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**The Importance of Self Esteem in Classroom Interaction: First Year
Students at Saida University as a Case Study**

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

I would like to dedicate this work to all my family.

To my lovely father and mother.

To all my dear brothers and sister.

To all my lovely friends

Acknowledgements

This work would never be accomplished without the effort and ability that the Allah enormous had given me.

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To all my classmates for the nice time, we spent together helping one another.

Abstract

The current master's dissertation investigates the relationship between students' self-esteem and their English proficiency. Additionally, the research examines how students' self-esteem may affect their classroom performance. Additionally, it sheds light on whether students who have a high sense of self-esteem perform better. Moreover, the paper explored the role of teachers in promoting and developing students' capacities and increasing students' awareness of the critical role of self-esteem in classroom interaction. Hypotheses derived from this research indicate a significant association between interaction and self-esteem. Likewise, students' performance in speaking may be influenced by their self-esteem. Also, the more confident first-year English students are, the more they will be able to rely on their abilities, which will result in a rise in their proficiency in speaking the foreign language. Additionally, teachers' attitudes can affect students' self-esteem in the classroom, resulting in a loss or increase in their productivity. The researcher used a combination of qualitative and quantitative techniques. Two questionnaires were administered to teachers and first-year English as a foreign language student at Dr. Moulay Tahar University of Saida, in addition to one classroom observation. According to the results of the questionnaires, both teachers and students are aware of the important role of self-esteem in classroom interaction. Finally, this work concludes by suggesting useful and valuable recommendations to help EFL students' learning process.

Keywords: *EFL - Self-Esteem - Teacher's role- Learning process- Saida University*

Table of Contents

Declaration of Originality.....	III
Dedication	III
Acknowledgements.....	IV
Abstract.....	V
List of tables.....	VIII
List of Figures.....	IX
List of Abbreviations.....	X
<i>General Introduction</i>	1
<i>Chapter one: Review of Literature</i>	3
I. Section One: A Review of Self Esteem	4
1.1 Introduction	4
1.1.1 Motivation	4
1.2 Types of Motivation	5
1.2.1 Intrinsic Motivation	5
1.2.2 Extrinsic Motivation	5
1.3 Self-Esteem	6
1.4 The Importance of Self-Esteem	6
1.5 Levels of Self-Esteem	7
1.5.1 High Self-Esteem	7
1.5.1 Low Self-Esteem	7
1.6 The Role of Teachers in the Development of Student's Self-Esteem	8
1.7 The Correlation between Self-Esteem and Other Related Concepts	9
1.7.1 Self-Confidence	9
1.7.2 Self-Efficacy	9
1.8 Shyness	9
1.8.1 Fear of foreign languages	10
1.9 Conclusion	11
II. Section Two: Classroom Interaction.	12
1.1 Definition of interaction	12
1.2 Participation in the Construction Process	12
1.3 Different Types of Oral Interaction	13
1.3.1 Teacher-Student Interaction	13
1.3.2 Interaction between Student and Student	13

1.4 The Development of Oral Interaction in Nations of English as a Foreign language.....	14
1.4.1 The Development of Oral interaction in the Algerian context.....	14
1.4.2 The evolution of oral interaction.....	16
1.5 Conclusion:	18
<i>Chapter Two: Methodology and Data Collection</i>	<i>19</i>
2.1 Introduction	20
2.1.1 Research Methodology.....	20
2.1.2 Questionnaire for Students.....	20
2.1.2.1 Students' Questionnaire Management	20
2.1.2.2 Description of the Questionnaire	21
2.2 Questionnaire for Teachers.....	21
2.2.1 Teachers' Questionnaire Management	22
2.2.1.1 Description of the Questionnaire	22
2.3 Classroom Observation	22
2.4 The Sample Population.....	24
2.4.1 Significance of the Study	24
2.4.3 Limitations of the Study	24
2.5 Conclusion:	25
<i>Chapter Three: Data Analyses and Interpretation</i>	<i>26</i>
3.1 Introduction.....	27
3.1.2 Students' Questionnaire.....	27
3.1.2.1 Analysis of Students' Questionnaire.....	27
3.1.3 Teachers' Questionnaire.....	36
3.1.3.1 Analysis of Questionnaire.....	36
3.1.4 The Classroom Observation.....	41
3.1.4.1 Results of the Observation.....	41
3.2 Discussion of the Findings	42
3.3 Conclusion.....	44
3.4 Recommendations	45
General Conclusion.....	48
Bibliography	50

List of tables

Table 1: Teachers' Experience in Teaching English at University of Saida.....	37
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List of Figures

Students' Age.....	28
Students' Gender.....	28
Students' views about classroom interaction.....	29
Students' Views about The effectiveness Of Self Esteem.....	30
Teacher's Roles in Promoting Self Esteem.....	31
Students' views about Low Self Esteem with Regard To Anxiety.....	32
Students' Cultural Backgrounds In Relation To Self Esteem.....	33
Students' Belief in Their Qualifications.....	33
Students' Achievement In Relation To Self Esteem.....	34
The Role of Family In Relation To Self Esteem.....	35
Teachers' Gender.....	36
Teachers' Qualification Degree.....	37
Improving Students' Self Esteem.....	38

List of Abbreviations

EFL: English as a foreign language

OI: Oral Interaction

FL: Foreign Language

PTSD: Post-Traumatic Stress Disorder

FLA: Foreign Language Anxiety

ELT: English Language Teaching

ESL: English as a Second Language

L1: First Language Acquisition

CBA: Competency-Based Approach

CBET: Competency-Based English Teaching

Q: Question

List of Appendices

Appendix A: Students questionnaire.....56

Appendix B: Teachers questionnaire.....59

Appendix C: classroom observation.....61

General Introduction

General Introduction

Teaching EFL continues to be one of the most difficult, challenging, and demanding occupations, owing to the diversity and changing patterns of order to help students. They may be populated by students of the same age, cultural origin, and social standing, but their learning abilities differ significantly. Indeed, students vary substantially in their approaches to learning, their ways of expression, and their level of interaction. Meanwhile, the chronic gap in students' skills necessitates that teachers provide a flexible setting where all learners may achieve the needed objectives, particularly at the university level, where students are immersed in a new academic environment.

Learners with a high level of self-esteem are more confident and eager to talk, whereas those with poor self-esteem feel unprepared to speak. This low production results from a lack of trust and a fear of making mistakes, as well as shyness and anxiousness. When students are afraid of being evaluated or criticized, they will avoid speaking. Additionally, self-esteem is a critical challenge in the field of foreign language learning. Successful students frequently exhibit the quality of high self-confidence. The purpose of this study is to examine the relationship between learners' self-esteem and their degree of oral production while learning English as a foreign language. Students that struggle with this issue are unable to talk and share their opinions and experiences in class.

This study explores the relevance of self-esteem regarding the speak ability of EFL learners, such as shyness, anxiety, and self-esteem, and the effect of self-esteem on the oral performance of EFL learners. In addition, we aim to emphasize the important role played by teachers in shaping and preparing students to face obstacles with a good personality by encouraging them to trust themselves and their abilities. Therefore, the researcher tries to highlight this issue and raise awareness about correcting student mistakes without interfering with them.

To achieve the main aim of this research, three important research questions were raised:

- Does self-esteem affect students' performance in classroom interaction?
- How can students build self-esteem in class?
- What are the roles of teachers in developing students' self-esteem in class?

To conduct this study, three research hypotheses were formulated:

- Students with high self-esteem are more engaged in the learning process
- They must stop criticizing themselves, and have positive thinking to advance in their careers.
- Teachers have to be supportive towards students, they should reward students for their involvement, and encourage cooperative learning and interaction among students.

This dissertation collects data through the use of two questionnaires, one for students and one for teachers, as well as classroom observations of oral expression teachers and first-year English students at Dr. Moulay Tahar University of Saida. To establish the validity of our hypotheses. Which is to say, if first-year EFL students of English have a good level of self-esteem, they will be willing to believe in their own abilities, thereby increasing their degree of oral production. The researcher chooses the descriptive method that is most appropriate for the study's objective; mixed methods were used in this study, including the quantitative method, which provides statistical results, and the qualitative method, which assists the researcher in gathering and describing the necessary information. Our research employs the following procedures for data collection: classroom observation, student questionnaires. The classroom observation assisted the researcher in determining whether or not students have high self-esteem. The questionnaire was designed for the study participants, who are first-year EFL license students randomly selected from the English department at Dr. Moulay Tahar Saida University.

Three chapters comprise this research. The first chapter is divided into two sections. The first section discusses the literature review and the background of self-esteem. The second section discusses classroom interactions that benefit the learner's speaking performance, as well as their types and relationships to other concepts. The second chapter, on the other hand, is concerned with the research methodology, having described the research design, the study's purpose, its significance, and the research instruments. The final chapter discusses the analysis and interpretation of data, as well as some recommendations and suggested solutions.

Chapter one: Review of Literature

Chapter one: Review of Literature

I. Section One: A Review of Self Esteem

1.1 Introduction

Teaching and learning English as a foreign language requires teachers to keep in mind that students have various talents and dispositions that can hinder their learning progress if certain beneficial parts are not utilized. Different general traits impact language acquisition, such as motivation, self-esteem, and fear of learning foreign languages.

Self-esteem is one of the affective factors that might substantially impact a student's ability to do better in school. The result is that it makes sense to and several reasonable points can be made due to this. A wide range of valid factors can impact the performance of foreign language learners in various situations. This investigation is limited to a small number of criteria. Motivation and self-esteem, as well as shyness and fear, are examples of these. Since the 1980s, Stephen Krashen (1981) has hypothesized that affective factors (anxiety, motivation, and self-esteem) are connected with foreign language learning achievement.

1.1.1 Motivation

For example, as noted by Dornyei (2001), "motivation is a fundamental part of language learning" (p.1). A cognitive decision-making process to adopt a behavior through initiation and follow-up, according to David and Anderzej (2010), can be described as cognitive decision-making to accomplish a specific goal. Essentially, motivation is the state of mind in which an individual strives to achieve goals in the most upbeat and optimistic manner possible. According to Victor Vroom's 1964 Theory of Hope, people will be very productive and driven to achieve their goals if two criteria are met. People who believe that their efforts will be fruitful are the first to mention it. Second, these folks feel that they will be recognized and rewarded for their contributions.

Regardless of whether you think yourself capable (Henry Ford, 1863-1947). These are the thoughts and beliefs that we hold deep within us. In psychology, it is defined as an inherent propensity that drives an individual toward a desire that aligns with their motivation and determines their objective.

Chapter one: Review of Literature

According to Vroom, hope is dependent on the notion that more effort will lead to success in the long run. The hypothesis is based on the idea that people are more motivated to put forth their best effort when they believe there is a link between their actions, their performance, and the results/rewards they receive in return.



Figure: Vroom Motivation Expectation Model (adopted from: https://www.researchgate.net/figure/Vrooms-expectancy-model-of-motivation_fig1_275066003)

1.2 Types of Motivation

Extrinsic motivation differs from internal motivation in that it is derived from outside the individual.

1.2.1 Intrinsic Motivation

An individual's internal motivations motivate them to take action. Intrinsic motivation is a dynamic mechanism that responds to internal rewards by adapting and strengthening its capabilities. Along with the fun, satisfaction, and a sense of accomplishment, there is pride. Increased success occurs more frequently and for a longer time. Furthermore, when students are intrinsically motivated, they no longer require external rewards to keep their motivation levels high enough to succeed.

1.2.2 Extrinsic Motivation

For a person to behave, many variables, including rewards and penalties, impact their actions. Extrinsic motivation is considered less effective than intrinsic motivation because it originates outside of the individual. It is better to have a positive attitude regarding external reinforcement and rewards such as money, praise, prizes, and disciplinary procedures and

Chapter one: Review of Literature

acts. When a penalty or bonus is enforced, the individual will quit acting for a brief amount of time.

1.3 Self-Esteem

-Gloria Gaynor, "We all know that self-esteem is influenced by how one perceives oneself, not by what one perceives oneself to be." An individual's total value judgment is connected with their sense of self-worth (Rosenberg, 1965). Besides that, it is a reduced version of a set of evaluative judgments about oneself as a component that is effective, virtuous, and deserving of recognition (Obidigbo, 2006). It refers to an individual's mental image of oneself, or, in other words, their sense of self-worth and worth. Human beings frequently evaluate themselves in terms of how they imagine others view them, according to Charles Cooley (1902, p. 152). The influence of others is included in one's sense of self-worth. A standard method of evaluating oneself is to compare oneself to how others perceive oneself.

A necessary and appropriate component of the educational process is a requirement. Self-esteem is a general phrase that relates to a person's perception of their value or worthiness. It is an essential component in achieving success. "How you consider yourself as a person," according to Wong (2009, p.134), is defined as "self-esteem." Simply put, self-esteem refers to a person's perception of their inner being as expressed by others.

Typically, the phrase "self-esteem" relates to one's perception of one's own value and worthiness. It expresses itself as both a characteristic and an illness (Davey, 2005). Self-esteem as a trait differs from its typical levels in terms of importance. It is a state of being that changes based on the situation (Davey, 2005). In other words, it relates to the extent to which our "worth" as a person is recognized and valued.

1.4 The Importance of Self-Esteem

The growth of a student's self-esteem is a crucial influence in developing their academic achievement. Brown (2007, p. 154) asserts that self-esteem is possibly the most widespread component of human behavior. Cole and colleagues (2007, p. 20) state that "self-confidence is as important as the ability to communicate and listen." Students' self-esteem increases their readiness to confidently communicate in the language both within and outside the classroom. If people have faith in your abilities, they will be more than willing to share. Self-esteem is a comprehensive personal attitude toward oneself that allows individuals to

Chapter one: Review of Literature

recognize their skills and shortcomings. In language learning, this is a vital affective feature because it is dependent on the student's attitudes and acceptance of her competence, both of which must be positive.

1.5 Levels of Self-Esteem

When we have positive or negative views about ourselves, we are said to have "high self-esteem," "low self-esteem," or "bad self-esteem," respectively. It is essential to a person's overall health and well-being. Also necessary for the development of safe and healthy interactions with our fellow humans is a positive self-image. However, not everyone has the same sense of self-worth as the rest of us. It is possible to divide one's self-esteem into two groups.

1.5.1 High Self-Esteem

A good sense of self-worth enables a person to feel satisfied and successful in their lives. Because you have taken charge of your life by having a positive and confident attitude and believing in your potential to succeed, you have gained control. Individuals with high self-esteem can be realistic about their goals, accept criticism, learn from their mistakes, and take calculated risks (Obidigbo, 2011). According to Amato (2003), self-esteem is essential for students to be driven by their talents, appreciate the learning process, and engage in meaningful communication. Individuals who have a healthy sense of self-worth are aware that they will make mistakes from time to time, but this does not imply that they are wicked or ineffective. Individuals who have a strong sense of self-worth are defined by accepting and cherish their uniqueness. This, on the other hand, does not make people arrogant or cause them to feel superior to other people. The only security you have is that the balance will not be drained due to unfavorable conditions or occurrences beyond your control. Because of this, persons who are happy, healthy, wealthy, and productive are more likely to be so as a result of their excellent health. Furthermore, they outperform their peers when faced with complex tasks (Obidigbo, 2006; Onyekuru&Obidigbo, 2012).

1.5.1 Low Self-Esteem

People with low self-esteem may find it challenging to do well in school or a job because they do not value themselves. People become fearful and unreasonable about their objectives and risks as a result of this. Aside from that, they lack self-assurance in their

Chapter one: Review of Literature

abilities and abilities. Additionally, people who are frequently subjected to harsh or negative criticism or judgment from family and friends are more likely to suffer from low self-esteem than other people. A shared sense of self-worth has been associated with an increased chance of acquiring mental illnesses such as depression or anxiety. According to Lefton (2007), individuals with unstable and fluctuating self-esteem have a higher emotional response to positive and negative life events than those with solid and confident self-esteem.

Reduced self-esteem is usually related to a wide range of primary medical concerns, including B. severe depression, chronic anxiety, or difficulty to accept compliments, in addition to an inability to trust one's judgment, among other things. Having a distorted view of oneself and others and a continual need for affirmation and approval are all symptoms of post-traumatic stress disorder (PTSD). If someone has low self-esteem, they may be suffering from another more serious problem in their lives. This should always be taken seriously by the teacher and not ignored.

1.6 The Role of Teachers in the Development of Student's Self-Esteem

Low self-esteem is typically the result of a traumatic or neglectful childhood and education (Obidigbo, 2006). To remedy the problem, the teacher should recognize it. This allows students to rectify any erroneous views about their value and debunk misconceptions about their abilities and limitations. In order to help them establish a reasonable appraisal of their skills and capabilities, it is necessary to provide them with assistance. Teachers should instill in their students the virtues of patience and perseverance and change their negative attributes into positive ones.

Teachers should also be patient with kids and encourage them to look for all of the positive things they have accomplished in their lives, no matter how fantastic those accomplishments are in and of themselves. Furthermore, people must be confident that the change they wish will take place. Contribute to the transformation process by being optimistic and courageous (Obidigbo, 2007, 2009). Teacher comments should always end on a positive note to assist students in maintaining a positive frame of mind during class. Students' intellectual self-esteem is often derived from receiving approval from their lecturers. It has been shown that talking about fear and the worry of making mistakes directly with students is one of the most effective ways to conquer these feelings. Understanding and freely acknowledging flaws help lay the framework for a healthy and constructive learning environment characterized by mutual respect and comprehension.

Chapter one: Review of Literature

1.7 The Correlation between Self-Esteem and Other Related Concepts

Self-esteem is defined as an attitude toward oneself, which goes hand in hand with an internal sense of worth. Maslow (1954) proposed that one of the basic human desires is to be appreciated.

1.7.1 Self-Confidence

It is the act of believing in oneself and feel deserved and reasonable about oneself, known as confidence. Dörnyei (2008) describes self-confidence as the belief that one can obtain accomplishments or achieve goals. The importance of self-esteem and self-worth cannot be overstated to make an appropriate distinction between the two. (2010, p.79) states that according to Azmandian, "Your entire personality is made up of your sense of self-worth, which is a crucial requirement for having a positive self-image. To put it another way, self-esteem and self-confidence are equivalent phrases that relate to the characteristics that contribute to developing one's character. According to the author, "self-esteem and self-confidence are akin to the foundations of a building: if the foundations are not strong enough, no amount of technology will be sufficient to construct substantial walls within him." "He develops his personality as a result of the two terms working together.

1.7.2 Self-Efficacy

"People's belief in their potential to achieve performance levels that change events that affect their lives," according to A. Bandura (1994), is defined as "their belief in their ability to change events that affect their lives." For better or worse, our beliefs impact how we view the world and respond to specific circumstances. It is possible to build self-efficacy due to having faith in one's ability to control one's motivation, actions, and social environment. There is a correlation between our goals, the means we use to achieve them, and our performance opinions. Bandura and others have established that an individual's sense of self-efficacy is crucial to the accomplishments, challenges, and objectives that they set for themselves.

1.8 Shyness

Shyness is a natural reaction to some people's insecurity and uncertainty while expecting or approaching others. It serves as a protective mechanism against terror. This fear can limit a person's ability to act or talk without hesitation. Shyness is usually related to low self-esteem, and it may also play a role in the development of social anxiety disorders.

Chapter one: Review of Literature

The ability to overcome extreme shyness is essential for building a positive feeling of self-esteem. Shy persons typically dislike crowds. They are reticent to speak, make an effort to deliver quick solutions to questions in the target language, and prefer to be alone when asked questions. The authors state that "shy students have difficulty with gossip, are sluggish in their expression of emotions, and are often deafeningly silent when others speak up" (2013, p. 504). A student's shyness can also be a hindrance to the process of language acquisition in the classroom. Shy children do not express their opinions, and they do not volunteer to take part in activities. You are too afraid of making a mistake and getting ridiculed as a result of it. Shyness is a character flaw that can be conquered. With enough time, effort, and a willingness to change, everything is possible.

1.8.1 Fear of foreign languages

"Anxiety is the subjective experience of tension, anxiety, unease, and worry connected with the activation of the vegetative nervous system," according to the National Institute of Mental Health (Spielberg, 1983 in Horwitz, 2001). Furthermore, sentiments of concern, anxiousness, or fear are related to the emotion of fear. It is necessary to use "specific fear" when dread is only constrained to a particular situation, such as speaking in a foreign language. Language Anxiety (FLA) is a situational phobia expression that refers to the incapacity to communicate in another language when faced with a new scenario. Horwitz (2001) discovered that foreign language anxiety contributes to students' unfavorable emotional reactions to language acquisition during their school years. In addition, Horwitz and colleagues (1986, p. 128). "A specific complex of self-perception, attitudes, feelings, and behaviors linked with language acquisition in the classroom that occurs as a result of the peculiarity of the process," he defined foreign language anxiety as. The adverse effects of fear on learning LF suggest that terrified individuals are afraid of making mistakes that the teacher would correct before their peers. In addition to communicating with individuals, speaking in front of an audience, and speaking in groups are also options. In addition, there is the fear of failing. For example, students are expected to be good LF teachers, which exemplifies this expectation. It is possible to explain students' fear of negative evaluation by predicting them to be negatively appraised in each setting (Wörde, 2003), supported by research.

Chapter one: Review of Literature

1.9 Conclusion

Following the discussion of the fundamental concepts that have been presented thus far in this chapter, it is necessary to discuss the primary factors that influence the language acquisition process. The most significant of these emotive components is one's sense of self-worth. This is crucial because students' motivation must be based on their abilities and capabilities, not on their academic achievements. The importance of the teacher in assisting students in developing their confidence, taking risks, and overcoming multiple linguistic problems to accelerate their learning process was also highlighted throughout this chapter.

Chapter one: Review of Literature

II. Section Two: Classroom Interaction.

1.1 Definition of interaction

Interaction is described as a group of people who get together to form a sense of belonging. It takes place when a group of people comes together to work on a specific situation together. The essence of communication and everything that pertains to it, according to Brown, is interaction (Brown, 2001, p. 165). "To interact" is defined as "to communicate with or react to one another" in the Cambridge International Dictionary of English, which Cambridge University Press publishes. Interaction is a noun that relates to the impact or interaction of another person. Rivers refers to this agreement as an "inter agreement." A form of authentic language use relevant to learning is viewed as negotiation, for example, in the context of a "Business English" or "English for Diplomats" course, where "Negotiation" is expected to be a necessary skill, such as in the context of a "Business English" or "English for Diplomats" course. Students must learn the target language in the classroom through role-playing negotiations (Runmei Yu, 2008, pp. 48-49).

1.2 Participation in the Construction Process

"Co-construction" is described as "the joint production of a form, an interpretation, a viewpoint, an act, an activity, an identity, an institution, a competency, an ideology, an emotion, or other major cultural reality" according to the Oxford Dictionary of Modern English. The year is 1995, and the page number is 171. Jacoby and Ochs (Jacoby & Ochs, 1995, p. 171) As described by both Jacoby and Young (Jacoby and Ochs, 1995) and Young (1998), interpersonal competence is the ability to develop a shared understanding of the language that is used in the interaction "The learner gains greater coherence in his or her application of the goal structure in all situations as a result of this experience. In the vast majority of cases, the individual's selection of the appropriate target form is automated on his or her part. When outliers arise, however, the detection and rectification of errors do not demand the involvement of a second party. As a result, the individual is completely in charge of his or her behavior" (Aljaafren and Lantolf, 1994, p. 470).

Chapter one: Review of Literature

1.3 Different Types of Oral Interaction

Classroom interaction has evolved into a distinguishing feature of second language education; it might occur between the teacher and the students or themselves (see Figure 1). One of the ten elements of effective teaching, according to Angelo (1993), is contact with students through these two ways of communication. On the other hand, Van Lier (1996) discovered that these two aspects provide more room for negotiation, and as a result, each kind is evaluated within its context.

Student -----> teacher -----

Student -----> -----> student

Figure: Forms of oral interaction.

1.3.1 Teacher-Student Interaction

The term "teacher-student interaction" refers to a shared experience between the instructor and her students. It is possible to engage in this type of interaction when a teacher speaks to the whole class simultaneously. He assumes the job of class leader and is in charge of choosing the nature and duration of the activity for the group. This interaction regulates the usage of specific language structures and terminology by establishing rules for using them.

1.3.2 Interaction between Student and Student

Arrangements are made when a teacher addresses the entire class but only expects one student or a small group of pupils to respond, which is typical. This feature is regularly used to assess the performance of particular students. Additionally, this can be used to create a casual chat at the beginning of class or to direct students to a less directed activity during the day.

Chapter one: Review of Literature

1.4 The Development of Oral Interaction in Nations of English as a foreign language.

The global society has deemed English to be a necessary component of communication. Furthermore, English is well-known around the world as the language of science and technology. This case could be tied to language's facilitative features, such as its ease of articulation and the accuracy or precision with which modern concepts are represented (Gunarwan, 2000). In many countries, admission to higher education is predicated on having knowledge of and skills in the English language; as a result, a solid command of the English language is necessary. Even though English cannot be used as the primary language of instruction in education, reading in English is usually required to access information in a wide range of areas. Because of this, the goal of English instruction is to satisfy students' need to gain knowledge while also engaging with members of the global community (Melchers & Shaw, 2003). The use of English as a foreign language differs from continent to continent and country to country; in this part, we will examine the evolution of oral interaction in two different countries on two different continents.

1.4.1 The Development of Oral interaction in the Algerian context.

The dissemination of concepts, methods, and strategies in the framework of foreign language education is rapidly being recognized as a critical necessity to overcome the low performance of our English language learners. Historically, the emphasis has been placed on writing and reading abilities rather than oral communication skills, which are unquestionably necessary for a modern approach to language learning, particularly in the field of modern ELTs, where a strong emphasis is placed on communicating daily. A new educational system in Algeria labelled "educational reform," defined by applying the Competency-Based Approach, was marked by launching a new educational system in Algeria (CBA). This is accomplished by preparing pupils who are better equipped to apply what they learn at school to their daily lives. This strategy is founded on the alignment of classroom learning with various relevant usage settings to ensure meaningful and long-lasting learning. With this goal in mind, kids should develop intellectual, linguistic, and problem-solving talents in school that will equip them to cope with demanding cognitive and pragmatic situations both inside and outside the classroom. As a result, students will regard studying as fascinating and crucial to their academic success and prospects.

Chapter one: Review of Literature

Furthermore, students are encouraged to research following their rationale. Because of this, students' learning in this technique should not be restricted to their lower cognitive levels, such as just knowing, interpreting, and applying rules, but should instead extend to higher mental levels, such as analysis, synthesis, and even evaluation information. At LCBC, we place high importance on teaching English as a foreign language. Students should communicate in it rather than having their language abilities remain dormant in the classroom.

The competency-based (CBA) method to English training is analogous to other forms of communication you are already accustomed to. The approach is similar to genuinely effective communicative teaching, which goes the extra mile to ensure students can apply what they have learned in class to real-world situations outside of the classroom.

Using a competency-based approach, students learn English via a range of authentic and relevant events and situations. Meaning, language is introduced and practiced in similar situations and unlike those encountered in everyday life. The goal is for children to develop language and problem-solving skills that they can use in various new and challenging situations, both within and outside the classroom. The consequence is that students will find English helpful in their daily lives and future as students and spoken communication, particularly oral engagement, in the school.

The requirements of students both within and outside of school are addressed through the development of competencies in a competency-based approach to teaching English. You will gain the capacity to communicate effectively in the language by speaking, reading, listening, and writing and the ability to reuse the language in new situations. According to the authors, applying these skills outside of the classroom should be integrated rather than individually. Teaching English in various situations or scenarios is essential for pupils to retain and apply the material. When it comes to using English in multiple conditions, students must have much practice before becoming proficient.

Student competency in English is the goal of competency-based English teaching (CBET), which aims to prepare students to act in English with various abilities and knowledge and use English in multiple circumstances that demand the acquired skills and information.

Chapter one: Review of Literature

Finally, competency-based instruction encourages critical thinking in ESL classrooms by diverting teacher focus away from the teacher and enhancing learner autonomy and learner-teacher interactions.

1.4.2 The evolution of oral interaction

If students want to master a foreign language, they must first master four basic language skills: reading and writing, hearing and speaking, and speaking and listening comprehension. People who do not speak a foreign language but can communicate orally with others and utilize the target language effectively are not considered users in today's society, so people who do not speak a foreign language are not considered users. Effective oral skills development is a vital component of an English teacher training course because students need to deliver accurately, simply, and spontaneously in every context. However, future professionals are also held to a high standard of professionalism. To instruct and aid others in the use of their native language. Because instructors are responsible for providing appropriate contexts for students to engage in communication situations that allow them to express themselves and interact effectively in the target language, instructors must understand their roles in fostering foreign language learning and development. The students' dynamic role, attitude, engagement, and motivation, on the other hand, are crucial. Verbal abilities cannot be developed adequately unless students actively participate in classroom activities, which is especially important because school is frequently the only environment where they can communicate orally in the target language.

For kids to communicate effectively with a program that meets their needs, teachers must understand that they require stimulation. A study conducted by Mita et al. (2006) discovered that Asian students understood the importance of grammatical and strategic competency through exposure to English presentations. This suggests that students will be aware of their progress as they improve their oral English communication skills, as previously stated.

Additionally, the researchers discovered that when students communicated with international students through official presentations rather than informal talks, they felt less anxious and more secure in their abilities. Therefore, having a "real audience" in the classroom adds value to the learning process for students, as they may detect differences in accent and vocabulary between native speakers and non-native speakers due to their participation. Speaking with native English speakers should illustrate to L1 students that

Chapter one: Review of Literature

they need to improve their grammar, vocabulary, and pronunciation by conversing with native speakers. To facilitate communication and express their thoughts and feelings, all persons require social relationships, as has been widely established. As a result, English as a foreign language must be taught to those who wish to communicate in that language effectively. Because of this, every instructor's primary purpose is to provide their students with effective strategies that will allow the instructor to construct classroom activities that will assist students in enhancing their public speaking skills.

Consequently, the instructor must use both their presence and that of other students to generate everyday activity in the classroom. Students should be encouraged to communicate any grammar or pronunciation errors that they may have. Additionally, the teacher should encourage students to participate in discussion clubs to challenge themselves to speak with new people in a safe environment. The teacher can also engage in extracurricular activities such as going shopping and asking about prices or simply going to a pub and striking up any conversation about whatever interests them. Using music and films with students are two other effective strategies that teachers can do. He may have a wide range of musical preferences, which can begin an oral connection with children in another way.

It is crucial to recognize that the teacher's selection of activities impacts students' willingness to participate in class; students will feel motivated or unmotivated based on the activities and themes given in class. In this case, the teacher of the speaking skills course should make every effort to encourage students to communicate well in the target language by suggesting and presenting activities and themes that engage students and prepare them to come to class on time. Students with varied intellectual and participation capacities require teachers to be creative in their class design, and "teachers must establish an environment conducive to the practice of pupils with varying intellectual and participation capacities." By asking students questions that are relevant to the topic of discussion, the teacher should make an effort to improve student connection and participation in the class.

1.5 Conclusion:

Specifically, in this chapter, researchers looked at the theoretical conclusions drawn from current literature on group work and the development of oral contact. In this chapter, the first section discusses the first independent variable, group work; the second section discusses the reasons for, roles of, and forms of group work activities; and the third section discusses the benefits and problems of group work. The first section discusses the first independent variable, group work. Second, oral engagement is discussed, with definitions, types, and components discussed and how verbal interaction is seen, and how it has evolved in our culture. The third segment looks at the evolution of oral interaction between speakers of English as a foreign language in two different countries on two different continents. It is divided into three parts. The methodology and technique employed in this chapter will be discussed in greater detail in the following chapter, with a particular emphasis on detailing the overall research design, the population and sample size, and the instruments. There is also an explanation provided for how the data collection and analysis processes work as well.

***Chapter Two: Methodology and
Data Collection***

Chapter Two: Methodology and Data Collection

2.1 Introduction

This chapter is devoted to revealing the methodology design used in our investigation. The researcher explains the methods of collecting data to answer the research questions mentioned in the previous chapter, that is to say, the literature review chapter. We have applied two research tools: a questionnaire and observation administered to First-year students in the Department of English at Dr.Moulay Taher University of Saida and teachers of the same department. Furthermore, this chapter presents the research methodology, a brief explanation of the questionnaires used, their descriptions and management, the significance, and the study limitations. In addition to that, it describes the sample population of our work—finally, a reliable conclusion to the chapter.

2.1.1 Research Methodology

For the sake of collecting data, various methods are used by social investigators. In this study, two procedures were employed: both students' and teachers' questionnaires plus observation. The first is used for collecting quantitative inputs, while the second is opted for gathering qualitative findings.

2.1.2 Questionnaire for Students

The researcher has utilized the questionnaire to gather pertinent data for our academic investigation; it is a research tool for gathering quantitative data with a vast group of participants during a short period. The questionnaire displays a specific target population with a list of different types of questions or statements. According to Richards (2001:61), “questionnaires are relatively easy to prepare. They can be used for a large number of subjects, and they obtain information that is relatively easy to tabulate and analyze”. Our primary objective behind adopting such a research instrument is to collect information from first-year students' self-esteem attitudes.

2.1.2.1 Students' Questionnaire Management

In this research work, the researcher adopts the online questionnaire form since it is considered the most helpful tool to collect data, also it offers worthy information for the study. The questionnaire was very clear, written in simple and easy English language. It was shared on Facebook groups of first-year English language learners; the researcher worked with first-year students at the department of English language at Saida University as the primary case study to gather the required data about “The Importance of Self Esteem in Classroom

Chapter Two: Methodology and Data Collection

Interaction." For about two weeks, twenty-three (23) respondents belong to different levels have taken part in filling it.

2.1.2.2 Description of the Questionnaire

In the light of this investigation, the inception of the questionnaire was based on enlightening the participants about the researcher's purpose of study, asking them politely to take part in this academic investigation and tick the appropriate choice by justifying it. The students' questionnaire was composed of fifteen (15) questions divided into three main sections; the first one is entitled "Background information," which contains questions related to both student's age and gender. At the same time, the second section is related to "Language Importance of Interaction" In addition that, third section, "The Role of Teachers, peers and The Surrounding in Enhancing Self Esteem" consists of different types of questions such as open-ended, multiple-choice (MCQ), and yes or no questions so that the majority of students can participate. Each type of these questions has a specific function of gathering information. The present research has one main aim and two secondary research objectives. The first aim is to investigate the role of self-esteem in improving the first-year EFL learners' outcomes and enhancing learning at university and help both learners and teachers be successful participants in their careers.

Additionally, the study attempts to raise teachers' and students' awareness of the importance of self-esteem. Lastly, this paper emphasizes suggesting some practical ways to help and motivate English learners to appear more confident, particularly in oral expression sessions.

2.2 Questionnaire for Teachers

As previously mentioned, the questionnaire is considered the most helpful instrument to gather quantitative data about a specific issue. The efficient one is the questionnaire that exhibits the researcher with a piece of worthy information. In this former, we worked with teachers as participants to investigate their feedback about the impact of academic listening abilities in promoting EFL students' accomplishments.

“Questionnaires allow researchers to gather the information that learners can report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities-information that is typically not available from production data alone.” Mackey and Gass (2005; 93)

Chapter Two: Methodology and Data Collection

2.2.1 Teachers' Questionnaire Management

To gather as much as possible outcomes from the professional experience of university teachers in teaching English. The questionnaires were sent to a sample of six (5) teachers -of both genders- at the department of English language at Saida University. Within a whole week, we received through e-mails their feedbacks concerning the issue under investigation.

2.2.1.1 Description of the Questionnaire

This questionnaire is an online document containing a mixture of questions like Yes or No, multiple-choice questions (MCQ), open-ended and follow-up ones, so they provide more clarifications. Each question has investigated their points of view in order to consolidate the general introduction hypothesis. Firstly, we prefaced this research instrument by notifying the target informants about its aim and asking them to be a collaborative part, that is to say, answering some questions by ticking the appropriate choice or providing responses. Teachers' questionnaire was divided into two main sections; in the first section, an attempt to organize teachers' "Background Information," that is to say, questions that identify their gender, academic qualifications, and professional experience in teaching English in university. In the second section, the researcher targets the teachers' perceptions of "Teaching the Listening and Speaking Skills" in other words, asking some questions about teachers' attitudes concerning teaching the listening, speaking modules, how do they react towards problems encountered by their EFL students and what do they suggest as materials to promote their students' listening abilities in such a setting. Lastly, teachers are free to mention any recommendations.

2.3 Classroom Observation

Classroom observation is a systematic process of observing phenomena. One of the most common and popular instruments that gather written and oral data for the sake of checking and analyzing. As it brought vivid information.

Observation is a necessary research instrument, especially in qualitative research, according to observation in qualitative research.

"Is one of the oldest and most fundamental research methods approaches? This approach involves collecting data using one's senses, especially looking and listening in a systematic and meaningful way" (McKenzie, 2008, p. 573).

Chapter Two: Methodology and Data Collection

Additionally, researchers want to create and have a detailed observation of an individual or a group in some papers. This is often the case, for instance, when trying to identify the reasons underlying a particular problem or difficulty that a might have. In this research, observation has been applied for a set of reasons.

Observation is research has various types that can be conducted. However, the primary type of observation that has been used in this research is "Naturalistic observation". According to Vinney (2019): Naturalistic Observation involves observing subjects of interest in their standard, everyday setting. It is sometimes referred to as fieldwork because it requires researchers to go out into the field (the natural setting) to collect data on their participants. This kind of observation will influence studies to have greater external validity because the researcher's data comes directly from observing subjects in their natural environment.

2.3.1 Classroom Observation Management

The researcher has opted for observation as a second research tool to examine self-esteem and its impact on performance level on first-year students at the department of English language at Saida University. The investigator has relied on note-taking for classroom observation to facilitate the observation process and make the work well organized. Indeed, he divided the observation into three parts, i.e., He focused on three main points to be observed.

2.3.1.1 Description of Classroom Observation

The observation used in this research was hidden because students had no idea that they were being observed. For the sake of collecting the necessary data, the researcher sat at the back of the classroom and took notes about the following points: students' preparations for their presentations, their ways in introducing, discussing, and treating their topics, their gestures, tools they were using, their interactions with their audience, and the most critical point which was to check if there were any anxiety symptoms during their oral presentations, how could them deal with it. Teachers were also observed by remarking their feedback for their students, their ways of evaluating them, the time they were giving to their students, and the type of subjects they wanted their students to present.

Chapter Two: Methodology and Data Collection

2.4 The Sample Population

In order to attain the researcher's aims and check the general introduction hypotheses, this investigation was carried out with the first-year EFL students in the Department of English at Dr.Moulay Taher University (Saida). The whole population was approximately 153 students consisting of 6 groups, but the questionnaire was intended only for a sample of twenty-three (23) students selected randomly of mixed gender (16 females and 7 males). A purpose of a study is an important criterion to have and to provide for any research, mainly when your research serves the aim of being original and new when there are no or few dissertations that have tackled the problem. In parallel, the purpose of this research is to understand the role of educators in increasing students' motivation and the role of self-esteem and its impacts on students' learning.

Additionally, we have dealt with six (5) teachers who have been purposely chosen to invest their feedback about the research issue at hand and the main strategies that may help their students during the listening, speaking sessions. Therefore, the use of those research instruments will offer enough and valuable information.

After that, an observation was conducted after having teachers' permission to be present in the classroom to determine whether or not there was high or low self-esteem among students to complete the researcher objective in collecting the needed data.

2.4.1 Significance of the Study

This study is significant in didactics as it attempts to highlight some difficulties encountered by teachers in university, particularly first-year students.

Indeed, the findings of this research will offer teachers a group of effective teaching methods to enhance students' motivation towards English language learning and pursue teachers to alleviate difficulties in the teaching and learning process.

2.4.3 Limitations of the Study

In doing this research, the researcher will face some challenges and limitations, making it difficult to pursue the research. First of all, the topic of the study was new to the researcher, so the investigation time was short to some extent. Next, the lack of resources in Algeria, where the articles related to this topic were nowhere to be found. At the same time, other resources required payment, which is challenging. Another limitation that made doing

Chapter Two: Methodology and Data Collection

this research challenge is the lack of participants, which might generalize this study hard to apply in the more significant population. Another challenge was the refusal of respondents to participate, where various participants declined the invitation. Last, the global pandemic of Covid-19 created some constraints of meeting students and teachers.

2.5 Conclusion:

This chapter discusses the main steps of the current study research design. It is all about data collection instruments, presenting the research methodology, including the research tools used to collect qualitative and quantitative data. That is to say, teachers' and students' questionnaires, observation their management and description in order to gather reliable, credible, and enough information about the ethical issues. Besides, the researcher describes the target population, the significance of this study, and the most limitations faced while conducting this academic investigation.

***Chapter Three: Data Analyses and
Interpretation***

Chapter Three: Data Analyses and Interpretation

3.1 Introduction

This chapter is concerned with the study results discussion gained from the practical part of the previous theoretical chapter. The researcher arranged two research instruments for the participants to recognize thoughts about self-esteem related to classroom interaction issue and test the research hypotheses cited in chapter one. Two questionnaires and observation were conducted to license students as well as the oral module teachers' at Saida University. The study intended to analyze and interpret the outcomes collected from the research as mentioned above instruments. And at the end, we will also provide some innovative strategies and recommendations that may improve the teaching-learning abilities

3.1.2 Students' Questionnaire

Within this data collection tool, the researcher organized a series of questions for his participants. First, to elicit the students' attitudes towards the academic speaking skills and to what extent it obstructs their academic accomplishment, they can recommend promoting their academic listening skills in such a setting.

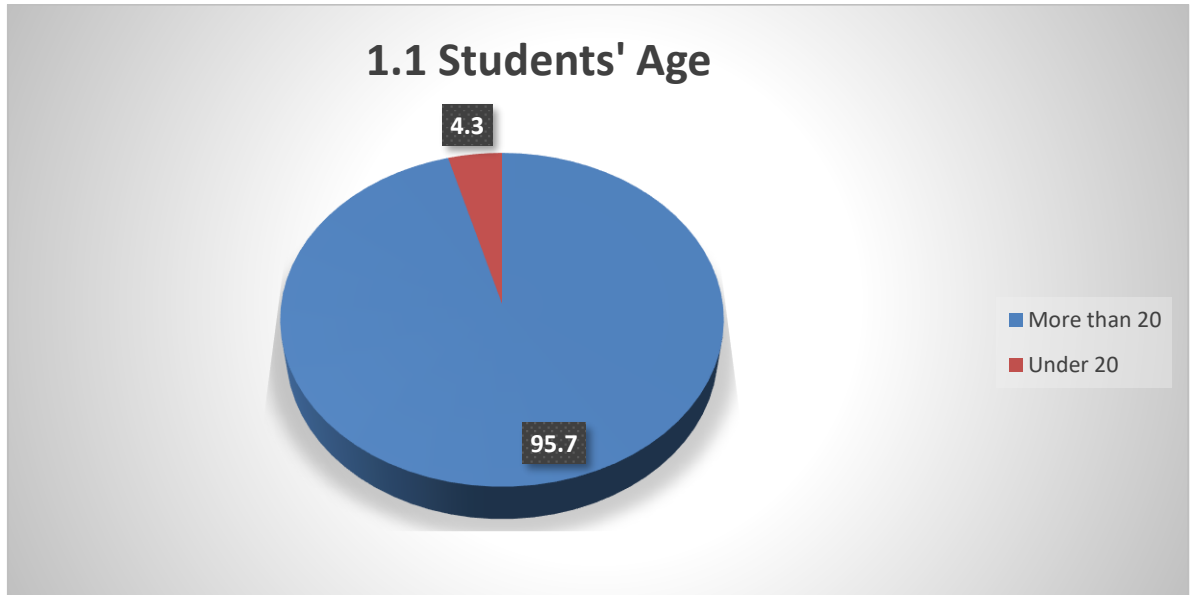
3.1.2.1 Analysis of Students' Questionnaire

This questionnaire was administered to twenty-three (23) second-year students at the department of English language at the Wilaya of Saida. The respondents' answers were essential to collect data for this research paper, attempting to elicit some thoughts about listening skills. This sample is considered the best source to have reliable results, as it belongs to the population of Saida University. As answers to the mentioned research questions, analysis of students' questionnaires started describing their profiles.

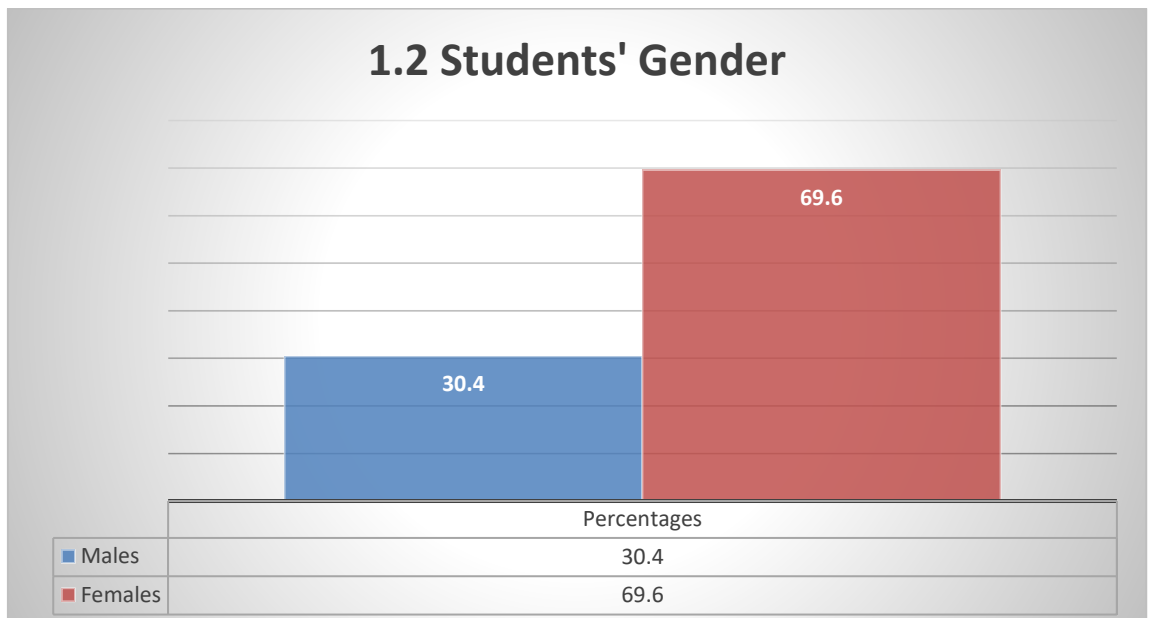
Chapter Three: Data Analyses and Interpretation

Section One: Students' Background Information

Q1 is related to students' age. Twenty-two (22) of the participants declared that they are more than twenty (20) years old, and only one (1) student states that his age is less than twenty (20) years old.

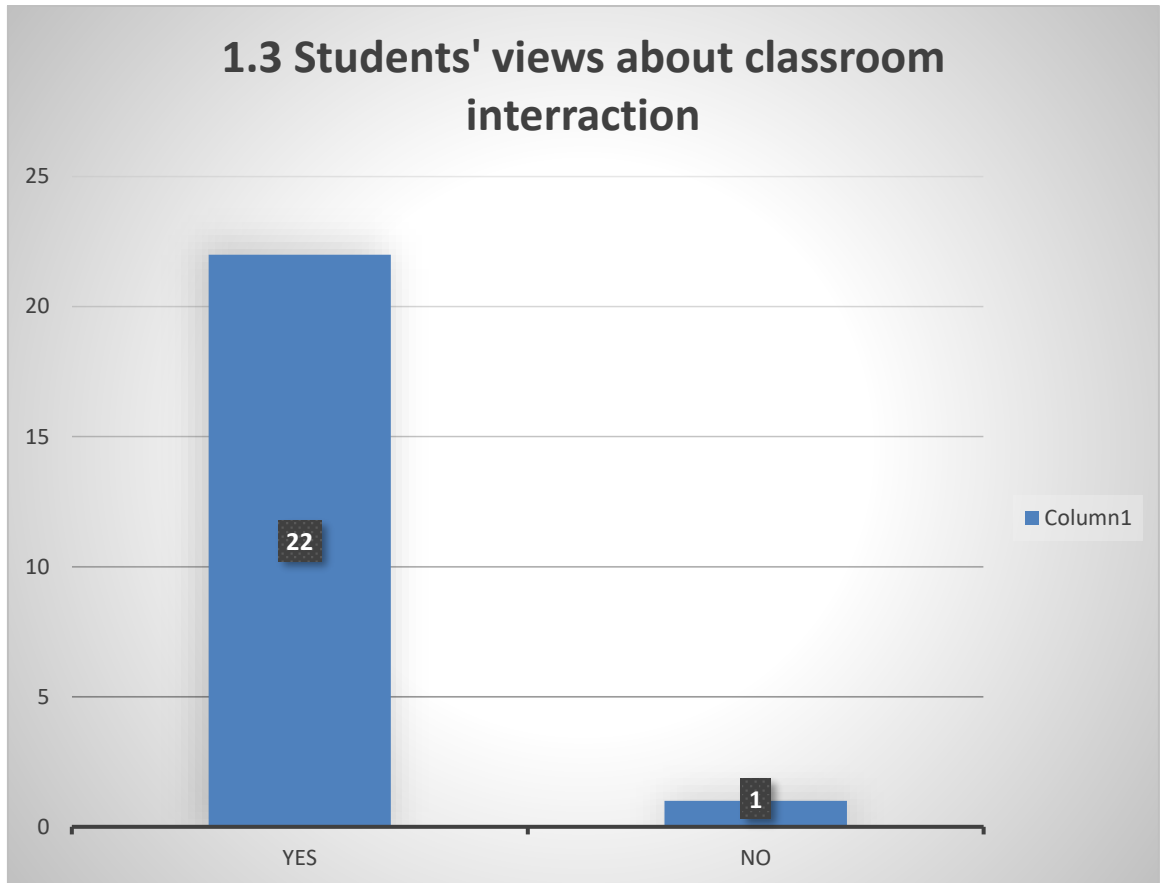


Q2 is related to students' gender. The responses indicate that female students outnumber males, revealing that male students are less interested in learning English.



Section Two: Language Importance of Interaction

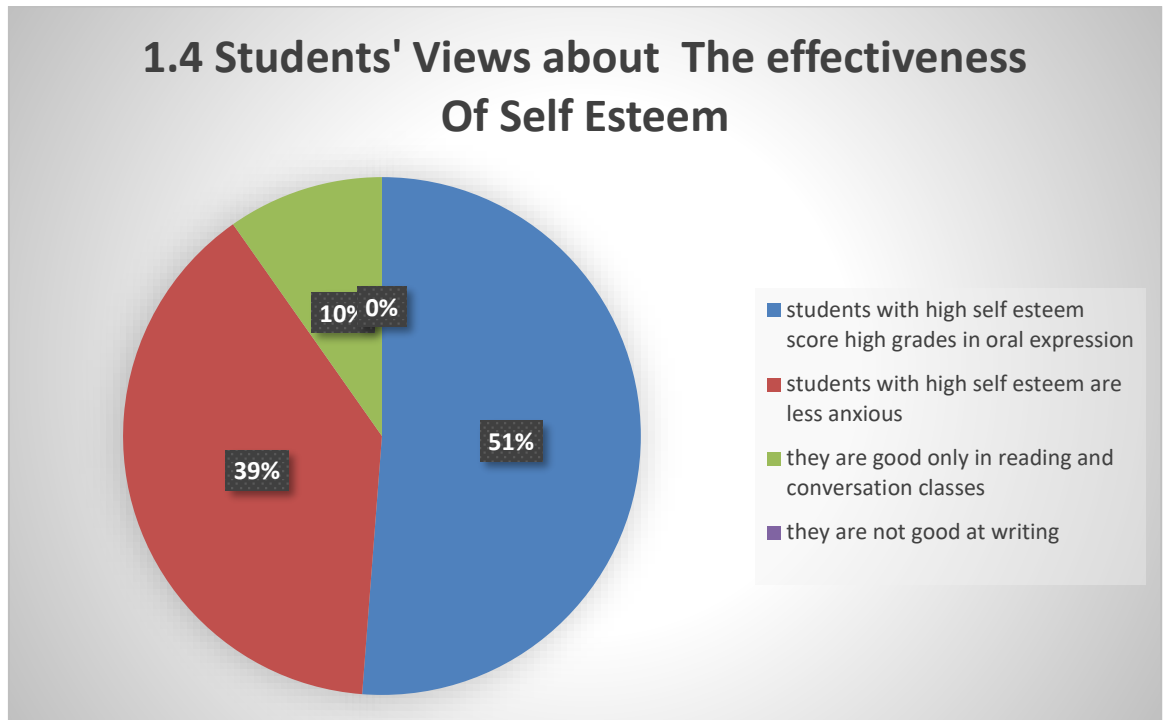
Q3 nobody can deny that English is a spoken language. Do you think that interaction is needed in EFL classrooms?



Twenty-two (22) participants agreed that interaction in EFL classes is needed, and only one (1) student decline that view.

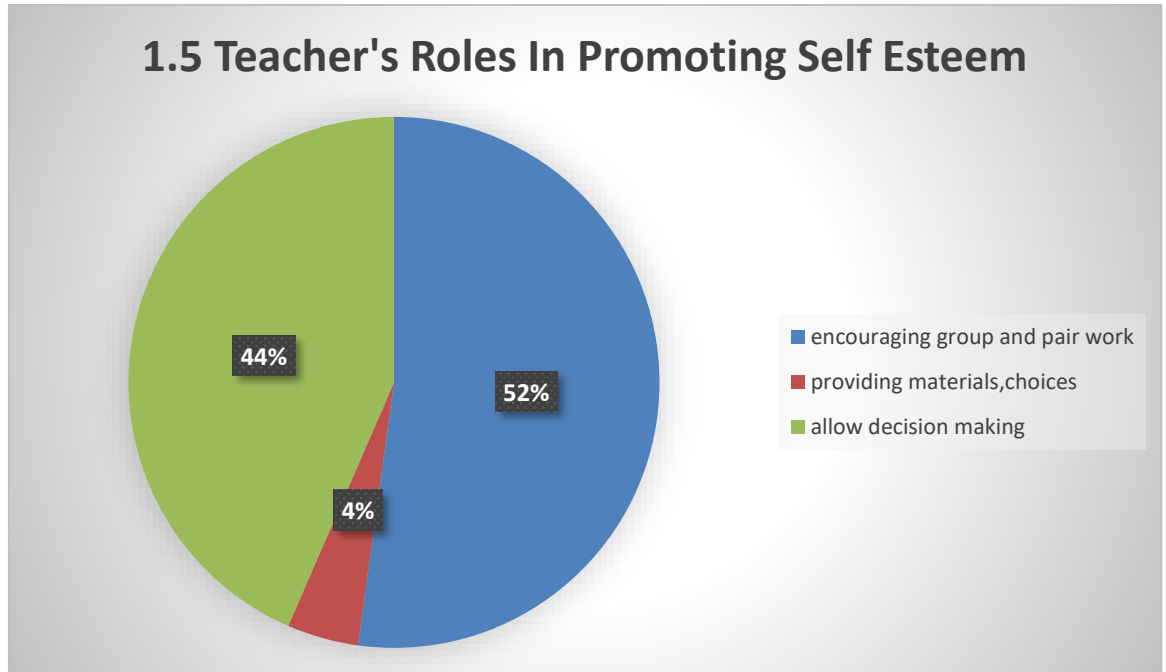
Q4 In classroom conversations, especially in oral expression, self-esteem is essential for interaction. How does self-esteem affect the student's achievements?

(Select more than one option)



As the participants are asked about how does self-esteem affect the student's achievements concerning English language learning, the graph above displayed that the majority of students (50%) declared that they find students with high self-esteem score high grades in oral expression, and (39%) of the respondents reviled that students with high self-esteem are less anxious concerning English language learning. At the same time, the rest of the participants argued that they are good only in reading and conversation classes.

**Q5 what do teachers play the roles to promote self-esteem
(Select the most factor which can promote high self-esteem)**



Participants are asked about the roles of teachers in promoting self-esteem, as the graph above demonstrates the findings. Most of the students (52%) answered that they strongly agree that self-esteem is increased via encouraging group and pair work, As well as (44%) of students are along with teachers in terms of decision making, the remaining are with providing materials, but that is not the case.

Q6 why self-esteem is vital in the teaching and learning process?

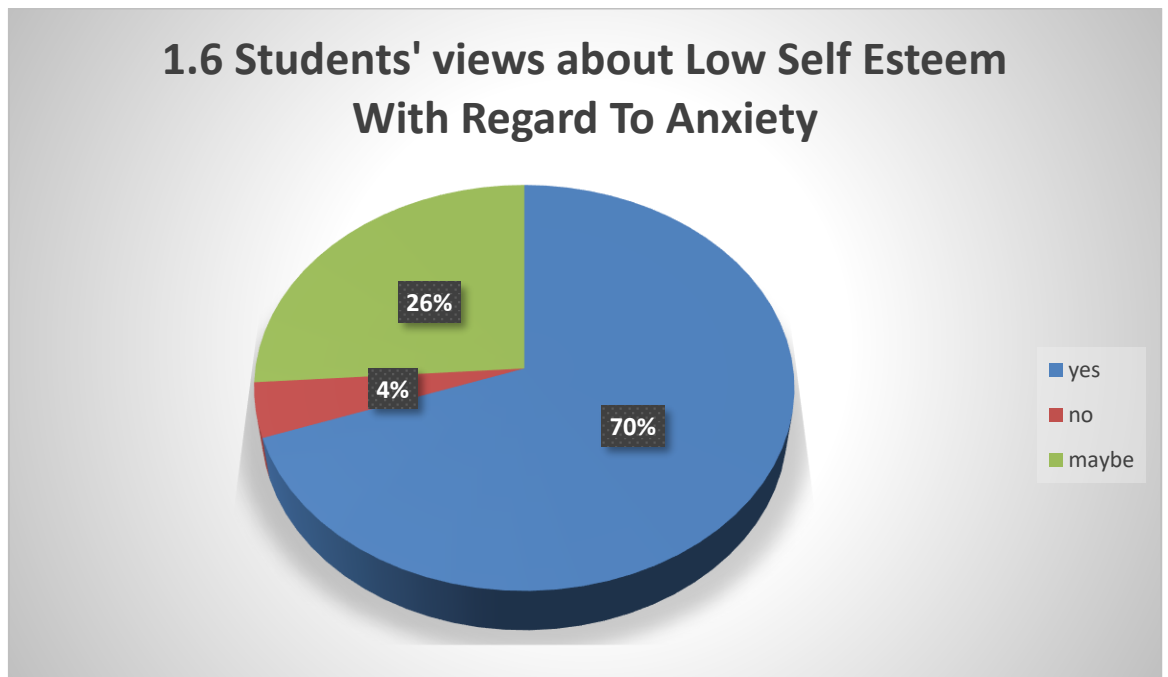
Students Attitudes towards the Important Of Self Esteem.

As the participants are asked why self-esteem is crucial in the teaching and learning process, the majority believes that self-esteem gives teachers and students the confidence to provide information and explain their ideas creatively and spontaneously. Also, it is essential because, through it, the student can advance to high stages of understanding, comprehension and learning, which is the basis of psychological development.

Section Three: The Role of Teachers, peers and The Surrounding in Enhancing Self Esteem

Q7 do you think that students with low self-esteem are anxious?

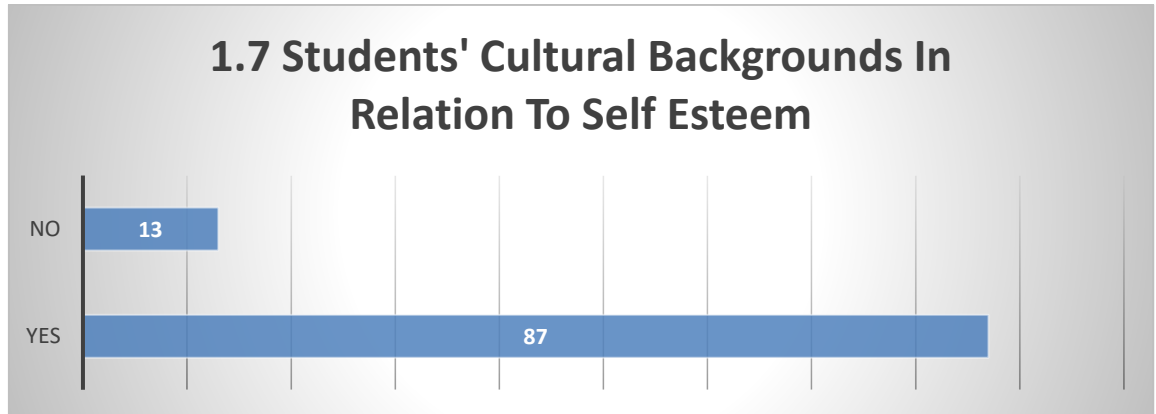
The graph below shows that the majority (70%) agreed that low self-esteem would trigger anxiety in the classroom due to lack of confidence and loss of motivation in learning. While (26%) of students are neutral, concerning the rest (4%) are disagree with this idea.



Chapter Three: Data Analyses and Interpretation

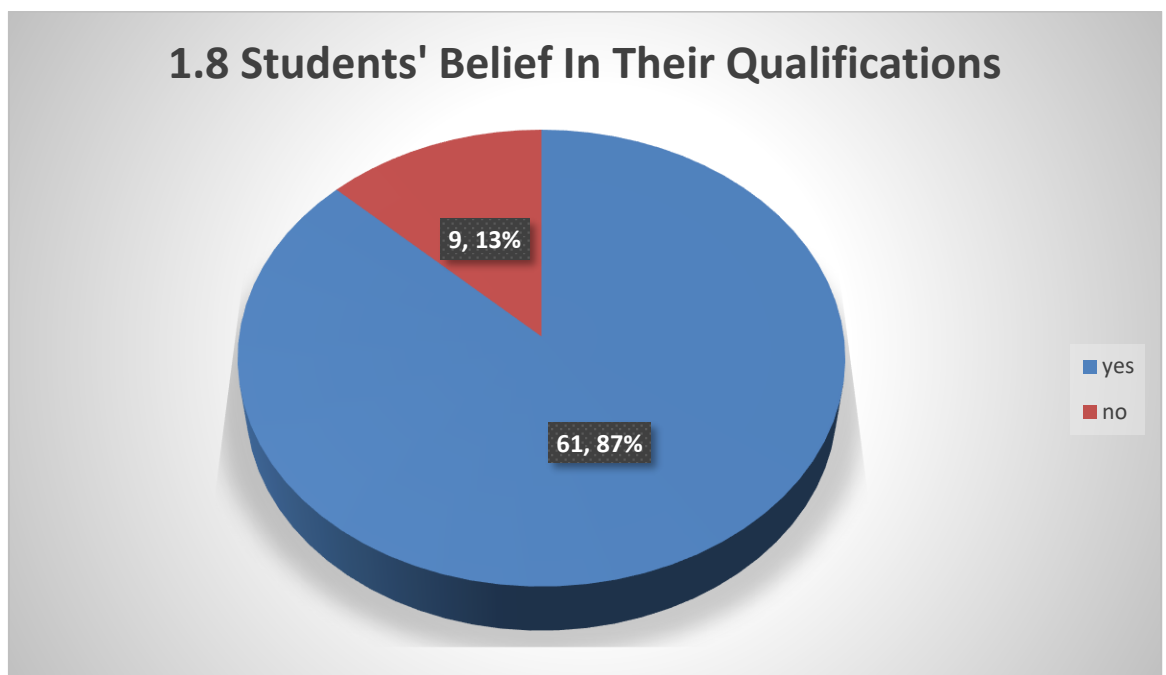
Q8 do you think that cultural backgrounds may affect students' self-esteem?

The cluster below shows that Most of the participants (87%) are acknowledged that cultural backgrounds significantly affect their self-esteem. In other words, self-esteem is vital in academic achievement. On the other hand, the minority (13%) decline this aspect.



Q9 is the belief in your abilities enough to score high scores?

(61.87%) of students stated that they believe in themselves and trust their abilities to advance further in their careers because of high self-esteem. On the other hand, (9.13%) of students are neglecting that.



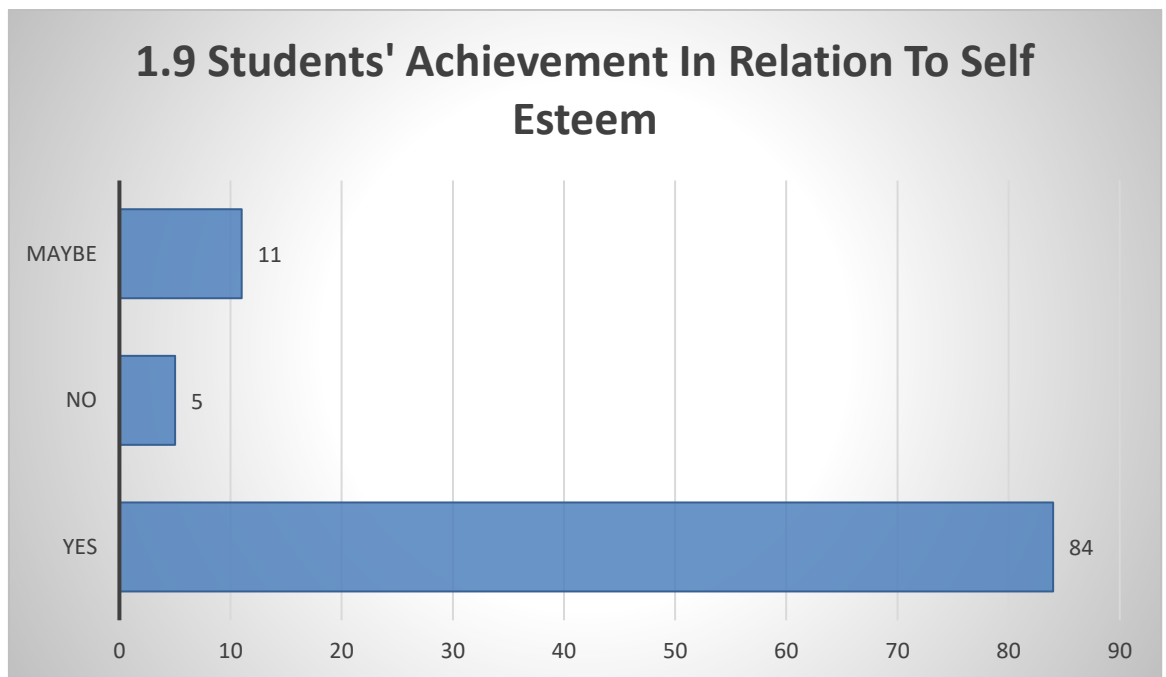
Q10 How can friends affect self-esteem?

Outside Factors That Affect Students Self Esteem

Most of the participants confirmed that others could easily influence the self-esteem we regard as friends. How? If they are positive friends, they will undoubtedly motivate that guy and if not. That is, negative they will poison his thoughts and discourage him. In other words, friends can positively affect self-esteem by encouragement and motivation. Also, they can negatively affect self-esteem by laughing or making jokes.

Q11 Can self-esteem affects the students' achievement?

The cluster below revealed that most participants (84%) agree that self-esteem is helpful; it can affect students' achievement, which varies from student to other. It increases willingness to experiment with new ideas. Moreover, (11%) of the participant are neutral and, the rest (5%) are against it.

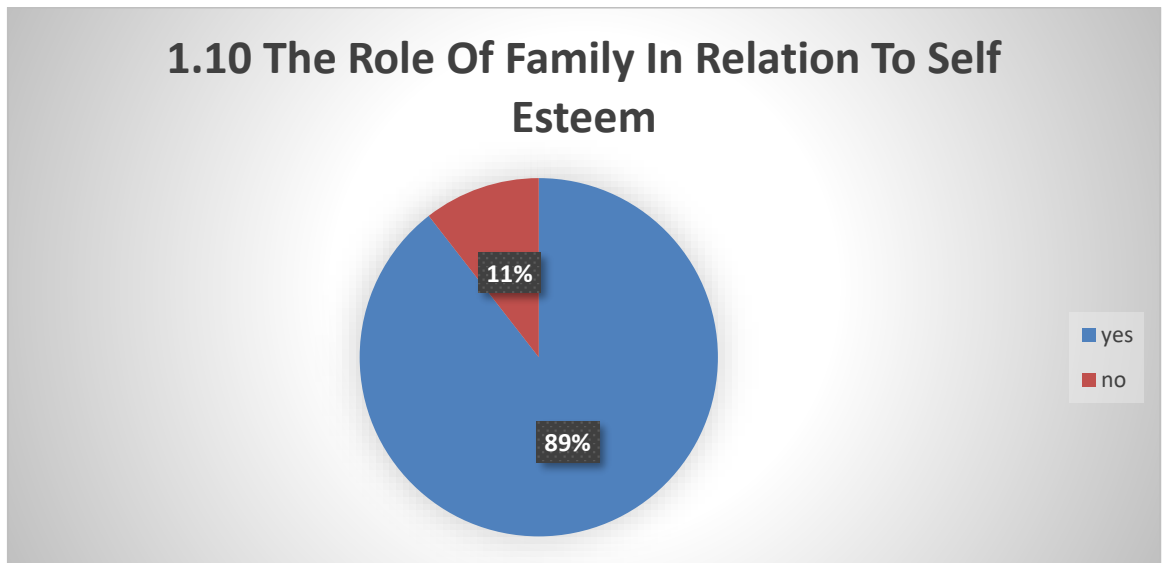


Q12 If yes, to what extent it can effects (collaborate, please)?

Justification

This justification is related to a previous question. Most of the participants explain that higher scores showed that the students performed well academically. In other words, significant findings revealed that students' level of self-esteem was a significant determinant in their academic achievement. If students develop higher levels of self-esteem, they will exhibit higher academic achievement.

Q13 Can family play a role in raising an individual with a low or high level of self-esteem?



In the graph, most participants (89%) agreed that family plays a vital role in increasing self-esteem; it can be high or low. In contrast to the minority (11%), they do not see it as a big deal.

Q14 if yes or no justify?

Justification

The answer to the question follows the previous one. Most participants claimed that because the family members' encouragement is enormous, the kids are raised for 5 years before going to school, so it is harmful if we do not allow them to talk and express themselves.

Q15 Further suggestions

At the end of the questionnaire, respondents are requested to suggest strategies or recommendations to improve their self-esteem. The majority of them have commonly mentioned students' encouragement to find things they like about themselves. In addition to that, teachers should set realistic expectations to teach students to learn from their mistakes and provide positive feedback. Also, teach students to cope with mistakes and failure.

Chapter Three: Data Analyses and Interpretation

3.1.3 Teachers' Questionnaire

In order to broaden our investigation scope and to accomplish a reliable picture of the study at hand, we have employed an online questionnaire for teachers. The researcher searched for the appropriate participants who employ self-esteem the most during their process of teaching. After the supervisor's consent, we decided to administer a questionnaire to the teachers' at the department of English language at Saida University.

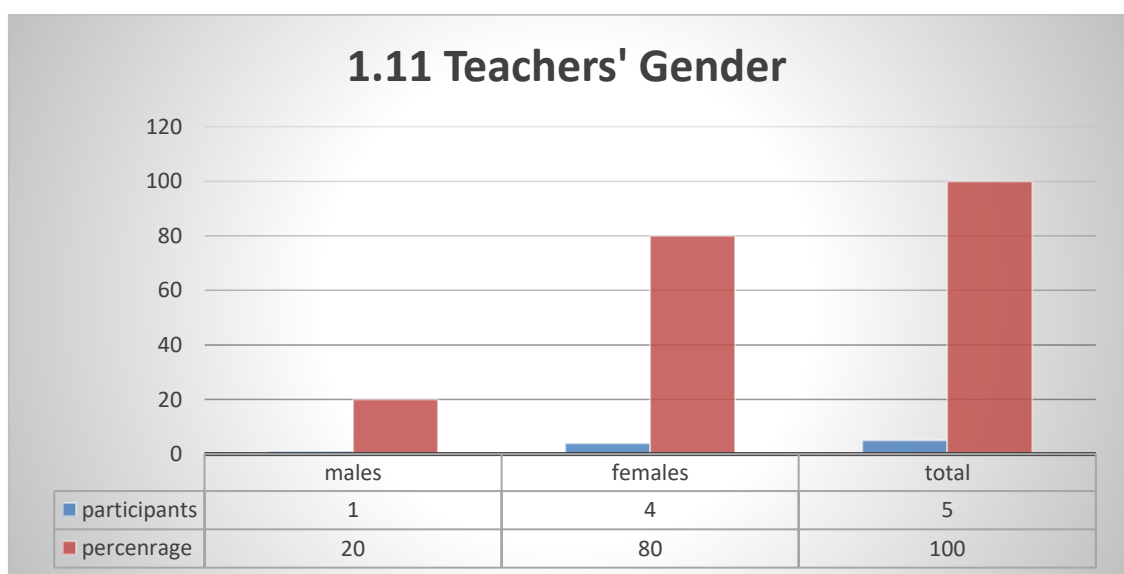
3.1.3.1 Analysis of Questionnaire

Since our research paper aims to enhance self-esteem in EFL classrooms, figure out more about the obstacles that face both students and teachers in the teaching-learning process, and foster learners' performance in the class. Then, a teachers' questionnaire was also a requisite tool for the investigation, along with students' questionnaires.

As previously mentioned, these research instruments were answered by five (5) respondents. In other words, they are listening module teachers at the department of English language at Saida University. The teachers have substantial experience in the teaching process. In order to find out answers to the research questions, data analysis begins with describing the teachers.

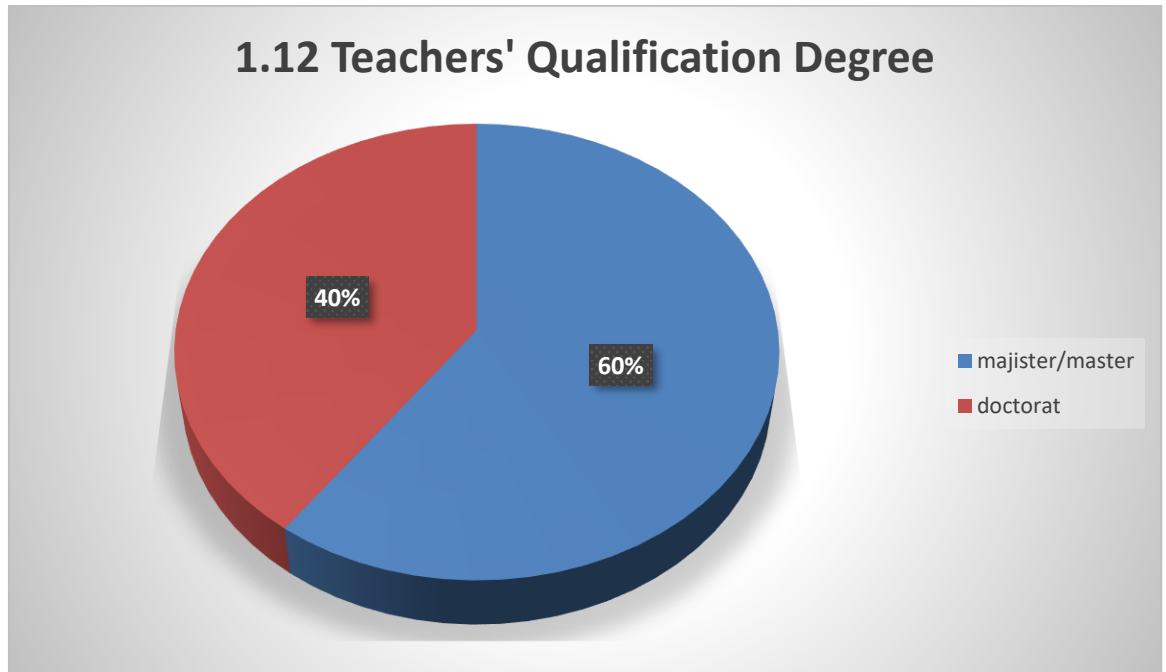
Profile of teachers

To organize this questionnaire, the first question is to determine the gender of the participants.



Chapter Three: Data Analyses and Interpretation

The graph above indicates that female teachers outnumber males, similar to the questionnaire distribution, which was directed to both genders equally. In principle, this may express that the female category is more likely to teach the listening module at the University of Saida.



The second question aims to know the educational certificate held by each of the six (05) listening module teachers at the department of English. This graph summarizes the answers to this question. The majority (60%) of our respondents declared that they hold a magister/master's degree. That is to say, three (3) teachers. As for the two (2), remaining teachers stated that they got a Doctorate certificate by (40%).

Q3 How many years have you been teaching in a university?

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
4 Years	8 Years	9 Years	5 Years	1 Year

Table 1: Teachers' Experience in Teaching English in University of Saida

From the table above, we noticed that the years of teaching English differ from one teacher to another. However, the majority of them have experienced it for more than five (5) years. The first participant to respond stated that he spent four (4) years. Meanwhile, the

Chapter Three: Data Analyses and Interpretation

second teacher said that to this day, he reached eight (8) years. The third teacher is the most experienced by nearly nine (9) years of teaching at university, and the fourth participant has experience of five (5) years in teaching this skill. Moreover, the last teacher is the least experienced one by only one (1) year. It proves that all the teachers have experience in teaching, so we conclude that their answers in the rest of the questionnaire will be of great worth.

Q4 Depending on your professional experience, do you find any difficulties concerning classroom management?

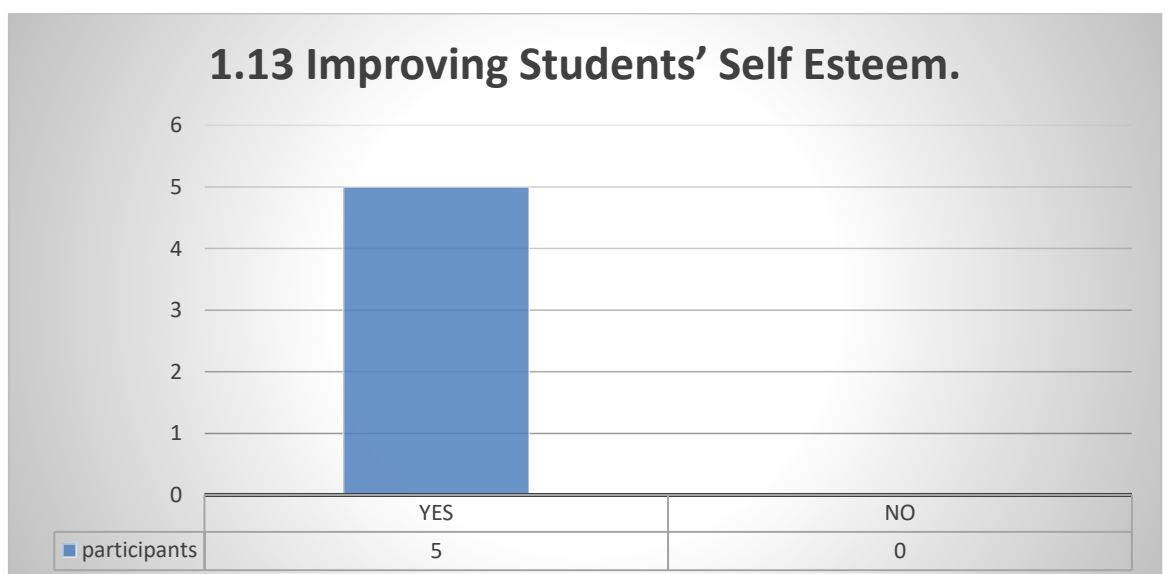
Most teachers stated that they experience difficulties in classroom management. In other words, teachers should convey their expectations for students. Also, building relationships with students is the most effective way for teachers to avoid classroom management issues.

Q5 How can you promote the self-esteem of your learners?

Teachers declared that there are various ways to promote self-esteem. Their preference is by giving learners the chance to choose the session's topics by themselves to feel responsible and out of the daily routine. In other words, allow them to be "autonomous" learners.

Q6 Do you encourage them to enhance their self-esteem while learning?

This question aims to see whether the teachers support their students to maintain their self-esteem during the course.



Chapter Three: Data Analyses and Interpretation

The cluster above shows that all five (05) participants stated that keeping students on the right track they demonstrate progress is vital to helping them achieve their goals. In addition, providing verbal praise is a great way to offer encouragement to students who show progress throughout the learning journey.

Q7 Mention at least three hindrances briefly that your students face in the classroom?

According to participants responses, they reply that their students hinder two main categories of difficulties during courses, linguistic problems such as; the majority of EFL students do not master the English language itself, especially vocabulary, some of them lack mastery of figurative language skills, their limited and prior knowledge about the daily topics, and they do not take notes regularly during the lesson, mainly when it comes to long texts. Finally, they face difficulty when recognizing new words. Moreover, psychological problems like; students lack basic strategies concerning relying on the context, and they cannot concentrate on listening and getting the meaning of the messages in the text, they quickly forget what they heard, the low ability to listening in the classroom, the problem of distraction during the session, they have a problem with keeping the same degree of motivation from the start to the end of the session, and they do not practice all the time. Other technical problems such; lousy quality of the audio script and the lack of well-equipped rooms to facilitate the teaching-learning process.

Q8 How do you help them to overcome these difficulties within EFL learning?

Concerning this question, it aims at eliciting some solutions on how EFL teachers can deal with such difficulties.

Participants have tackled several points; generally speaking, practice makes perfect, which is the best way to overcome students' problems. EFL students have to detect their weaknesses in oral production. It does not take time to recognize that students need attention. It would be better to attract their attention by presenting materials with pictures, videos, and many colors to raise their interest and motivation. It would also encourage students to try different educational websites and YouTube to foster their abilities.

Moreover, Competitions play a significant role in learning the English language. It forces the students to learn the English language, like debates, quizzes, etc. In every field, students need the motivation to achieve their goals and step forward toward their success.

Chapter Three: Data Analyses and Interpretation

Q9 Further suggestions and comments

Teachers provided comments. They proposed that the university's curriculum needs to be improved, turning classes to be more practical rather than theoretical, by giving EFL students some real-life situations as training in class, in order to develop their linguistic abilities, to be convincing and rationale so that they get ready for professional life.

Chapter Three: Data Analyses and Interpretation

3.1.4 The Classroom Observation

The observation took place in Saida University's English department, specifically in the first year faculty of Foreign Languages. In addition to questionnaires, classroom observations should demonstrate authentic experiments for assessing and observing the learning and teaching processes. We scheduled the observation in (8) eight sessions, but due to the coronavirus pandemic, we were only able to complete (4) four sessions.

3.1.4.1 Results of the Observation

We chose the note-taking technique on the observation sheet for this classroom observation (appendix: classroom observation note). And to ensure proper observation, we sat at the last table in the classroom, allowing us to see the movements. Although it was a four-session course, it was exciting and beneficial. We met with the teacher of the oral expression module in our presence. The observation took place during the first year of the English language department at the faculty of foreign languages.

On April 18th, 2021. The observation concentrated on the students' participation and interactions. Initially, the teacher greeted students and delivered a brief speech about confidence. Because our study focused on self-esteem and its role in improving students' performance. The session was devoted to presentations, and he then permitted them to begin. The most endearing aspect was that all students were enthusiastic and motivated; there were approximately 32 students. At first, students participated on an individual basis. One of the students volunteered to be the first to take the stand. There was no projector or other material, only open discussion topics.

The teacher allowed the student to speak uninterrupted, and even the students remained silent. When the student completed her presentation, the teacher invited the remaining students to provide feedback and discussion. They were pretty impressive; they freely shared information and interacted with one another. While one student illustrated with the board, the others presented without materials. The majority of students struggled with facing their peers, preferring to focus exclusively on the teacher. Additionally, when the students spoke, the teacher was focused entirely on them and listened to them. That gave them a sense of security and enabled them to collect their thoughts and ideas without interruption.

Chapter Three: Data Analyses and Interpretation

Additionally, the presentation was excellent. Students delivered an excellent presentation with no spelling errors but encountered difficulties when it came to forgetting lines and becoming stressed. Some were shy and avoided eye contact with the audience instead of staring at the ground. While most of them conversed freely with their friends in the comment section, others said only a few words. The session concluded with the teacher expressing gratitude to the students for their presentations and reminding them that they always have a second chance the next time they wish to speak, regardless of whether they presented.

3.2 Discussion of the Findings

Despite the four (4) sessions, the results were fascinating and confirmed the hypothesis. Based on our observations, we noticed a connection between the teacher and the students and the positive environment they are learning. Along with their awareness, students understand the value of self-esteem and how it affects their progress and learning process. Additionally, the role that self-esteem plays in developing speaking ability. Since it reinforces students' confidence and self-esteem, students gain confidence and are more likely to trust their abilities.

Additionally, the student's interaction with their teachers and the teachers' role in promoting their speaking abilities and increasing their confidence level. Students feel more at ease in class when teachers maintain a positive atmosphere. As was evident during the initial visit, the teacher's method was highly effective. They were given complete freedom to speak without interruption by the teacher.

As well as the classroom atmosphere during the discussion, this method fostered a friendly environment where students felt comfortable sharing their perspectives and ideas. The presentations and the choice of free topics forged a bond between teacher and student. This allowed the teacher to develop a rapport with the students and their way of thinking while motivating and encouraging them to speak. Such self-assurance and motivation boosted their self-esteem and aided them in breaking down barriers and improving their speaking performance.

The data collected via teacher and student questionnaires and classroom observation provide conclusive responses that strengthen our hypotheses. Which believe that if first-year English students have solid and healthy self-esteem, they will trust in their abilities, thereby increasing their level of oral production. In other words, the more confident students are in

Chapter Three: Data Analyses and Interpretation

their ability to speak, the more they achieve better results and improve their oral performance throughout the learning process. Thus, the teacher's critical role in revealing their capacities and reinforcing their trust in their ability to speak and share.

As a result, the researcher obtains significant findings regarding the student and teacher questionnaires. In response to the student questionnaire, Students demonstrated an awareness of the importance of self-esteem and its role in reinforcing oral performance. We implied that the oral session module is beneficial to students because it requires them to speak without fear of being judged or noted, and most importantly, it is where we discover the students' ways of thinking.

According to the student questionnaire, most students have a good command of English, and the majority participate in oral activities. Even though their responses varied, they all agreed on one thing: the teacher's primary function in developing their abilities and motivating them. Thus, the teacher creates a positive, healthy environment to make the learning process more effective and beneficial.

Additionally, the findings indicate that students with high self-esteem are more fluent speakers and engage in more activities than students with low self-esteem. As a result, they improve and develop. On the other hand, the teacher's questionnaire elicits responses from various individuals but yields the same results as the student's questionnaire. Because the teachers are familiar with the students' weaknesses and have experience teaching the oral expression module, they agreed on the critical importance of self-esteem and motivation in subsequent speaking and learning in general. It takes time and effort, but eventually yields positive results. The findings indicate that teachers are aware of their students' development and monitor their progress through activities to identify problems and resolve them through additional practice.

Thus, the obtained results confirmed the hypotheses proposed by the researcher at the outset of this research work and were gathered from various tools that we supervise at the University of Saida's department of English.

3.3 Conclusion

The final chapter provides a concise overview and detailed description of the research's objectives and used data collection tools. Moreover, I believe in the value of self-esteem in classroom interaction as an influential factor in improving learners' performance. Additionally, the current chapter incorporates several recommendations for boosting and developing students' self-esteem. Additionally, it shed light on the critical role of self-esteem and its relationship to classroom interaction and the teacher's role in increasing awareness and encouraging students to feel more confident and secure to share their ideas freely.

3.4 Recommendations

In conclusion, we would like to make the following recommendations to teachers:

As a starting point, teachers should accept their students' mistakes and encourage any ideas used in speaking acts, commending any speaker who makes the smallest effort possible to break their silence. Additionally, by improving students' linguistic abilities and increasing their speaking practice, you can provide them with positive feedback, encourage them, and advise them on their studies. In oral class, the teacher should provide an opportunity for everyone to participate, regardless of the topic, question, or activity that is being discussed (are). Additionally, any contributions or responses are welcomed, even if they have already been provided regularly (by other classmates).

Also noteworthy is that all points of view and visions are valued to instill pride in the student's contribution and participation. Using motivation and implementing appropriate strategies and engaging activities to engage and interest students are two ways to engage and interest students.

Also noteworthy is that they are permitted to feel good about themselves despite their shortcomings. It will help them be more receptive to errors and accept that everyone makes mistakes in some capacity.

Teachers should encourage students to gain a greater sense of self-assurance and belief in their abilities because one's sense of self-worth is not a natural state of being. It is cultivated through hard work and the repetition of skills.

To accomplish this, there are explicit and implicit methods available. Teachers can openly discuss this with their students, bringing it to their attention by providing advice on the subject. Alternatively, it can employ techniques to compel them to speak and overcome this impediment. Encouragement, praise, and motivation are all essential components of the learning process. They will be aware that it is entirely normal for foreign language learners to make mistakes by bringing this to their attention.

Also, provide students with strategies for improving their self-esteem and encourage them to interact with their classmates regularly. Allow them uninterrupted time to express themselves.

It is also beneficial to participate in activities that are geared toward boosting one's self-confidence and self-esteem.

We strongly advise them to use strategies to help them improve their overall performance in class.

Communicate with students, be open to their mistakes, and support and listen to their concerns if they succeed. Besides that, learners will be more comfortable and learn more quickly, efficiently, and effectively as a result. The development of students' self-esteem is critical in the development of their speaking abilities. Participants in classroom speaking activities who have a high sense of self-esteem are more likely to believe in their abilities and put forth more effort to participate in them. It has been demonstrated to increase a learner's sense of self-worth. As the proverb states, practice makes perfect, and as a result, they will notice a significant improvement in their public speaking abilities. A critical psychological factor that influences both the ability to speak and all abilities, in general, is also a critical psychological factor that influences speaking ability. Because of this, teachers should consider including psychological factors in their lesson plans to assist students with overcoming these obstacles as an initial step toward improving their speaking and conversational skills.

As a result, they will no longer be intimidated by the prospect of participating in class. It facilitates communication and helps to break down barriers. Students who have increased self-confidence are more likely to engage in more interactions, which leads to increased practice due to the simple fact that repetition breeds perfectionism.

The importance of self-esteem in promoting abilities cannot be overstated. We should strive to lavish praise and encouragement on any single contribution made by a student to foster a sense of self-worth among them. In addition to receiving positive feedback from the teacher, the first lectures should be devoted to developing self-esteem.

Moreover, to reduce their involvement as a teacher in directing their speeches, teachers should design group projects that allow average students to lead and accept their perspectives. Using an animated student as a model for the oral expression lesson is also recommended, as students enjoy imitating and find it easy to do so.

We recommend the following to students:

Students must have faith in their abilities to develop, succeed, and improve their oral performance and overall learning. To become more familiar with and comfortable with the language, we recommend that you practice as much as possible.

Communicating with people from other countries is highly beneficial for reiterating one's speaking ability and linguistic baggage and overcoming the language barrier.

All this will assist the student in practicing the language and will help to alleviate any feelings of shyness or fear that they may be experiencing. To achieve a favorable outcome, students must be open to criticism and judgment from their instructors.

They gain more confidence as a result of receiving feedback from themselves. On the other hand, students should use visual aids such as songs and films to help them improve their public speaking skills.

General Conclusion

This study aims to shed light on the role of self-esteem in enhancing students' classroom interaction. The primary objective is to increase awareness of the critical nature of self-esteem and its effect on oral production and learning. Nonetheless, it is not a simple task. It takes time and effort on the part of teachers and students alike. Additionally, the primary hypothesis of this study is whether increased learners' self-esteem can be improved through classroom engagement. And the effect of self-esteem on EFL learners' classroom interaction.

Additionally, investigating teachers' roles in developing students' self-esteem in the classroom. The study was conducted at Saida Dr.Moulay Taher University. As a result, the researcher collected data using two questionnaires and one classroom observation. Three chapters comprise the current work. The first chapter, divided into two sections, is devoted to the theoretical portion of the literature review. The first half dealt with self-esteem, while the second section dealt with classroom interaction.

Meanwhile, the second chapter was written to cover the survey's theoretical component. In other words, the chapter on methodology and data collecting. As a result, we employed a mixed-methods strategy to collect and analyze trustworthy input systematically. Qualitative and quantitative research techniques were used to collect and analyze data. Indeed, classroom observations were made. Additionally, online questionnaires were distributed to the Facebook group of first-year English students at Dr.Moulay Taher University of Saida, and we collected twenty-three (23) responses.

Additionally, questionnaires were distributed to five (5) teachers of mixed genders who were intentionally chosen to elicit trustworthy responses to the research questions and to test the general introduction's suggested hypotheses. Concerning these work limitations, it is impossible to generalize those outcomes on all second-year students of the Department of English at Saida University. The sample population was only twenty-three (23) students. Apart from that, it was necessary to understand the attitudes of all oral teachers in the same department about communicative competence in the EFL classroom. They could not, however, be generalized to all teachers of English.

The third chapter focused on the practical part, data analysis, and interpretations; in this section, the acquired data were evaluated and then discussed. To demonstrate our

hypotheses. Additionally, our study fieldwork includes a discussion of our research findings and numerous recommendations for students and teachers. In light of the information presented throughout the investigation, the acquired results confirmed our hypotheses. In other words, the more pupils believe in their talents and self-esteem, the more their oral performance and learning progress improve.

Additionally, the instructor is critical in encouraging their confidence and ability by providing a friendly, positive environment and the appropriate tactics and practices in class. Increasing awareness of self-esteem in developing speaking ability is highly effective in assisting students in avoiding and overcoming difficulties through improved accomplishments. The positive outcomes of this study indicate that students who have a high sense of self-worth are more adept English speakers than students who have a poor sense of self-worth. And students who overcome their fear of being judged or misunderstood tend to speak more freely due to their increased confidence in sharing their opinions without the worry of being judged or misunderstood.

Finally, we wish to conclude this dissertation by expressing our hope that learners will prioritize themselves and have faith in their potential to be skilled speakers. Students must bear the responsibility for their education. Similarly, to avoid making errors and being judged, everyone makes errors, and no one is flawless. The first step toward success is for individuals to learn from their failures.

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Appendices

Appendix A:

Student Questionnaire

Dear students, this questionnaire tries to canvass the importance of self-esteem I'm classroom interaction among first year students at Saida University. We would be very grateful if you fill it honestly. This would take less than 5 minutes and your answers will be kept confidential. Thank you

Section one: Background Information

1. Gender affirmation?

- Male
- Female

2. Age confirmation

- More than 20
- Under than 20

Section two: Language Importance of Interaction

3. Nobody can deny that English is a spoken language. Do you think that interaction is needed in EFL classrooms?

- yes
- no

Justify.....:

4. In classroom conversations, especially in oral expression, self-esteem is essential for interaction. How does self-esteem affect the student's achievements?

- students with high self-esteem score high grades in oral expression
- students with high self-esteem are less anxious
- They are good only in reading and conversation classes
- they are not good at writing

(Select more than one option)

5. What do teachers play the roles to promote self-esteem?

(Select the most factor which can promote high self-esteem)

- encouraging group and pair work
- providing materials, choices
- Allow decision making

6. Why self-esteem is vital in the teaching and learning process?

.....

Section Three: The Role of Teachers, peers and The Surrounding in Enhancing Self Esteem

7. Do you think that students with low self-esteem are anxious?

- Yes
- no
- maybe

8. Do you think that cultural backgrounds may affect students' self-esteem?

- yes
- no

Justify.....

9. Is the belief in your abilities enough to score high scores?

- yes
- no

Justify.....

10. How can friends affect self-esteem?

.....

11. Can self-esteem affects the students' achievement?

- yes
- no
- maybe

12. If yes, to what extent it can effects (collaborate, please)?

.....

13. Can family play a role in raising an individual with a low or high level of self-esteem?

- yes
- no

14. If yes or no justify?

.....

15. Further suggestions

.....

Appendix B:

Teachers Questionnaire

Dear teacher, this is a part of my master's research; I would be very grateful if you could take the time to share your teaching experience with us by answering the following questionnaire which aims at gathering data about “the importance of self-esteem in classroom interaction ”. Please put a tick (✓) for the appropriate choice and make statements whenever it is necessary

Background information

1. Teacher's gender:

a- Male

b- Female

2. Qualification degree

a- Magister / master

b- Doctorate

3. How many years have you been teaching in a university?

..... years

4. Depending on your professional experience, do you find any difficulties concerning classroom management?

- YES
- NO

Justify

5. How can you promote the self-esteem of your learners?

.....
.....

6. Do you encourage them to enhance their self-esteem while learning?

- YES
- NO

7. Mention at least three hindrances briefly that your students face in the classroom?

.....
.....
8. How do you help them to overcome these difficulties within EFL learning?

.....
.....
.....
9. Further suggestions and comments

.....
.....
.....
Thank you so much for being cooperative.

Appendix C:

The Classroom Observation Note

Session one: 18/04/2021.

Time: from 10 to 11.

Focus of the Observation: presentations.

The Observation Note:

The teacher began the session by greeting the students and having a brief conversation with them; he then granted them permission to begin their presentations. One student stepped forward to give her subject. She made a quick closure to her presentation. The students then began to comment on her subject and interact with her, asking questions and providing additional information about her theme. The teacher made simply a few brief observations. The students' involvement was outstanding; they exchanged information and held formal discussions, which was engaging. Following the presentation, the teacher instructed the students to initiate a debate and pose questions to their classmates, which they were required to answer.

Content Observation:

Each student spoke about a different subject. Only one student explained using the board. Others, on the other hand, just delivered without materials. Students had considerable difficulty remembering certain lines and were stressed out, despite their excellent presentations. And without spelling mistakes. The student's attention was solely on the teacher; she paid no attention to the other students.

Student's Interaction:

Students communicate with one another. Initially, one began to present while the others listened. Following that, the teacher invited the remainder of the class to make comments or add anything they wanted to say to their colleague. They then began to express their viewpoints and thoughts. Students express themselves through dialogue; the bulk of them spoke openly and fearlessly. However, several of them spoke only a few words and were unwilling to take the stand. They were all experiencing the same issue: forgetting their lines and directing their speech only to the teacher.

Teacher's Attitude:

When the students presented, the teacher remained entirely focused on them, without interfering. Additionally, he provided them with remarks following the presentation of each of them. The teacher engaged students in discussion and opened the air to debate, then questioned them about their themes and their perspectives on them.

