**

There are many activities that promote the learner's speaking ability. The most commonly used classroom speaking activities are listed as follow :

#### **1.7.1. Dialogues**

Dialogue is an activity that stimulates interaction and communication between students. In this activity, students are given a topic which helps them start speaking. So, they can speak to one another freely and say whatever they think and believe . (Harmer,2007, p. 110).

This type of activities is usually assigned to the students as pair work. After given a certain topic to converse about, the two sides of a dialogue play an exchangeable role of the speaker and the listener in the same conversation.

#### **1.7.2. Projects**

Ribe and Vidal (2003, p.08) quote :*“one way of ensuring genuinely communicative use of spoken English is through the use of projects – longer pieces of work which involve investigation and reporting”*.

Projects are a sort of research and report presented by students orally through a piece of work. Harmer (2003, p. 154) states that “ *the end product is*



*the important thing here and the language use that takes place is directed towards the final version".* In this context, the most important part of the project is the final outcome, that is to say , performing the presentation of the project .

### **1.7.3. Discussions**

Discussions are activities that boost communication between large number of students by joining one by one and taking part in the class as a whole. Harmer (1991, p.122) states that a student reacts to something that is said, another one joins in and soon the whole class is bubbling with life. Such discussions are the most successful.

Scrivener (2005, pp. 150-151) suggests some keys that the teachers should follow to carry out a good discussion inside the classroom. These keys are :

❖ Frame the discussion well: teachers should not start direct the discussion by giving a title of topic and say “talk”. There are many ways to give the topic and open the discussion such as giving a picture or speaking about a book that everyone reads or other things alike.

❖ Preparation time: students need some time before the discussion start in order to think about what to say, to look the vocabulary in their dictionaries and so forth.

❖ Don't interrupt the flow: one problem that cuts the smoothness of the discussion is that these classroom management techniques such as raising hands to ask the permission to speak. Hence, teachers should get other techniques like looking at all the students and noticing who wants to speak then ask him to speak

either by gesture or by saying for example : Amina, what do you think?

❖ Specific problems are more productive than general issues: teachers should choose specific topics rather than general ones because specific ones are more interesting and realistic. So, teachers should narrow down the topic that has been chosen .

❖ Buzz groups: it gives learners the chance to discuss the topic in hand in small groups first, in order to raise the student's confidence of their language, to think about ideas....., then they are asked to discuss it in front of the whole class. Even buzz groups takes only few minutes, it helps a lot the discussion by giving more energy to the students and the discussion .

#### **1.7.4. Role- play**

In these activities, learners are asked to adopt certain roles according to the topic. For Harmer (1998:94), *“role-play is more than just play-acting: it offers chances for rehearsal and engagement that some other activities fail to give.”* Which means that role play activities develop learners' improvisational skills and make them confident and creative .

So, teachers should be aware about the important role that these activities can play in the development of deeper self-awareness and understanding for effective speaking performance .

#### **1.7.5. Presentations**

It is now more usual to see this kind of activity in oral expression module because of the benefits that presentations give to learners in real situations. According to Thornbury (2005), if learners experience standing up in front of their classmates and give presentations, they will prepare themselves perfectly for real-life speaking. Presentation activities require

learners to talk on a subject of interest to them and the other students can then give their comments and ask questions.

## **1.8. Teacher's Role in Developing Students' Speaking Proficiency**

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

### **1.8.1. Prompter**

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

### **1.8.2. Participant**

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

### **1.8.3. Feedback Provider**

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

## **1.9. Self-Esteem**

Self-esteem takes an essential part of learning English as a foreign language; it enables students to improve their language proficiency, and expands their cultural features believe, the purpose of raising self-esteem among learners is to determine the way to enhance communication of that target language.

### **1.9.1. Definition of Self-Esteem**

According to Brown (2007, p. 154), self-esteem is probably the most pervasive aspect of human behavior . It could be easily claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and without trust in your own capacities to perform that activity successfully.

For Rosenberg and Simmons (1971, p. 9 as cited in Monk 1998, pp. 13-14), self-esteem is : *“a negative or positive attitude toward oneself and the associated emotional reactions.....and that low self esteem means that the individual lacks respect for self, considers himself unworthy, inadequate, and seriously deficient as a person”*.

According to Beane and his colleagues (1986, p. 6), self-esteem refers to *“the evaluation one makes of the self-concept description, and more specifically, to the degree to which one is satisfied or dissatisfied with it, in whole or in part. (.....)”* . Self-esteem involves the individual’s sense of self-worth or self-regard manifested in such feelings as “I am happy with myself” or “I don’t like myself”.

In addition, Woolfolk (2004, pp. 71) states another definition of self-esteem , *“ self-esteem is an affective reaction and a judgment about who you are”* . Coopersmith (1967, pp. 4-5) suggests also a well accepted definition, he states that,

*“ self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individuals hold towards themselves . It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior”*.

Oxford (1990, p. 141) believes that *“it is a self-judgment of worth or value, based on a feeling of efficacy, a sense of interacting effectively with one’s own environment.”*

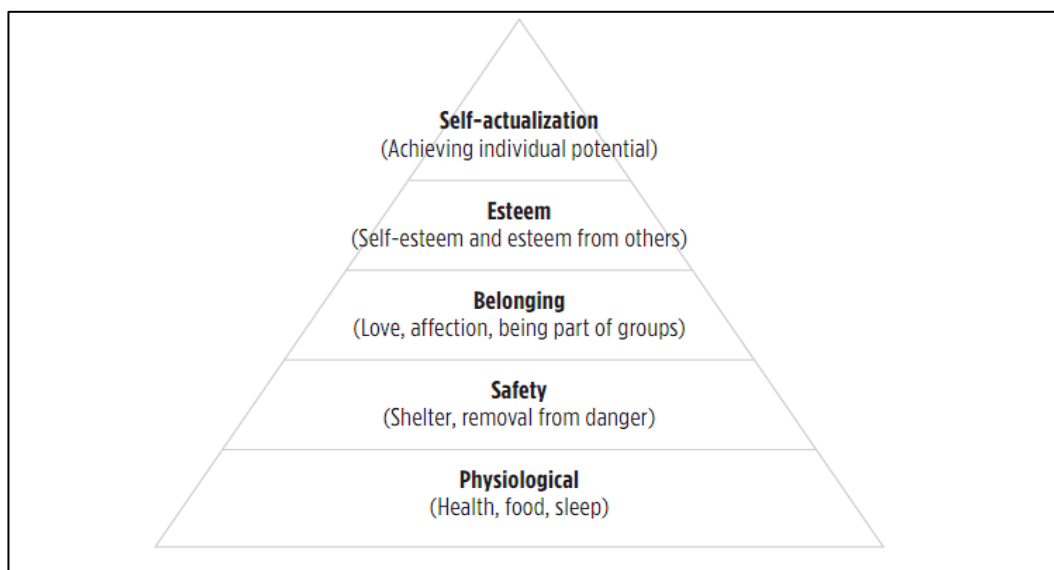
### **1.9.2.The Importance of Self-Esteem**

Self-esteem is considered as an essential affective factor in the learning process. Learners’ feelings of self-esteem can have a great influence on their academic achievement.

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

The researcher Abraham Maslow in his book explains the importance of self-esteem and the learners needs to gain a high self-esteem based through a Hierarchy of five steps of wishes, from what shown in the figure the maximum essential mental wishes that students should gain is self-actualization especially for the learners who suffer from low self-esteem in order to make a well development and meet their needs. Each learner must expand their emotions of self-esteem as a way of improvement in their learning career.

The figure as follow :



**Figure 1.1: Abraham Maslow`s Hierarchy of learners needs to have a high self-esteem (cited in Kirby and McDonald, 2009, p. 9)**

### **1.9.3. Levels of Self-Esteem**

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

### **1.9.3.1. Global Self-Esteem**

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

### **1.9.3.2. Situational Self-Esteem**

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

### **1.9.3.3.Task Self-Esteem**

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

## **1.9.4 .Types of self-Esteem**

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

### **1.9.4.1.High Self-Esteem**

High self-esteem enhances initiative feelings towards learning. It leads learners to get happier outcomes regardless of stress or other circumstances. Fontana (1995 .p.148) considers that *“children with high self-esteem consistently perform better than children of similar ability with low self-esteem. Moreover, they set themselves higher goals, are less deterred by failure, and they have a more realistic view of their own abilities”* . Hence, the higher self-esteem is the better worth of the self

would be, which in turn will be represented in terms of higher academic achievements.

Roberts (2005:105) mentioned three facts concerning high self-esteem :

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

#### **1.9.4.2.Low Self-Esteem**

Low self-esteem is a debilitating condition that keeps learners from realizing their full achievement. Reddick (1996) as cited in Larson (2009:12) considers that *“low self-esteem will also mean a development of a poor or negative self-image. Such beliefs can become self-fulfilling prophecy of expecting to fail.”* Therefore, every learner with low self-esteem feels unworthy and incompetent or because of his poor feelings about himself.

Low self-esteem or negative self-esteem can result from various factors. The self-esteem of many learners is threatened when they start learning the foreign language and have to cope in an unfamiliar situation with many other learners and new rules to learn. Problems like fear of being ridiculed , fear of taking risks or perfectionist attitude can adversely affect the self-esteem of learners who will lack energy and confidence and feel depressed and insecure. Furthermore, negative feedback from the teacher can increase learners’ negative feelings towards themselves. Learners who feel



this way often have a low opinion of themselves and their abilities. This problem leads to losing motivation and blocking their abilities.

### **1.9.5. Affective Factors that Rise EFL Learner's Self-Esteem**

The affective domain is defined as:

*The emotional side of human behavior and it may be juxtaposed to the cognitive side. The development of affective states and feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact” (Brown, 2007, p.140).*

For Oxford (1990:140), *“the affective side of the learner is probably one of the most important influences on language learning success or failure ”.*

So, affective factors can determine foreign language learning success. Knowing the different affective factors is an important issue that teachers must pay attention to in order to understand the various personalities and to know how to deal with foreign language learners in different situations. If teachers understand well how such factors affect learners, they will help their learners to acquire the language effectively .

#### **1.9.5.1. Self-Confidence**

Self-confidence is basically personal attitude towards the self which allow the person to have a positive and realistic perception of himself and his abilities, such attitudes as pride, trust and optimism . According to Pine and Boy (1997), *“our best preparation for an evolving society is helping children face the future with confidence in their own abilities and with a faith that they are worthwhile and important members of whatever they might find themselves in”* (cited in Williams and Burden, 1997, p.98). So, self-confidence

is related to the belief of one's self and abilities which in turn lead to the development of personal characteristics.

Concerning the learning process, self-confidence has an essential influence on the achievement of learners. It is considered as one of the primary affective factors because language learning depends on the extent of the learner's attitude and belief in his abilities. The learner does not need to just have certain abilities, but he must be capable to use these abilities in real classroom settings when he interacts with his teacher and classmates. The confident learner can take risks by using the foreign language to communicate wherever he experiences language situations.

According to Fontana (1995:148), *"the teacher can help to give children confidence in their own abilities by giving them opportunities for success, by encouraging rather than censuring them when they are confronted by failure, and by demonstrating personal belief in their competence."* This means that it is very important for the teacher to encourage his learners and make them feel confident when they use the foreign language which will lead to effective language performance. The sense of confidence and encouragement which the teacher gives to his learners can make them feel relaxed more on the learning process.

Self-confidence means power ,therefore, the feeling of confidence that learners have makes them feel in control. It increases both the energy level towards learning the foreign language and the positive feelings towards the self abilities and competence .

So, foreign language teachers can play an important role in increasing learners' self-confidence by including effective ways in the teaching process. They may also share their own past experiences and difficulties to make learners that no one started perfectly. In the same time, learners should rely on

themselves and be encouraged in order to achieve desired goals which will lead to higher academic achievement.

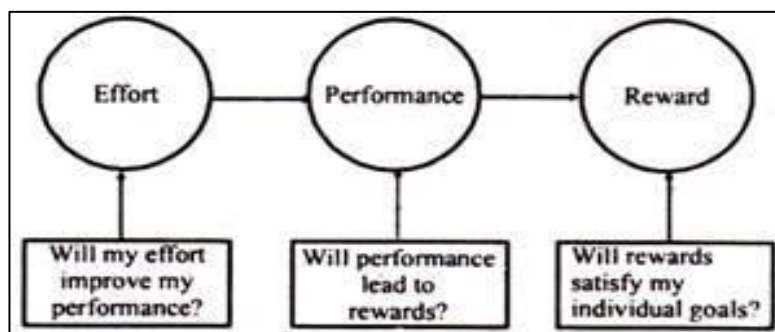
### **1.9.5.2. Motivation**

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

Dornyei (2001: 3) points out that the word motivation derives from the Latin verb *movere* meaning to move. Hence, motivation is kind of inside push which makes someone to do things in order to accomplish something (Harmer 2000: 51).

Accordingly, Lee (2005: 330) defines motivation as being behind behaviour and stipulates clarification for why people do things.

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



**Figure 1.2 : Vroom's Expectancy Model of Motivation**

Motivation has two different kinds which are :

❖ **Extrinsic Motivation**

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

❖ **Intrinsic Motivation**

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

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

### **1.9.6. Self-Esteem Issues**

Struggling with self-esteem usually affects all areas of a student's life from the social to academic one. Self-esteem is lowered by failure, criticism, and rejection. Students with low self-esteem can suffer from a range of psychological difficulties such as loneliness, academic failure, and depression ( Leary, 1999, p. 34).

*“A healthy self-esteem must be carefully fostered in our youngsters if they are to realize, and eventually assume, all the promises and challenges that life sets before them”*, (Greenstone, 2008, p. 675). That is to say, the concept of self-esteem must be implemented into individuals from the early childhood to prepare them for life challenges focusing on self-esteem related issues such as: excessiveness , shyness , and school environment.

#### **❖ Excessiveness**

According to Eagertson (2006, p. 58), a very high self-esteem is not always a healthy self-esteem. When a child becomes arrogant instead of just having good self-esteem, it can become unhealthy and lead to poor outcomes because they have an inflated idea of what they can do .Children who move towards negative or dangerous behaviours and take others with them have an unusually high self-esteem.

#### **❖ Shyness**

Shyness can be a problem for students' self-esteem because they may not have enough confidence to see themselves in a positive way. It can be associated with a range of socio-emotional difficulties including loneliness. There is some indication that shy students find greater difficulties in school compared to those students who do not appear to be shy. Some of these difficulties are trouble with school adjustment, forming positive

relationships, and having a high sensitivity to classroom climates. (Hughes and Roberts, 2010, p. 213).

Moreover, “*shy children may be perceived as having underdeveloped academic skills because of their lack of participation in classroom activities*”. Shy students are seen as they cannot function at the same level as the rest of the class because they are unmotivated.

These students are shy, which may cause them to speak less and not participate as often as their peers. Teachers may see these students speak with fewer words or shorter sentences (Hughes and Roberts, 2010, p. 214).

#### ❖ **School Environment**

The school setting can cause issues for students and their level of self-esteem. It can either hurt them or equip them with the tools to maintain a positive level of self-esteem. Students spend such a significant amount of time in school. Hence, classroom context is imperative to enable them building high levels of self-esteem through relationships with their peers and teachers.

#### **1.10. Teacher’s Role in Developing Student’s Self -Esteem**

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

Teacher should also be patient and inspire them to look for all of the good things that they have done in their lives no matter how small or large they may be. And they have to be assured that the desired change will come one day, Work towards the change process with hope and courage (Obidigbo, 2007, 2009). The teacher's feedback should always end with a positive note which will help learners to keep hopeful thoughts. Learners gain their academic self-esteem from their teachers' approval most of the time.

One of the most valid strategies of dealing with the anxiety and fear of making mistakes is to debate this fear directly with students even before any mistakes are made. Diagnosing the weaknesses and openly acknowledging the fear of failure sets the basics for a healthy positive learning environment filled with respect and understanding.

### **1.11. The Contribution of Self-Esteem in Oral Performance Achievement**

Generally, the classroom is the experimental lab where the EFL learners introduce their abilities and show their thoughts among their classmates. Therefore, the EFL learner spends a major part of time and formative years at schools and universities for this aim teachers have to raise the learners self-esteem in order to perform the speaking skill effectively and give it much care. In other words, self-esteem is the important element in student experience and success in learning , thus EFL teachers should focus more on preparing a positive climate in the classroom that help the students to have high self-esteem and enhance their oral performance. In addition, decreasing the major problem of speaking during the lecture .

In fact, self-esteem has a great role in the extension of the learning process in general and for oral performance in particular, because the learners need to be confident and motivated in the classroom.

*“High self-esteem can be a useful equipments 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). Through this the student can take well the input, so they will be able to communicate fluently. To conclude, teachers must prepare, plan, reflect, and apply effective strategies, just as their students need.

## **1.12. Conclusion**

Throughout this chapter the researcher has focused on the importance of the speaking skill that helps to evaluate learners’ proficiency in the foreign language. So, teachers should give learners help and support all the times in order to make them reduce their feelings of shyness and fear and activate their speaking capacity.

Despite the complexity of self-esteem as an affective variable in the field of FLL, it should be given much attention by teachers for a better and more comfortable classroom climate to stimulate learners’ performance. Learners also must be aware of the significance of self-esteem, its facts and issues, and more importantly the techniques for increasing it which leads them to achieve academic success.





Chapter Two:  
Research Design,  
Results and  
Recommendations

**2.1. Introduction**

**2.2. Research objective**

**2.3. The sample population**

**2.3.1. Students' Profile**

**2.3.1. Teachers' Profile**

**2.4. The Research Instruments**

**2.4.1. The Questionnaire**

**2.4.2. The Interview**

**2.5. Data Analysis Method**

**2.5.1. Quantitative Data Analysis**

**2.5.2. Qualitative Data Analysis**

**2.6. Data Analysis**

**2.6.1. Analysis of the Interview**

**2.6.2. Analysis of the Questionnaire**

**2.7. Discussion of the Main Results**

**2.8. Recommendations and Suggestions**

**2.8.1. Recommendations for teachers**

**2.8.2. Recommendations for Students**

**2.12. Conclusion**

## **2.1. Introduction**

This chapter mainly deals with the methodology used in this research. It represents the tools used in the study with mentioning the population, sampling, results and at the end some recommendations.

## **2.2. Research Objective**

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

## **2.3. The Sample Population**

The informants were EFL Teachers and Learners from Salhi Ahmed university centre of Naama. They were selected to respond to the research instruments addressed to them. However, from this large population the researcher has divided a sample population of five (5) teachers and twenty five (25) students. In fact, the respondents have been randomly chosen to represent the whole population because all of them have the same chance of being selected.

### **2.3.1. Students' Profile**

The students involved in this study were third year EFL students at Salhi Ahmed university centre of Naama. They were twenty five (25), eighteen (18) girls and seven (7) boys aged between nineteen (19) to twenty

seven (27) years old. They were randomly selected to answer the questionnaire.

### **2.3.2. Teachers' Profile**

Five (05) EFL teachers of oral expression module were involved in this research work. They were randomly selected to be interviewed.

## **2.4. The Research Instruments**

The researcher has used two research instruments to collect data needed for investigating EFL teachers and learners' opinions about the impact and the importance of self-esteem in enhancing EFL learners' oral performance. The present work was developed through the use of a questionnaire and an interview.

### **2.4.1. The Questionnaire**

The questionnaire is the most common instrument used for collecting data. It can be designed in the form of written questions by a researcher then addressed to a sample population to be answered, Nunan (1992:231) states that *“a questionnaire is an instrument for the collection of data, usually in written form consisting of open and / or closed questions and other probed requiring a response from the subject”*. Thus, it is a tool which is used in most of the research works because of its advantages. It can help the researcher to ask for the appropriate information to explain and test research problems.

### **2.4.2. The Interview**

The researcher depended also on the use of the interview in order to have concrete facts about the influence of EFL students' self-esteem on the speaking skill. Gilliam (2000:1) defines it as *“A conversation usually*

*between two people. But it is a conversation where one person-the interviewer-is seeking the response for a particular purpose from the other person-the interviewee ”.*

In general , the interview can be classified into three main categories :

❖ **Structured interview :**

This type entails the use of a set of questions that the researcher arranges in advance and directs to all the respondents in the same order and format .

❖ **Semi-structured interview :**

This category relies on the employment of a particular set of pre-prepared questions that are subject to progress during the process of interviewing .

❖ **Unstructured interview :**

This type is based on a general conversation of the topic after the interviewee is informed about the subject and is given the opportunity to speak freely .

## **2.5. Data Analysis Method**

The researcher depended on a mixture of data analysis methods which are quantitative and qualitative data analysis. In this respect, Dornyei (2007:268) claims that *“The analysis of data should be processed independently for the quantitative and qualitative phases and miscuing should occur only at the final interpretation stage”*. Using a mixture of quantitative and qualitative methods help the researcher to obtain better results.

### **2.5.1. Quantitative Data Analysis**

Quantitative data analysis is used to generalize results from a sample population. Muijs (2004 :01) defines quantitative research as “*Explaining phenomena by collecting numerical data that are analyzed using mathematically-based methods (in particular statistics)*”. It is a kind of measuring the people’s thinking in the form of a statistical point of view. As a quantitative method, the questionnaire can be utilized to collect quantitative data.

### **2.5.2. Qualitative Data Analysis**

Unlike the quantitative method which focuses on measurement, the qualitative method is used to describe human behaviour. Therefore, Smith (1975:205) claims that “*Qualitative analysis deals with the forms and antecedent-consequent patterns of form*”. Moreover, the qualitative data can be collected through different research instruments like the interview. Seliger and Shoal (1989:205) state that it is “*Usually in the form of words in oral or written modes*”. Its aim is to understand people's thinking and why they make certain choices.

## **2.6. Data Analysis**

The researcher has adopted two research instruments which were the questionnaire and the interview, data analysis was needed for both instruments. Therefore, the researcher made use of quantitative and qualitative data analysis method .

### **2.6.1. Analysis of the Interview**

The teachers’ interview was administrated to five (5) teachers of oral expression module at Salhi Ahmed university centre of Naama, since they are

more exposed to the students' speaking performance and they are the most knowledgeable teachers about the psychological problems that students face and prevent them from speaking.

Because of the lack of time and most teachers do not have sufficient time we attempted to submit our interview in a written form instead of discourse way.

The teachers' interview consists of seven (7) close-ended questions and one open-ended question. All the questions were the same for all the 5 teachers. It deals with the main psychological problems that students mostly face, in particular self-esteem and its effects on speaking performance. The last question devoted to the teachers in order to give their different suggestions concerning the topic.

The type of interview used in this study was the structured interview , because all the teachers are asked the same questions in the same order and format .

The teachers' responses were helpful for us. The questions are meant to find more data which were not observed, for example, the teachers' attitudes towards the requirement of self-esteem on speaking performance.

❖ Their answers were as follow:

**Q1: Is it your choice to teach oral expression module?**

The first question was directed to oral expression teacher in order to know whether it was their choice to teach oral expression module or not. Most of the teachers declared that was their choice. However, one interviewee claimed that she was not sure if it is her choice or not. The ansewers indicate that they adore oral expression module and they like and enjoy teaching it.

**Q2: Do you face difficulties to teach oral expression module? Why?**

The reason behind asking this question is to deduce the teachers' attitudes towards teaching oral expression module. The majority of teachers claimed that oral expression module entails various intentions by the teacher. For example, one teacher claimed that they have to consider the materials to teach and the level of students. Also, they do not have a specific program to follow. Another interviewee stated that oral expression is difficult because it needs a lot of efforts . Besides, it needs to vary activities, fear of getting student bored. Another said that it is not easy because some students are shy and do not participate all the time . So, all the answers confirmed that oral expression is difficult somehow .

**Q3- In your opinion, what is the main obstacle that the students mostly face in oral expressions and prevents them from speaking?**

This question was addressed in order to know the reasons that prevent students from participation during oral classes. Almost teachers assert that low self-esteem, anxiety and shyness are regarded the most obstacles and causes for the avoidance of participation. For instance, one teacher declared that the major reason of that is the lack of confidence. Another teacher mentioned that their avoidance of participation could be because of: stress, lack of competence , lack of vocabulary and knowledge .

**Q4- In your point of view, which psychological factor has more influence on students' speaking performance?**

This question aims at highlighting which psychological factor has more influence on students' speaking performance. Almost teachers mentioned that anxiety, shyness , self-confidence and self-esteem are the major factors which hinder and prevent students from speaking. They all have the same point of view that self-esteem plays a crucial role in students'



speaking performance because if learners feel proud and enjoy when they speak, their self-esteem will become higher which will help them to improve their speaking performance.

**Q5- Do you think that self-esteem can influence students' speaking performance? Please explain how?**

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

**Q6 - Do you use positive (praise) or negative (criticism) feedback to correct your students? Which one do you find more effective?**

This question aims to know what kind of feedback the teacher provides his / her students with. All the teachers affirmed that they used the positive one since positive feedback can create high confidence. One interviewee declared that she used it in order to motivate the students to work more. Finally, it is confirmed that positive feedback is more beneficial and it is the most effective one.

**Q7-Do you think that high self-esteem enhances students' speaking performance?**

The aim of this question is to know whether teachers believe that high self-esteem has a powerful effect on effective speaking achievement. For

example, one interviewee claimed that they can express themselves freely without hesitation, make confidence at themselves, and they do not care if they do mistakes by contrast to those who lack self-confidence. Teachers' answers were positive and confirmed that high self-esteem help them towards effective speaking and successful performance .

**Q8-Is there any idea we have not discussed you want to add?**

Since the teachers' opinions and ideas are so crucial, this question provide more opinions concerning the study. For example, one interviewee stated that there are a lot of factors which influence the learners when presenting orally, the teacher has to take them into account. In addition, another teacher mentioned that the teachers should design a special syllabus. The teacher should create a healthy environement and all the students should take place in. Also, make syllabus about how can the teacher deals with those students who have lack of self-esteem and lack confidence.

**2.6.2. Analysis of the Questionnaire**

The students' questionnaire consists of thirteen (13) close-ended questions and one open-ended question. All the questions were the same for all the students. The questionnaire was addressed to twenty five (25) EFL student . The asked questions of learners' questionnaires are plainly explained and analyzed.

**Part 01 : Demographic questions**

**Age :**

**Table 2.1. The Variety of Ages Among the Sample Population**

Age	Students	Percentage %
19-21	13	52
22-23	9	36
25-27	3	12
Total	25	100

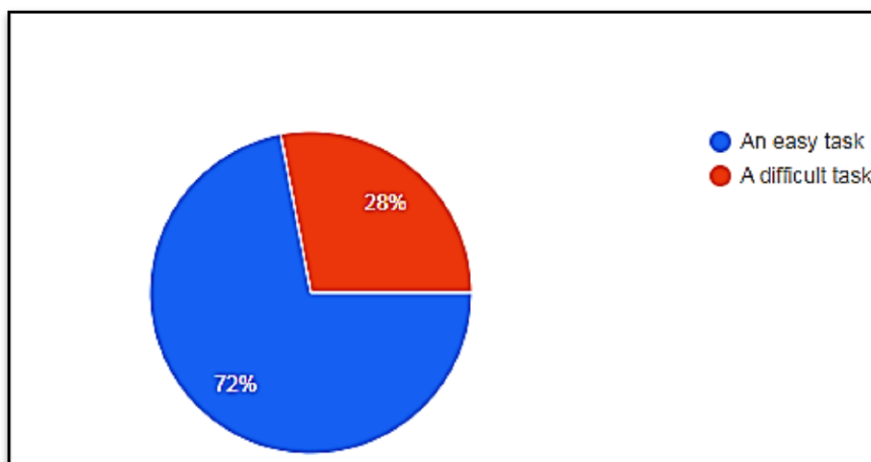
**Gender :**

**Table 2.2. Gender Distribution**

Gender	Students	Percentage %
Male	7	28
Female	18	72
Total	25	100

**Part 02 :**

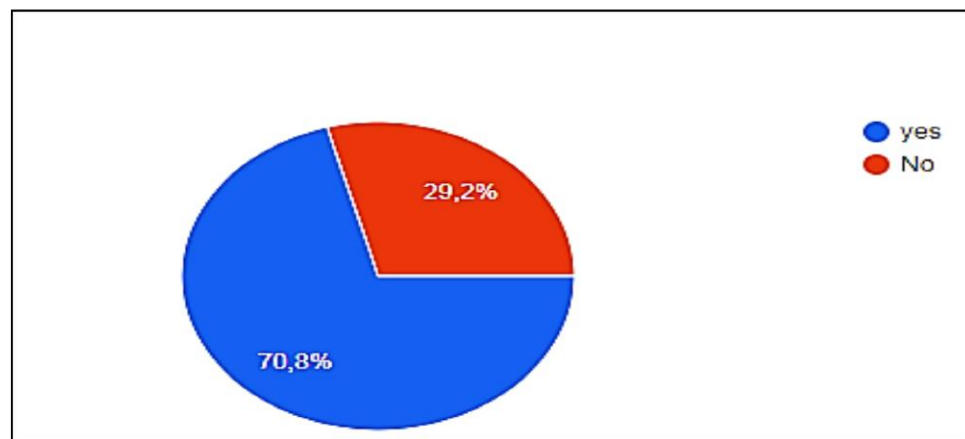
**Q1-Do you consider speaking in English as:**



**Pie chart 2.1. Students' Perception of Speaking English**

In this question, learners were requested to say how they considered speaking in English. The reason behind asking such a question is to have insight about students' perception towards the speaking skill. The results obtained indicate that 72% of the participants consider speaking as an easy task, while 28 % think that it is a difficult task. Having a percentage of 72% who described the speaking performance as an easy task, means that speaking is not problematic for the majority of third year learners .

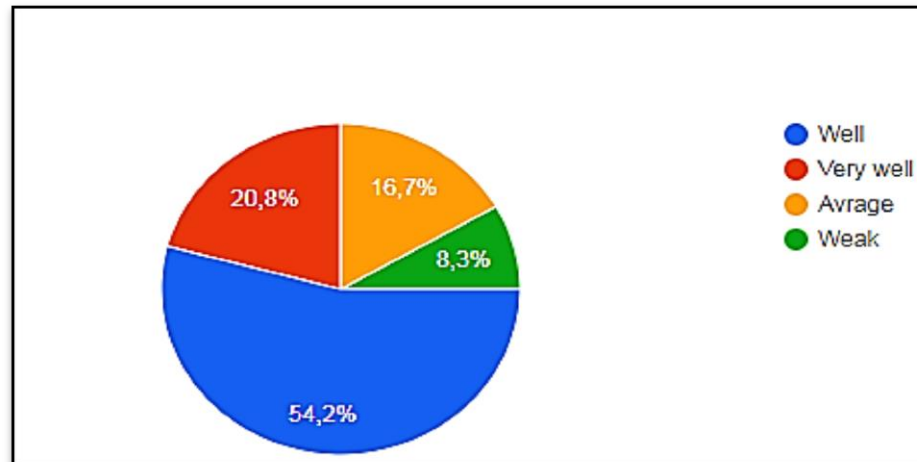
**Q2-Do you like to attend English oral expression sessions ?**



**Pie chart 2.2. Students Attendance in Oral Expression Sessions**

This question was addressed to know whether students liked to attend oral expression sessions or not. The results gained from the pie chart reveal that 70,8% of the participants liked to attend the English language oral expression sessions, however, 29,2% stated that they disliked attending it. The majority of learners are motivated to attend oral expression sessions .

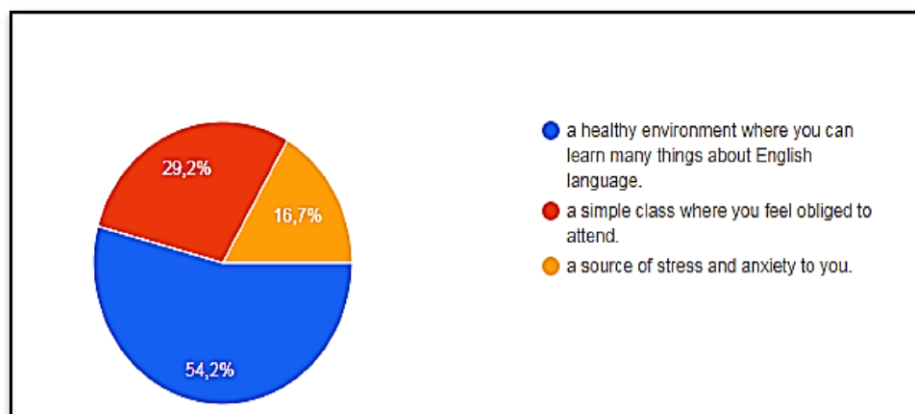
**Q3- How good is your oral English?**



**Pie chart 2.3. Students' Level in English Language**

Students here are asked to describe their level in English language. Thus, the aim of this question is to know the students' beliefs about their level. 16,7% of students stated that they get the average, whereas 20,8% of students affirmed that they are very well . However, 54,2% of students who assumed that they are well in English and about 8,3% state that their level is weak . From those results the general level of students in English is acceptable .

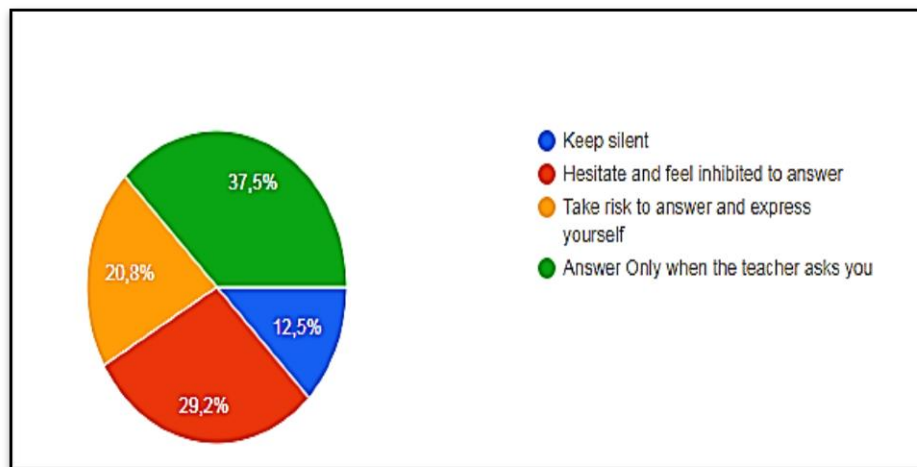
**Q4-According to you, Oral expression class is :**



**Pie chart 2.4. Students' Perception of Oral Expression Class**

This question aimed at investigating the students' perception of the oral expression class. The results show that 54,2 % of the participants considered the oral expression class as a healthy environment where they could learn many things about English language, 29,2 % of students stated that it was a simple class that they were obliged to attend. 16,7 % of them regarded oral expression module as a source of stress and anxiety to them.

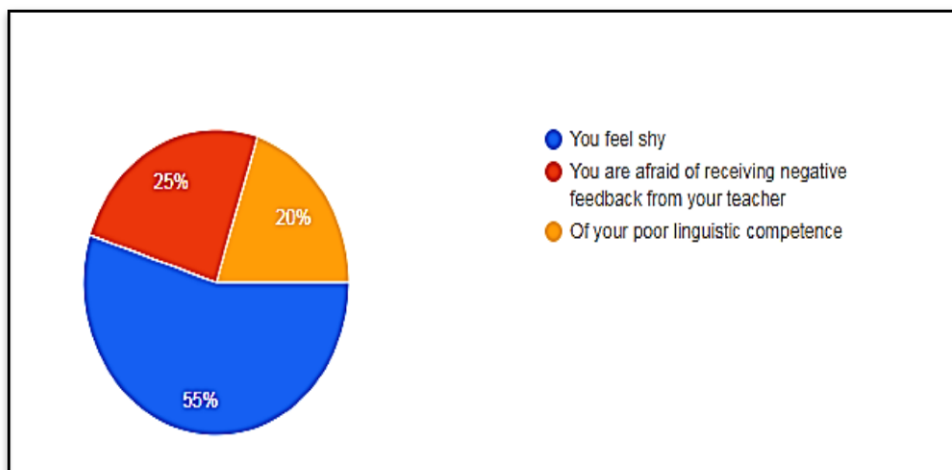
**Q5-When your oral expression teacher asks questions, do you?**



**Pie chart 2.5. Students' Response to Teachers' Questions Students'**

This question's aim is to know the students' response when they were asked questions by their oral expression teacher. The results indicate that about 20,8 % of the participants took risk to answer, 37,5 % of them stated that they answered only when the teacher asked them to do so, 29,2 % said that they hesitated and felt inhibited to answer, and about 12,5% of the participants kept silent once asked a question.

**Q6-In case you keep silent or hesitate, it is because:**



**Pie chart 2.6 . the Cause behind Students' Hesitation.**

This question was addressed to discover the reason behind students' hesitation when they were asked questions by their teacher. The findings resulting from this question show that about 25 % of the participants claimed that they hesitated because they were afraid of receiving negative feedback from their teacher, 20 % asserted that their hesitation is due to their poor linguistic competence, while 55 % were hesitant because they felt shy.

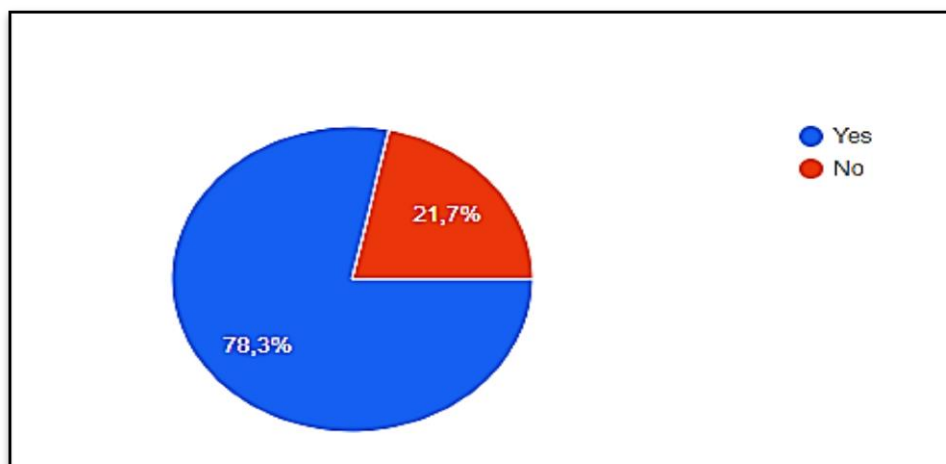
**Q7-Do you think that self-esteem is:**

**Table 2.3. The Importance of Self-esteem for Students**

Options	Students	Percentage %
An important motive behind the success of good English language students.	22	87
Not affecting as a variable in learning English.	3	13

This question sought to investigate the students' awareness of the importance of self-esteem. From the results in the table above : about 87 % of the participants considered self-esteem as an important motive behind the success of good English language students, over 13% believed that self-esteem is not affecting as a variable in English language learning. The majority of the students are then well aware of the significant role of self-esteem in the learning process.

**Q8-Does your oral expression teacher try to develop your self-esteem?**



**Pie chart 2.7. Students' Opinion about the Role of Teacher in Developing their Selfesteem.**

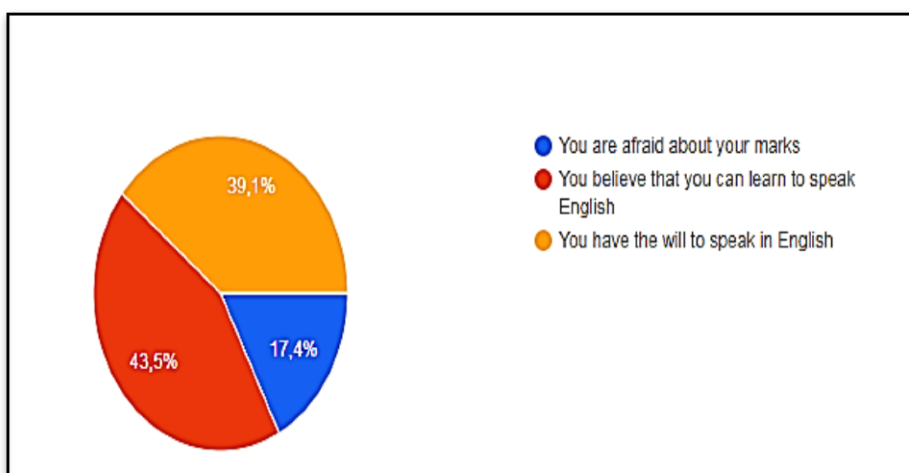
This question was addressed to inspect the students' opinion about the role of the teacher in developing their self-esteem. The results show that 78,3 % of participants affirmed that their oral expression teacher tried to develop their self-esteem, whereas 21,7 % of them said that he did not do so .Having a percentage of seventy percent of the students admitting that their teacher attempted to enhance their self-esteem indicates that self-esteem is taken into consideration from the part of the teachers.



**Q9- Do you consider yourself responsible for the process of learning how to speak in English?**

By asking this question , one wanted to know whether students considered themselves responsible for the process of learning speaking in English or not . The result shows that all the participants (100%) believed that they were.

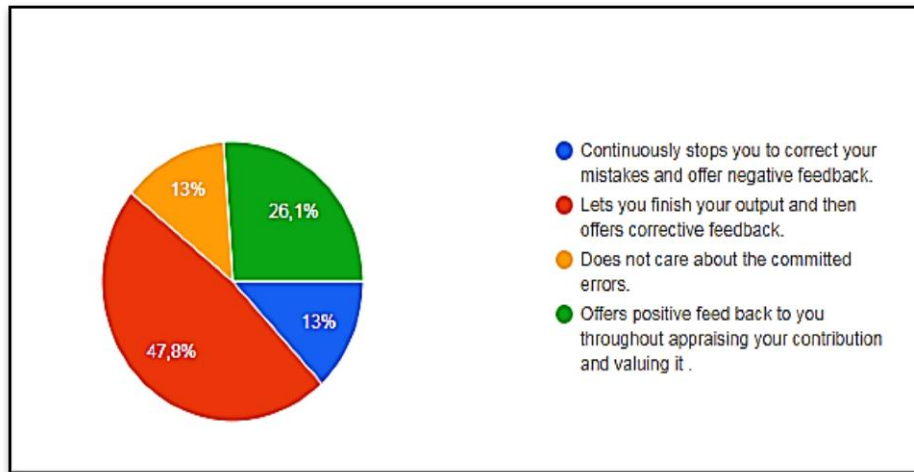
**Q10-Do you speak English in Oral expression sessions because :**



**Pie chart 2.8. The Reason why Students Speak English in Oral Expression Session**

This question was addressed to discover why students spoke in oral expression sessions. The results obtained reveal that 43,5% of the participants believed that they could learn to speak English, 39,1 % had the will to speak English, and about 17,4 % were afraid about the marks that is why they spoke.

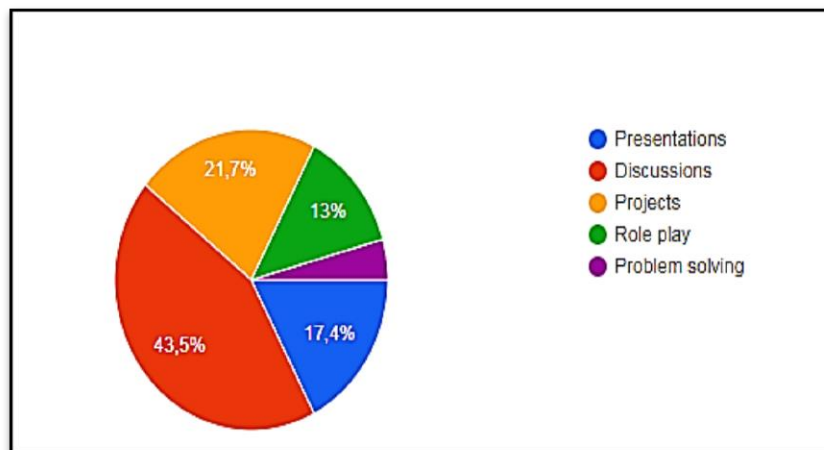
**Q11-When you take the turn to speak in Oral expression sessions, does your teacher:**



**Pie chart 2 .9. The Students' Perception of the Teacher's Feedback**

The target behind asking this question was to know students' perception of teacher's feedback. The results show that 47,8 % of the participants said that their teacher let them finish their output and then offered corrective feedback, 13 % said that the teacher continuously stopped them to correct mistakes and offered negative feedback, 26,1 % said he offered them positive feedback throughout appraising their contribution and valuing it, and 13 % said that he did not care about the committed errors. Having a percentage of 47,8% of the students claiming that the teachers offered corrective feedback after they finished the answer indicates that the teachers paid attention to the good effect of positive feedback on students' self-esteem.

**Q12-Which one of the above tasks do you feel more comfortable to perform?**



**Pie chart 2.10. The Students' Preferred Speaking Activities**

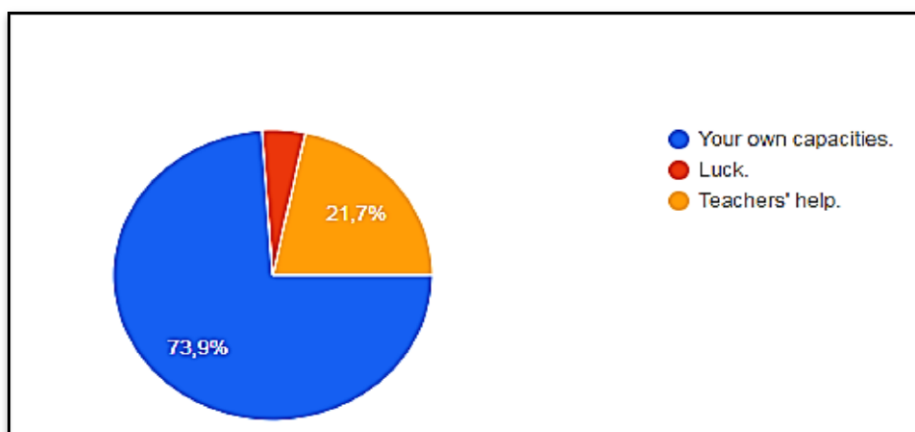
This question was asked to discover in which speaking activities students do feel comfortable to perform. The data presented show that about 43,5% of the participants selected discussions, about 13% opted for role-plays, 17,4 % selected paper presentation, 21,7 % chose projects, and 4,3 % picked problem solving activities. Accordingly, most of the students preferred discussions, which means that teachers consider their students and field of interest.

**Justification :**

**Table 2.4. Students' Justification of the Preference of a Given Set of Activities**

Options	Students	Percentage %
Because I repeat just what is written .	4	16
Because I feel free and comfortable.	6	24
To get rid of stress and anxiety.	3	12
Role play helps me to remmember the exact pronunciation of words .	1	4
No answer	11	44

**Q13-When you have good marks in oral expression module, do you believe it is because of :**



**Pie chart 2.11. Students' Attribution of their Good Marks in Oral Expression Module.**

This question was addressed to investigate the students' attribution of their good marks in oral expression module. The results indicate that about 73,9 % of the participants attributed their good marks to their own efforts, 4,3

% believed it is because of luck, and 21,7 % admitted teacher's help. Having the majority of students attributed their success to their own effort means that they have high self-esteem. This is undoubtedly considered as a positive factor.

**Q14-Is there any suggestions you want to add for a better oral performance ?**

This question aims at knowing the different points of view of students. One student suggest that the teacher should come up with new activities that make them excited and meet their expectations of oral module , another student mentioned that the teacher should provide them with topics that leads to discussions . The majority of students argue that the teacher should use various , effective and motivated strategies and give them the boost they need for future academic and social success.

**2.7.Discussion of the Main Results**

To develop this research work , the researcher had proposed a set of hypotheses and comes with numerous evidences to prove the correctness of the hypotheses.

Concerning the first hypothesis which indicates that there can be a strong positive relationship between self-esteem and the speaking skill. Based on the analysis of students' questionnaire, both students and teachers are aware of the significant role of self-esteem in oral performance. i.e the hypothesis concerning the relationship between the two variables is in the right way.

The second hypothesis stated that EFL learners' self-esteem may have a great impact on students oral performance. If the students are enhancing their capacities through self-esteem in the classroom, then their oral

performance would improve. Learners' answers have strengthened more this idea, the answers indicate the association between self-esteem and the speaking skill.

For the third hypothesis, teachers should use effective activities and design well prepared lessons for raising EFL learners self-esteem. Teachers' integration of various materials and techniques in the classroom in general and in oral expression module in particular enhance their students' involvement, stimulation and inspire the creativity in the classroom which is the significant mystery behind successful oral expression teaching.

Furthermore, the different teachers' responses demonstrated that oral expression also required devoting considerable time for a long preparation to make the teacher aware enough of his / her lesson in order to get the students' attention and motivation at the same time.

Regarding the teachers' interview, oral expression module is not an easy task for both teachers and EFL students, but it is a desirable module for most of them since being fun, full of challenges and based mainly on speaking skill which is a paramount skill for EFL students to be fully proficient in the foreign language.

The different answers given by both learners and teachers claimed that self-esteem, motivation and self-confidence are three factors that have indeed an influence on the speaking proficiency. Learners have positive feelings towards themselves and their abilities will raise their self-esteem to a high level, which in turn will give them confidence to speak the English language successfully.

At last, the findings collected from both different tools that are conducted at Salhi Ahmed university centre of Naama underpin all the previous hypotheses.

## **2.8. Recommendations and Suggestions**

At the end of this research , the following recommendations were suggested to uphold the awareness of oral performance and backup students' self- esteem for maximal foreign language achievements .

### **2.8.1. Recommendations for Teachers**

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

Also, Provide the students with a positive feedback, encourage and advise them by enhancing their linguistic skills and more speaking practice.

The teacher should give everyone the chance to take part in oral class whatever the topic is . Moreover, all contributions or answers are welcome and even if sometimes it is already given (by other classmates).

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

Furthermore, encouraging them to feel good about themselves despite their mistakes. It will help them to be opened toward mistakes and accept the fact that everyone make mistakes .

Teachers should advise students to be more self-confident and to trust their abilities. Because self-esteem is not a gift, it is built through hard work and practice.

There are explicit and implicit ways to do so. Teachers can discuss this openly with their students, make them aware of this by giving them pieces of advice or using techniques to make them speak and defeat this obstacle.

Self-esteem plays a key role in enhancing the learners' speaking ability. Teachers should support their students and listen to their concerns, and enable them to feel more comfortable and learn quickly, easily and effectively.

### **2.8.2. Recommendations for Students**

Students with high self-esteem are likely to trust their abilities, and make more efforts to take part in the classroom speaking activities. It can boost learner's self-confidence. This in return helps a lot in improving their speaking proficiency, as the proverb says practice makes perfect. Practice is considered as an effective tool to be more familiar to the language and to get used to it.

### **2.9. Conclusion**

This chapter was developed to provide an overview of a research design and data analysis. It deals with the objective of this research work. It was also concerned with describing the research instruments and data analysis methods it aimed at analyzing the data collection and presented the results.

In fact, the analysis of the teachers' interview and students' questionnaire strongly support the importance of self-esteem as an affective factor in enhancing learners' speaking skill. Therefore, there is clearly enough evidence to say that if learners of English trusted their own abilities, they would be more motivated and confident in themselves to make speaking successful in order to enhance their oral proficiency in English language. So, it



is important for both learners and teachers not to neglect self-esteem as a key factor in their processes of learning and teaching .

### **Limitations of the Study**

Throughout the course of conducting this piece of research, several limitations have been encountered which made it a difficult task for us to accomplish the required work appropriately. Firstly, time constraints was the major faced problem , in the sense that the duration which was offered to carry out this research was insufficient since this type of research is time consuming, especially when it comes to the practical part. Many difficulties in distributing the questionnaire and the interview were met because it was the end of the year, the students claimed to be busy preparing for the exams, and most of the teachers were nowhere to be found. Furthermore, the number of the targeted sample of the involved population, teachers or even learners, is not a high one , although the yielded data from the sample of the present work is not meant to be generalized, yet, if time had been sufficient, the involved population would have been more than the one drawn in this piece of research.





# General conclusion

Enhancing the speaking skill for foreign language learners is not an easy task in teaching and learning processes. It requires the teachers' attention to the significant affective factor "self-esteem" and the role it plays in increasing students to practice speaking English. The present study has dealt with the strong relationship that exists between self-esteem and oral performance. The main concern in this research was investigating whether EFL learners' self-esteem helps students to perform better orally or not.

The researcher introduced the following research questions ; Is there any relationship between self-esteem and speaking skill? , how do foreign language learners self-esteem contribute to develop the students' oral performance? and how EFL learners' self-esteem should be applied for students to develop speaking skill in the English class?

The researcher's hypotheses claimed that there can be a strong positive relationship between self-esteem and the speaking skill . Since, EFL learners' self-esteem influence the students oral performance , if the students are enhancing their capacities through self-esteem in the classroom, then their oral performance would improve . And Teachers should use effective activities and design well prepared lessons for raising EFL learners' self-esteem.

The study has begun with a literature review concerning the importance of self-esteem in enhancing EFL learners' speaking skill . As an entry, the researcher provided a review of self-esteem and speaking skill . It seeks to draw a description between the two variables .

The second chapter dealt with the collection and analysis of data related to the topic . For this study, two types of research instruments have been used to elicit data, the questionnaire and the structured interview. For the analysis of the data, two different methods were applied, quantitative data

analysis and qualitative data analysis. Concerning the area of research and the participants, two samples have been randomly chosen.

The analysis of the data obtained from the students' questionnaire and teachers' interview, as a matter of fact ; self-esteem is a crucial element that helps learners to come over the difficulties they face in the oral production. As a result, they develop their speaking skill. This is confirmed after the analysis of the questionnaire of third year EFL students and the interview of oral expression teachers at Salhi Ahmed university centre of Naama.

The discussion of the students' questionnaire results demonstrates that the majority of students show a great deal of interest and willingness to participate in oral expression classes for the sake of improving and developing their speaking skill .

In addition, It attempts to give some suggestions to enhance the teachers and learners' knowledge about the impact of self-esteem on oral performance. These recommendations are collected in accordance with the obtained results.

The obtained results test the validity of the hypotheses. In other words, when students trust their abilities and their self-esteem the more they improve their oral performance and their learning development. Furthermore, the teacher plays a big role in reinforcing their trust and abilities by providing the friendly positive atmosphere and the right strategies and practices in class.

Raising the awareness about the importance of self-esteem in enhancing the speaking skill is very affective in order to skip the obstacles through a better achievements. The positive findings revealed in this study show that students with high self-esteem are better proficient English speakers than the students with low self-esteem , and the students who break the fear bridge and

shyness tend to speak more with freedom because they feel comfortable with sharing their ideas without the fear of being judged .

However, **what would be the effect of self-esteem on EFL learners' reading, listening and writing skills ?** This latter would be the starting point of the future research.



# Bibliography

---

## *Bibliography*

- ❖ Baumeister, R.F. (1993). *Self-esteem: The Puzzle of Low Self-regard*. Plenum Press: New York and London.
- ❖ Brown, H.D. (2000). *Principles of Language Learning and Teaching* (4th Ed). San Francisco: Addison Wesley Longman.
- ❖ Brown, G. & Yule, G. (1983). *Teaching The Speaking Learning*. Cambridge University Press.
- ❖ Brown, D. (2000). *Principles of Language Learning and Teaching*. New York: Routledge.
- ❖ Bygate, M. (1987). *Speaking*. Oxford : Oxford University Press.
- ❖ Carter, R & Nunan, D. (2001). *Teaching English to Speakers of Other Languages: An Introduction*. Routledge: New York.
- ❖ Cooper, S. (2009). *Stop your shyness*. Retrieved December 30th , 2014, from [www.stopyourshyness.com](http://www.stopyourshyness.com)
- ❖ Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*.
- ❖ Hale, B. ( 2004 ). *Building self – confidence*. UK : Sports Coach.
- ❖ Harmer, J. (2000). *How to Teach English* (2nd Ed) . London: Longman.
- ❖ Joyce, K. ( 2014 ). *How to build self confidence*.
- ❖ Larsen, R.J. & Buss, D.M. (2008). *Psychology of Personality*. McGraw-Hill International.
- ❖ Lee, S.W. (2005). *Encyclopedia of School Psychology*. (Ed). London: Sage Publications LTD.
- ❖ Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- ❖ Maslow, A. (1954). *Motivation and personality*. New York : Harper and Row .
- ❖ Kirby, E. & McDonald, J. ( 2009 ). *Engage every student: Motivation tools for teachers*.
- ❖ Richards, J, C. (2008). *Teaching Listening and Speaking: from Theory to Practice*. Cambridge: Cambridge University Press.



---

### *Web-bibliography*

- ❖ <https://www.psychestudy.com/general/motivation-emotion/types-motivation>
- ❖ [https://www.researchgate.net/publication/288823472\\_Foreign\\_Language Learning](https://www.researchgate.net/publication/288823472_Foreign_Language_Learning)
- ❖ <https://www.sciencedirect.com/topics/social-sciences/self-esteem>
- ❖ <https://www.verywellmind.com/what-is-self-esteem-2795868>



# Appendices

---

*Appendix 1*

**Teachers' Interview**

**Dear teachers ,**

This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about *“The Importance of Self- Esteem in Enhancing EFL learners’ Speaking Skill ”*.Therefore, you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purpose only .

**Q1- Is it your choice to teach oral expression module?**

.....

**Q2- Do you face difficulties to teach oral expression module? Why?**

.....  
.....

**Q3- In your opinion, what is the main obstacle that the students mostly face in oral expressions and prevents them from speaking?**

.....  
.....

**Q4- In your point of view, which psychological factor has more influence on students'speaking performance?**

.....  
.....

**Q5-Do you think that self-esteem can influence students' speaking performance? Please explain how?**

.....  
.....

---

**Q6 - Do you use positive (praise) or negative (criticism) feedback to correct your students? Which one do you find more effective?**

.....  
.....

**Q7-Do you think that high self-esteem enhances students' speaking performance?**

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

**Q8-Is there any idea we have not discussed you want to add?**

.....  
.....

**Thank you for your contribution**

**Your help is greatly appreciated**

---

## Appendix 2

### Students' Questionnaire

**Dear students,**

You are kindly invited to fill in the following questionnaire as a part of a master dissertation entitled "*The Importance of Self-Esteem in Enhancing Foreign Language Learners' Speaking Skill*". Your answers and opinions will help us to accomplish this research project.

Please put a tick (√) for the appropriate choice or full answer whenever it is necessary.

#### **Part 01:**

**Age:.....**

**Gender:**

Male

Female

#### **Part 02 :**

**Q1-Do you consider speaking in English as:**

a. An easy task

b. A difficult task

**Q2-Do you like to attend English oral expression sessions?**

a. Yes

b. No

Would you justify your answer please ?

---

.....

.....

**Q3- How good is your oral English?**

- a. Well
- b. Very well
- c. Average
- d. weak

**Q4-According to you, Oral expression class is :**

- a. a healthy environment where you can learn many things about English language.
- b. a source of stress and anxiety to you.
- c. a simple class where you feel obliged to attend.

**Q5-When your oral expression teacher asks questions, do you?**

- a. Keep silent
- b. Hesitate and feel inhibited to answer
- c. Take risk to answer and express yourself
- d. Answer Only when the teacher asks you

**Q6-In case you keep silent or hesitate, it is because:**

- a. You feel shy
- b. You are afraid of receiving negative feedback from your teacher
- c. Of your poor linguistic competence
-

---

d. Others

.....  
.....

**Q7-Do you think that self-esteem is:**

- a. an important motive behind the success of good English language students.
- b. not affecting as a variable in learning English.

**Q8-Does your oral expression teacher try to develop your self-esteem?**

- a. Yes
- b. No

**How ?**

.....  
.....

**Q9- Do you consider yourself responsible for the process of learning how to speak in English?**

- a. Yes
- b. No

**Q10-Do you speak English in Oral expression sessions because:**

- a. You are afraid about your marks
- b. You believe that you can learn to speak English
- c. You have the will to speak in English

---

**Q11-When you take the turn to speak in Oral expression sessions, does your teacher:**

- a. Continuously stops you to correct your mistakes and offer negative feedback
- b. Lets you finish your output and then offers corrective feedback
- c. Does not care about the committed errors.
- d. Offers positive feed back to you throughout appraising your contribution and valuing it.

**Q12-Which one of the above tasks do you feel more comfortable to perform?**

- a. Paper presentation
- b. Discussions
- c. Projects
- d. Role -play
- e. Problem solving

**Why ?**

.....  
.....

**Q13-When you have good marks in oral expression module, do you believe it is because of :**

- a. Your own capacities
- b. Luck



---

c. Teacher's help

**Q14-Is there any idea you want to add?**

.....  
.....

**Thank you very much  
for your collaboration.**

---

## ملخص

تحاول الدراسة الحالية التحقيق و استكشاف العلاقة بين احترام الطالب لذاته و مهارته في التحدث و كذلك دور المعلمين في تعزيز مهارة التحدث لدى المتعلمين. السؤال الرئيسي في هذه الدراسة هو ما إذا كان بإمكان احترام الذات زيادة و تحسين مهارة المتعلمين في التحدث. للتحقق من الفرضيات , تستند هذه الدراسة الى استبيان موجه الى طلبة السنة الثالثة لغة انجليزية و مقابلة موجهة الى بعض معلمي وحدة التعبير الشفوي في المركز الجامعي صالحى أحمد بالنعامة كأداة لجمع البيانات . أفاد تحليل الاستبيان و نتائج المقابلة أن المعلمين و الطلاب على حد سواء يدركون أهمية احترام الذات كعامل عاطفي في تطوير الإنتاج الشفوي .

### الكلمات المفتاحية:

احترام الذات      عاطفي عامل      مهارة التحدث      وحدة التعبير الشفوي

## Résumé

La présente étude tente d'examiner et d'explorer la relation entre l'estime de soi de l'étudiant et ses compétences orales, ainsi que le rôle de l'enseignant dans la promotion des compétences orales des apprenants . La grande question de cette étude est de savoir si l'estime de soi des personnes apprenantes peut augmenter et améliorer leurs compétences orales . Pour vérifier les hypothèses , cette étude est basée sur un questionnaire adressé aux étudiants LMD de troisième année d'anglais langue étrangère et une interview adressée à certains enseignants du module d'expression orale au centre universitaire Salhi Ahmed de Naama comme outil de collecte de données . L'analyse du questionnaire et les résultats de l'entrevue ont révélé que les enseignants et les étudiants sont conscients de l'importance de l'estime de soi comme facteur affectif dans le développement de la production orale .

### Les mots clés :

L'estime de Soi      Facteur Affectif      Compétences Orales      Expression Orale

---

## *Summary*

The present study attempts to investigate and explore the relationship between the student's self-esteem and their speaking skill and also the teachers' role in promoting learners' speaking skill. The major question of this study is whether higher learners' self-esteem can raise and improve their speaking skill. To verify the hypotheses, this study is based on a questionnaire addressed to third year EFL students and a structured interview addressed to five teachers of oral expression module at Salhi Ahmed University Centre of Naama as a data collection tool . The analysis of the questionnaire and the interview 's results reported that both teachers and students are aware of the importance of self-esteem as an affective factor in developing the oral production .

### **Key words :**

Self-Esteem    Affective Factor    Speaking Skill    Oral Expression