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Awareness Of The Importance Of Self-Esteem Among Teachers And Students

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Dedication

Every challenging work needs self-effort as well as guidance from elders, especially those who were very close to our hearts. Our humble efforts we dedicate to our sweet and loving family, especially our parents whose affection, love, encouragement and prayers of the day and night make us able to get such success and honor. Along with all hard working and respected teachers who have helped and taught us during those five years and a special thanks to Dr. Cherifi who is responsible for supervising this work.

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Abstract

Self-esteem plays a crucial role in language acquisition as it impacts the learner's motivation, confidence, willingness to learn and engage as well as the overall success in acquiring a language. Yet so many students struggle with low levels of self-esteem especially first year language students. The objective of this research is to investigate the significance of self-esteem as a variable in language learning among students and teachers, examining how learners' confidence influences their process of language learning and how teachers can have an effect on this process. This study used a mixed- methods research and different sampling methods, for the data collection it was gathered through two different research tools, quantitative online surveys which were divided into one for students and the other for teachers and the qualitative classroom observation which took place at the department of letters and languages with first year English students and teachers. As for the findings of this study they revealed a significant positive correlation between self-esteem and language learning outcomes for many students and teachers' self-esteem was considered important and they thought that fostering self- confidence can get positive learning conclusions. Learners with higher levels of self-esteem demonstrated a better academic performance whereas students with low self -esteem showed some apparent issues when trying to acquire the language. Finally, this work ends by providing some recommendations and suggestions for teachers to enhance their strategies in order to foster their students' self -esteem and for learners to attempt to gain more awareness about the importance of self-esteem and make efforts to boost and improve their self-confidence for better learning results as well as mentioning the limitations we faced while conducting this research in hand.

Keywords: self-esteem, students, teachers, issues, strategies, awareness, efforts, self-confidence, learning, performance.

الملخص

يلعب احترام الذات دورًا حاسمًا في اكتساب اللغة لأنه يؤثر على دافعية المتعلم وثقته واستعداده للتعلم والمشاركة بالإضافة إلى النجاح العام في اكتساب اللغة. ومع ذلك فإن الكثير من الطلاب يعانون من انخفاض مستويات احترام الذات وخاصة طلاب اللغة في السنة الأولى. الهدف من هذا البحث هو التحقق من أهمية احترام الذات كمتغير في تعلم اللغة بين الطلاب والمعلمين، ودراسة كيفية تأثير ثقة المتعلمين على عملية تعلم اللغة وكيف يمكن للمعلمين أن يكون لهم تأثير على هذه العملية. استخدمت هذه الدراسة طرق بحث مختلطة وطرق أخذ عينات مختلفة، لجمع البيانات تم جمعها من خلال أداتين بحثيتين مختلفتين ، المسوحات الكمية عبر الإنترنت والتي تم تقسيمها إلى واحدة للطلاب والأخرى للمعلمين والملاحظة الصفية النوعية التي تمت في قسم الآداب واللغات مع طلاب ومعلمي اللغة الإنجليزية في السنة الأولى. أما بالنسبة لنتائج هذه الدراسة فقد كشفت عن وجود علاقة إيجابية ذات دلالة إحصائية بين تقدير الذات ونتائج تعلم اللغة لدى العديد من الطلاب، واعتبر تقدير الذات لدى المعلمين أمرًا مهمًا واعتقدوا أن تعزيز الثقة بالنفس يمكن أن يؤدي إلى نتائج تعليمية إيجابية. أظهر المتعلمون ذوو المستويات الأعلى من احترام الذات أداءً أكاديميًا أفضل، بينما أظهر الطلاب ذوو احترام الذات المنخفض بعض المشكلات الواضحة عند محاولتهم اكتساب اللغة. وأخيرًا ، ينتهي هذا العمل بتقديم بعض التوصيات والمقترحات للمعلمين لتعزيز استراتيجياتهم من أجل تعزيز احترام طلابهم لذاتهم وللمتعلمين لمحاولة اكتساب المزيد من الوعي حول أهمية احترام الذات وبذل الجهود لتعزيز وتحسين ثقتهم بأنفسهم لتحقيق نتائج تعليمية أفضل بالإضافة إلى ذكر القيود التي واجهناها أثناء إجراء هذا البحث.

Résumé

L'estime de soi joue un rôle essentiel dans l'acquisition d'une langue car elle a un impact sur la motivation, la confiance, la volonté d'apprendre et de s'engager des apprenants ainsi que sur la réussite globale de l'acquisition d'une langue. Pourtant, de nombreux étudiants souffrent d'un faible niveau d'estime de soi, en particulier les étudiants en langue de première année. L'objectif de cette recherche est d'étudier l'importance de l'estime de soi en tant que variable dans l'apprentissage des langues chez les étudiants et les enseignants, en examinant comment les apprenants s'expriment. La confiance joue un rôle dans leur apprentissage des langues et dans l'influence des enseignants sur ce processus. Cette étude a utilisé une recherche à méthodes mixtes et différentes méthodes d'échantillonnage. Pour la collecte de données, elles ont été recueillies à travers deux outils de recherche différents, des enquêtes quantitatives en ligne divisées en une pour les étudiants et une pour les enseignants et l'observation qualitative en classe qui a eu lieu à le département de lettres et langues avec des étudiants et professeurs d'anglais de première année. Quant aux résultats de cette étude, ils ont révélé une corrélation positive significative entre l'estime de soi et les résultats de l'apprentissage des langues pour de nombreux étudiants et l'estime de soi des enseignants était considérée comme importante et ils pensaient que favoriser la confiance en soi pouvait conduire à des conclusions d'apprentissage positives. Les apprenants ayant des niveaux d'estime de soi plus élevés ont démontré de meilleurs résultats scolaires, tandis que les étudiants ayant une faible estime de soi ont montré des problèmes apparents lorsqu'ils tentaient d'acquérir la langue. Enfin, ce travail se termine en fournissant quelques recommandations et suggestions aux enseignants pour améliorer leurs stratégies afin de favoriser l'apprentissage de leurs élèves. l'estime de soi et pour que les apprenants tentent de prendre davantage conscience de l'importance de l'estime de soi et de faire des efforts pour renforcer et améliorer leur confiance en eux pour de meilleurs résultats d'apprentissage.

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**General
introduction**

General introduction

Language learning is a specific domain at which self-esteem plays an important role and where it is particularly implicated because of the unique nature of the language.

Poor confidence, problems asking for what we need, panic and self-doubt, these are the common issues that we faced as foreign language students in our learning process

Almost all English learners who suffered from slow progress in their communicative skills either because they could not meet what they needed to achieve their communicative goals or they did not trust their own abilities. In other words, they always viewed themselves as weak and incapable, and this led to them feeling reluctant, anxious and shy, and prevented them from fulfilling their goals, especially those of communication and proficiency to gain and acquire a language. These learners are psychologically considered as people with low or fragile self-esteem, which is marked as an important psychological factor in language education. Generally, and as a concept, self-esteem and language learning appear to be closely related. According to Rubio Alcalá (2017), “no other affective factors bring much influence on language learning as self-esteem and anxiety does” it is believed that the level of self-esteem is associated with success in learning a foreign language. This means that individuals who feel good, like and accept themselves and their weaknesses and take pride in their abilities can fulfill their goals.

Self-esteem may give students an opportunity to be motivated towards their tasks. This leads them to enjoy their learning process and achieve their academic goals. Hence, self-esteem is strongly needed in order to improve learning in general and language competence in particular.

Coopersmith, quoted in Brown (1994), defines self-esteem as the expression of “an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy”, self-esteem refers

to the respect and consideration a person feels for himself or herself. For Rosenberg (1965), Self esteem is the global feeling of worth, dignity and importance a person has about himself or herself. Self esteem is an effective factor that plays an important role in improving learners' level of achievement. According to Kagan (2009) .teachers should pay attention to raise their students' self-esteem by giving them a chance to interact and express themselves in class as well as for them to vary their learning styles so that students get interested in their learning task and process in general. This means that it is more of an educational strategy to not only enhance a learner's language skills, but also to involve them more in class by capturing their interests and increasing their motivation to enjoy the learning process, be more engaged and exchange ideas with one another.

1-Statement of the problem:

Self-esteem is an important factor in learning a foreign language which needs to be developed among learners. Although first year students of English have learned the English language for many years, the majority of them seem to be unable to achieve language competence. This low achievement may be due to having no self-trust and confidence in their abilities which refers to the low self esteem that learners have. It is a huge problem that exists among foreign language learners, and which negatively affects the learning achievements by reducing learner's engagement and performance , that's why learners should be aware of having low self-esteem.

2-Aim of the study:

The main aim of the study is to assess awareness of self esteem as a significant variable in language learning The study also seeks to point out the importance of self-

esteem and to show the significance of the presence of the teacher in the classroom as a contributor to increase students' motivation and willingness to learn and to ensure the well being in the academic setting there by paying a careful attention to the affective side.

3-The research questions:

To achieve the goals and aims that were mentioned previously the following questions should be answered:

- 1-how does self-esteem impact learners' engagement and performance?
- 2- Are first year students aware of the importance of self-esteem in their language learning process ?
- 3-what is the role of self- esteem for an effective teaching process?

4-The hypothesis

In the light of the research questions, it is hypothesized that:

1. Language learners who are aware of the impact of self-esteem on their language learning are more likely to engage in self-reflective practices, set realistic goals, and develop a growth mindset, resulting in increased language proficiency.
2. Language teachers who are aware of the importance of self-esteem in language learning are more likely to use self-esteem-building strategies in their instructional practices, leading to improved language learning outcomes for their students.

5-The significance of the study :

The Results of the current study will more likely rebound and contribute to the benefit of teachers and students. Since it focuses on the importance of self –esteem in

enhancing students' learning and identifying their attitude towards language acquisition, their cognitive and social strength, as well as their weaknesses, in order to develop their own individual plans for learning the language .The research focuses also on students' positive perception of themselves and their abilities, which will affect their language competence The work will remind teachers to focus on the effective aspects and strategies that may help in boosting students' self-esteem for better learning process. As sometimes it can be hard for learners to see their progress due to lack of self-awareness this is why making their growth visible can help boost their sense of accomplishment therefore this study seeks to clarify and discourage social comparisons as all learners are individuals and can make progress at their own pace. Ideally, the study highlights the importance for learners to focus on their own progress and to insure moving forward without comparing their gains to those of others, this may also have implications on the way teachers present a public comparison of grades or progress.

6-Previous studies:

Many studies have been conducted about self esteem in different universities around the world ,but little of it has been done in the Algerian contexts. Though this study could gather some previous studies that have investigated self-esteem like a study done in the University of Tiaret about the relationship between self esteem and the motivation to learn. This study has been done in the department of social sciences at the university of Tiaret, another one was done in 2020 at saida university about the importance of self esteem in classroom interaction .

The invisible lack of the studies that discuss and examine self-esteem could be due to the lack of awareness about this important topic. These studies are found to be closely

related to affective processes, affective evaluation or feelings among individuals' behavior in a positive or negative way, and with regard to one's relations with the self or with other persons. Generally, these previous studies have shown the levels of self esteem and motivation among learners and the factors that affect their learning.

On the hand these studies seem to be neglecting the educational aspects and the importance of the awareness of self esteem and how helpful it could be for students to gain trust in themselves and confront their fears and lack of trust to obtain better learning outcomes. The awareness about self esteem in learning is highly important, especially for students of foreign languages who find difficulty to improve their language skills and academic achievement due to the lack of self-trust. This work also seeks to highlight the importance of self esteem throughout the learning process, and to raise the awareness of the role of self esteem and how it affects the learner's development.

There are also some studies about self esteem that have dealt with oral and writing skills where interviews and questionnaires were addressed to teachers and students as data collection tools, and since all language learners differ in many aspects from one to another. The data is generally collected on just a specific learning skill (reading, writing, speaking or listening) and can not provide the needed information about self esteem as whole, to illustrate, X June 2015 conducted a study entitled the "importance of self esteem in enhancing students speaking skill" in the case of third year students at Salhi Ahmad university of Naama. The study attempted to give some suggestions to enhance the teachers and learners' knowledge about the impact of self esteem on oral performance.

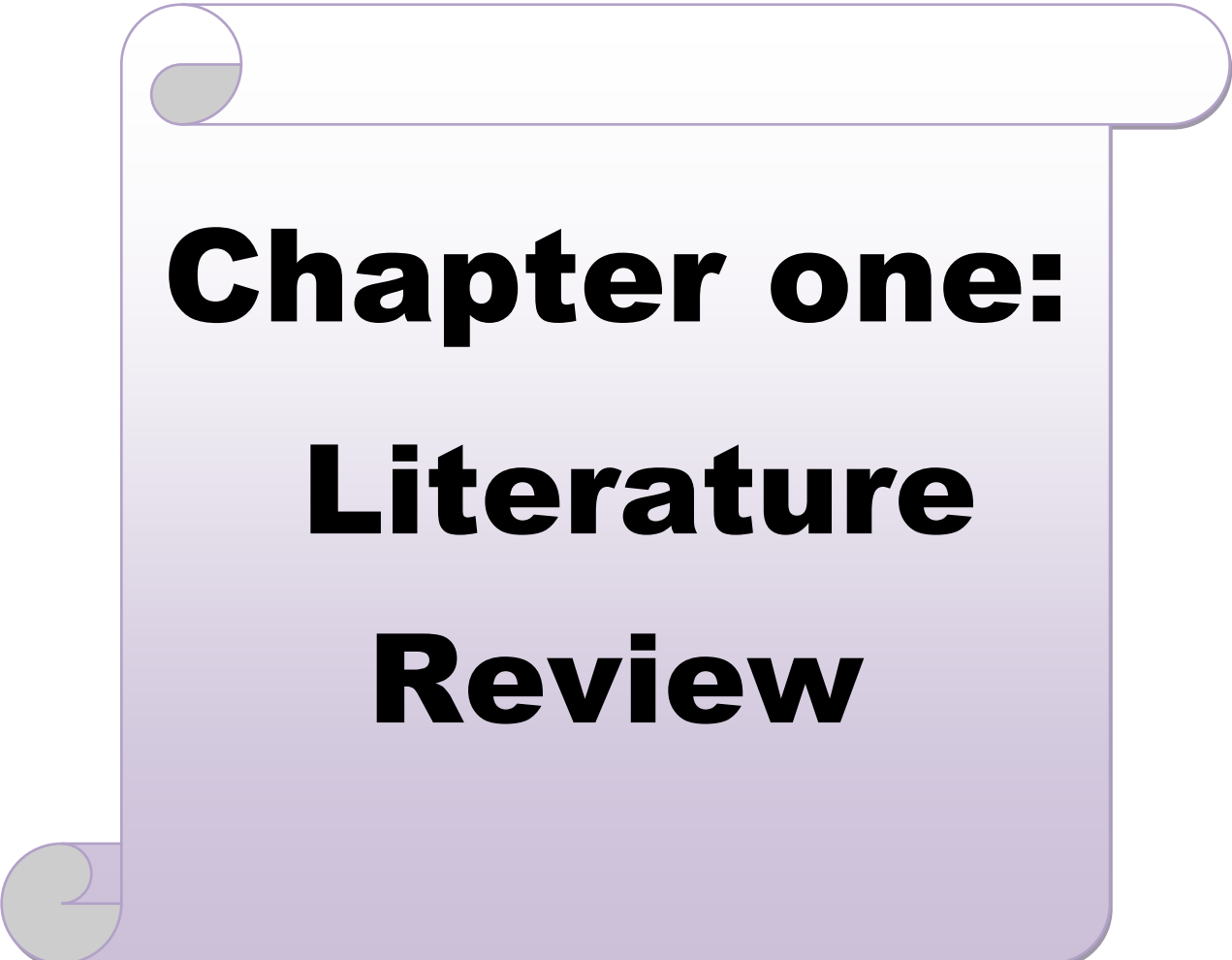
7-Methodology and tools:

The most suitable method in our research is the mixed method because we want to see how and to what extent first year foreign language students are aware of self-esteem and how it could help them to enhance their performance. The data is planned to be collected through class observation, teachers and students' questionnaire. We use teachers' questionnaires as a research tool in order to probe the opinions of English language teachers' according to their backgrounds and beliefs about the role of self-esteem in enhancing the learners' skills. Also, the study deploys the students' questionnaires which are intended for first year students in order to provide information about the students' attitudes towards the effect of self-esteem on learning English language. The population under study consists of first year LMD students of English in Djilali Bounaama University of Khemis Miliana. Since we cannot take the whole population, we need to take one group randomly as a sample to answer the questionnaire. But as mixed methods suggest the study does not seek to generalize findings but to balance between individual and general experiences.

As mixed methods approach the study remains open to other important categories and concepts which may emerge in the course of the study. The reason behind choosing to work with first year learners is that, this is the first year to them to study English as a foreign language in the university after passing through a process of learning it in the high school. The purpose of selecting the awareness of self-esteem on the foreign language students is to check whether they are aware of the importance of self-esteem in developing and raising their level of education and enhancing their learning of foreign language i.e. English that learners might not practice enough before in their high schools, would take place if learners have a high level of self-esteem about themselves and their abilities. For teachers we will limit our sample to some teachers of English language.

8-The structure:

Our dissertation consists of three basic chapters. Chapter one provides the literature review of the study exploring the relationship between self-esteem and language acquisition, it will cover research on how student's self perception affects their motivation, willingness to communicate, and overall language proficiency. Chapter two is about the method used in this study. It deals with the population and sampling, participants, the collected data and data analysis. Chapter four provides and discusses the findings and their significance with regard to the importance of considering self esteem as a significant variable in language learning and its potential implications for instructional practices and learner support. The chapter also offers recommendations and highlights the main limitations of the present work.



**Chapter one:
Literature
Review**

1.Introduction

As mentioned in the general introduction, this work emphasizes the value of self-esteem in improving students' learning and determining their attitude toward language acquisition. This chapter starts with defining self-esteem according to some researchers; afterwards it shows self-esteem as a need in language learning. This review also deals with types of self-esteem and the affective factors that raise a language learner's self-esteem. This chapter discusses the desirable personal characteristics of a teacher and ends with ways of enhancing students' self-esteem.

1.1- Understanding self-esteem:

Self-esteem takes an essential part of learning a language. It allows students to improve their language proficiency, and expands their cultural features. The purpose of raising self-esteem among learners is to determine how to enhance communication of that target language.

According to Brown (2007), "self-esteem is probably the most pervasive aspect of human behavior" (p. 154). It could be easily claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself without trust in one's own capacities to perform that activity successfully. In addition, Woolfolk (2004) states another definition of self-esteem as, "self-esteem is 'an affective reaction and a judgment about who you are'" (p. 71).

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

1-2-The importance of self esteem:

Self-esteem and perceived competence are required for students to take risks in their learning and recover from failure or hardship. This psychological construct has a significant impact on students' performance in school, engagement, and overall well-being. High self-esteem generates confidence, which improves learning outcomes. It also promotes emotional and behavioral involvement, which influences academic success. Furthermore, self-esteem is intimately linked to life satisfaction, and enhanced self-esteem leads to higher satisfaction levels among students.

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

The researcher Abraham Maslow, in his book entitled "Motivation and Personality", explains the importance of self-esteem and the learners' need to gain a high self-esteem based on a hierarchy of five steps of needs (Maslow, 1954). According to the figure, the most important mental wish that students should gain is self-actualization, particularly for learners who suffer from low self-esteem, in order to develop well and meet their needs. Each student must expand their feelings of self-esteem in order to boost their learning career. Figure 1 below illustrates the significance of self-esteem within the framework of human motivation and development.

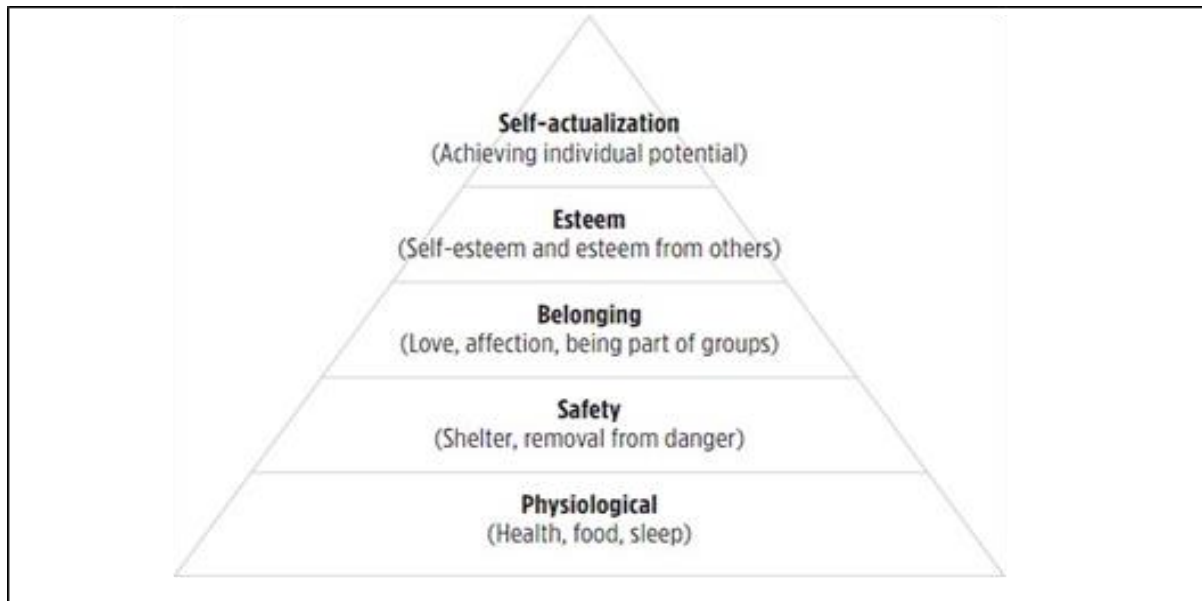


Figure 1: Abraham Maslow's Hierarchy of learners needs to have a high self- esteem (cited in Kirby and McDonald, 2009, p. 9)

On the same topic, Braden (1969) identified three critical components of self-esteem, demonstrating that self-esteem "(1) is a human need for survival and normal healthy development; (2) arises from within us and is based on our beliefs and self-consciousness; and (3) occurs in conjunction with our thoughts, feelings, behavioral dispositions and activities. "As a result, in teaching and learning, we find that self-esteem is very significant since it has a big impact on teachers and students' cognition, motivation to do things, emotion, and behavioral attitudes" (Baumeister, 2013).

1-3-Types of self-esteem:

Because of its significant impact on learning a foreign language, self-esteem can be both a positive and negative aspect in the field of language acquisition. Self-esteem is classified into two types:

High self-esteem increases motivation to learn. It allows learners to get happier outcomes despite stress or other circumstances. High self-esteem acts as a potent driver of motivation in learning, inspiring individuals to engage enthusiastically with educational tasks. This heightened self-belief empowers learners to persevere through challenges and

setbacks, leading to more positive outcomes and a greater sense of fulfillment in their educational pursuits, even in the face of stress or adversity. Fontana (1995) suggests that "children with high self-esteem consistently perform better than children of similar ability with low self-esteem. Moreover, they set themselves higher goals, are less deterred by failure, and they have a more realistic view of their own abilities" (p. 148).

Roberts (2005) identified three factors associated with strong self-esteem: "Firstly, high self-esteem is characterized by a strong feeling of identity and the ability to recognize and value one's own accomplishments. Secondly, having high self-esteem boosts confidence, vitality, and optimism. Thirdly, positive experiences create good self-esteem" (p. 105).

When self-esteem is high and pervasive throughout an academic community, it can lead to numerous positive outcomes. In a scholastic setting characterized by positive self-esteem among teachers, students, parents, administrators, and all involved parties, the following indicators will be evident:

1.3.1 Confidence.

2. Self-direction.
3. non-blaming behavior.
4. An awareness of personal strengths.
5. An ability to make mistakes and learn from them.
6. An ability to accept mistakes from others.
7. Optimism.
8. An ability to solve problems.
9. An independent and cooperative attitude.
10. Feeling comfortable with a wide range of emotions
11. An ability to trust others.
12. A good sense of personal limitations.

13. Good self-care.

14. The ability to say no.

1.3.2 -Low self-esteem:

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

Low or poor self-esteem can be caused by a number of different circumstances. Many learners' self-esteem suffers when they begin studying a language and are forced to deal in an unfamiliar environment with many other students and new regulations to learn. Fear of being ridiculed, fear of taking risks, and a perfectionist mentality can all have a negative impact on learners' self-esteem, causing them to lose energy and confidence, as well as feel not satisfied and insecure. "High self-esteem positively correlates with language learning achievement, as learners with greater confidence in their language abilities tend to exhibit more persistence and resilience in their learning endeavors" (Dörnyei, 2009, p. 85).

Negative comments from teachers can lead to negative self-esteem among students. Learners who experience this generally have a negative self-image and limited talents. This condition causes them to lose motivation and limits their abilities.

If we have low self-esteem, we shall have these signs:

1. Negative view of life.
2. Perfectionist attitude.
3. Mistrusting others even those who show signs of affection.
4. Blaming behaviour.
5. Fear of taking risks.

6. Feelings of being unloved and unlovable.
7. Dependence letting others make decisions.
8. Fear of being ridiculed.

1-4-Affective Factors that Rise language Learner's Self-Esteem:

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

Affective factors can influence language learning performance. Knowing the numerous affective elements is an important issue that teachers must consider in order to understand different personalities and how to interact with language learners in a variety of situations. Teachers who understand how such elements affect learners will be able to help their students learn the language more efficiently.

1.4.1 - Self confidence:

Self-confidence is a personal attitude toward oneself that allows the individual to have a positive and realistic opinion of himself and his abilities.

In terms of the learning process, learners' achievement is heavily influenced by their self- confidence. Language learning is heavily influenced by the learner's attitude and belief in their ability, making it a key affective component. The student does not only need to have particular abilities; he must also be able to apply these abilities in real-world classroom situations when interacting with his teacher and others. The confident learner can take chances by communicating in the target language whenever he encounters a language situation. Fontana (1995) remarks that “the teacher can help to give children confidence in their own abilities by giving them opportunities for success, by encouraging rather than censuring them when they are confronted by failure, and by demonstrating personal belief in their competence” (p. 148). This means that the teacher must encourage his students and make them feel confident when using the target language in order to

achieve excellent language performance. The teacher's confidence and encouragement might make his students feel more relaxed about the learning process.

Teachers may increase students' confidence through excellent teaching methods. They may also discuss their own previous experiences and problems to remind students that no one starts perfectly. At the same time, students should rely on themselves and be encouraged to reach desired goals, leading to improved academic achievement.

1.4.2 Motivation:

A fundamental component of any language learner's success is motivation, as stated by Harmer (2001, p. 51). Motivation is vital to the learning process since it requires an outside or inside push to complete a task. Therefore, Lee (2005) clarifies the reasons underlying people's actions and defines motivation as the driving force behind behavior. There are two types of motivation: intrinsic and extrinsic (p. 330).

1.4.3. Extrinsic motivation:

Harmer (2001) claims that extrinsic motivation is brought on by outside forces, such as the need to pass a test or the desire to receive a reward. According to Brown (2000), extrinsic motivation happens outside of people and is motivated by outside factors like money, recognition, good grades, and positive feedback in general (p. 164). Consequently, extrinsic motivation has a significant impact on how students behave in the classroom. As a result, a lot of educators stress the significance of continuously employing rewards to inspire students to continue learning a foreign language in a way that is engaging, challenging, and enjoyable.

1.4.4-Intrinsic motivation:

When students are motivated to do tasks on their own initiative and without waiting for reinforcement from others, they are exhibiting intrinsic motivation. According to Harmer (2001), intrinsic motivation originates within the person since they are enjoying the learning process to feel better about themselves (p. 51). There is a natural curiosity that arises from within learners, according to numerous academics. Thus, the student will feel driven and capable of learning if he has this curiosity that stems from the interest. Lee (2020) contends that "an intrinsic motivation approach assumes that people have a natural tendency to seek experiences that increase their competence, elicit curiosity, and promote autonomy.". When students are intrinsically motivated, they won't require incentives to increase their drive. Typically, people participate in these activities in the absence of any external surroundings.

1.5 -How teacher's self-esteem enhances students' self-esteem :

The self-esteem of teachers is essential to their effectiveness as teachers and has a beneficial impact on the learning processes and self-esteem of students. Studies have shown that a teacher's positive and high self-esteem is a major factor in raising students' motivation and self-esteem. Teachers that are self-assured, confident, and have a strong self-image establish an enjoyable educational environment that boosts students' academic achievement and self-esteem. Furthermore, teachers' self-concept and self-esteem are related, which affects how they view themselves and relate to students.

In a 1969 article, Rogers demonstrated how teachers with high self-esteem could raise students' self-esteem both inside and outside of the classroom by looking at four key areas: teacher self-esteem, desirable individual characteristics, communication, preferred teaching style, and everyday contacts.

According to Rogers (1969), teachers who show high self-esteem in their daily teaching might help their students develop high self-esteem as well. In response to the question of whether teachers can affect their students' self-esteem, Rogers suggested that the teacher's self-esteem has a significant impact on the students' self-image. In addition, Students are more likely to be truly motivated in learning and to appreciate difficult academic assignments when they feel that their teachers embrace them without hesitation (Kohn, 2005, para. 8; Makri-Botsari, 2001).

1.6 Desirable Personal Characteristics:

The desirable personal characteristics of a teacher would incorporate acceptance, genuineness, and empathy.

1-6-1-Acceptance

The easiest way to illustrate the idea of acceptance is for educators to avoid judging their students. Teachers accept their own students for who they are, in addition to passing judgment on other students (Kuhn, 2005; Makri-botsari, 2001). Therefore, a good teacher will be compassionate, will care for all of the learners, and will motivate students by making learning enjoyable rather than criticizing them (Cohen, Marion, & Morrison, 2004; Rogers, 1969).

1.6.2-Genuineness

When it comes to genuineness, educators are real and do not hide behind their masks as educators. They are hence impulsive rather than defensive (Cohen, Marion, & Morrison, 2004; Rogers, 1969).

1.6.3- Empathy.

Teachers that are empathic understand what it's like to be in the position of another individual and pay attention to others' emotions (**Cohen, Marion, & Morrison, 2004; Rogers, 1969**).

In addition to understanding students when they struggle to comprehend the lesson, good teachers will also be aware of the challenges that students face in real-world circumstances both within and outside of the classroom (**Feshbach & Feshbach, 2011**). According to **Warren (2014), p. 397**, empathy has been recognized as a crucial component of teachers' professional development for teaching in a variety of educational environments.

1.6.4 -Positive Body Language's Impact.

Ruland (2002-2015) demonstrated how effective teachers employ both verbal and nonverbal communication, and how positive body language enhances classroom control.

Ruland offers guidance to educators on how to improve their own body language by outlining the Dos and Don'ts of body language in the classroom:

1. Stand up straight.
2. Avoid folding your arms, standing behind a desk, and using barriers.
3. Use the whole classroom.
4. Be aware of your facial expressions (or lack thereof).
5. Smile.
6. Make eye contact.
7. Adopt different poses.

8. Your hand on your chin encourages students to think about the answer and shows you are waiting for their answer.
9. Hands out and palms up shows that you are open to questions and answering in a non-threatening way.
10. Observe wait time. Do not rush them; appear relaxed and ready to listen. (Ruland, 2002- 2015).

1.7 Ten Characteristics of a Good Teacher: Ways of Enhancing Students' Self-Esteem:

In view of the ways in which teachers develop students' self-esteem during the teaching and learning process, Miller's (2012) fifteen years of experience as an English language teacher and trainer puts light on our understanding of the qualities that make a good teacher. By adopting the perspective of a student rather than a teacher, Miller has identified ten qualities that exemplify how a good teacher fosters students' self-esteem in the classroom.

1. A teacher with contagious enthusiasm for his/her teaching.
2. A teacher who is creative.
3. A teacher who can add pace and humor to the class.
4. A teacher who challenges me.
5. A teacher who is encouraging, patient, one who will not give up on me.
6. A teacher who will take interest in me as a person who tries to discover discussions which interest me.

7. A teacher who knows grammar well and who can explain something on the spot if necessary. 8. A teacher who will take a minute or two to answer a question after class.

9. A teacher who will treat me as a person, on an equal basis with all members of the class, regardless of sex, marital status, race, or my future need for the language.

10. A teacher who will leave his/her emotional baggage outside the classroom. (Miller, 2013, p. 36- 8)

1.8 -Reviews on self-esteem in Algeria:

The studies on self-esteem in Algeria, specifically focusing on its impact on foreign language learners, highlight the significant relationship between learners' self-esteem and their speaking skill proficiency. The research emphasizes the importance of fostering learners; self-esteem to enhance their oral performance, as a positive correlation exists between self-esteem and foreign language speaking skills. The studies also explore the different levels of self-esteem, including global, situational, and task self-esteem, and their influence on learners; performance. Additionally, the research underscores the role of autonomy in language learning, suggesting that students with high self-confidence are more likely to be autonomous in the classroom, which in turn enhances their oral performance. The studies also discuss the concept of self-esteem as an essential affective factor in the learning process, influencing academic achievement and defined as a person's judgment of their own worth or value. Furthermore, the research highlights the importance of self-confidence in enhancing students; speaking skills, emphasizing its relationship with motivation, autonomy, self-esteem, and self- efficacy. The studies suggest that self-esteem is a crucial factor in language learning, as it affects learners' ability to take risks, communicate effectively, and achieve academic success.

In the context of Algeria, the research provides insights into the psychological and educational aspects of self-esteem, including its dimensions and participation among baccalaureate students. The studies also touch on the revalidation of the Rosenberg Self-Esteem Scale in Algeria, using network analysis to explore the dimensionality of self-esteem among different student populations. Overall, the studies on self-esteem in Algeria emphasize its significance in enhancing foreign language learners' speaking skills, highlighting the need for educators to focus on fostering learners' self-esteem to improve their oral performance and overall academic achievement.



Chapter two:

Methodology

Introduction:

This chapter outlines the methodology employed to assess the awareness of self-esteem as a variable component in language learning and student's well-being in academic settings; it also aims to highlight and understand the role of teachers in enhancing students' motivation and willingness to learn as well as creating a supportive and positive learning environment. At first, we dealt with the study design in which we explained the use of the mixed research method and how it helped us to conduct this study. Second, we dealt with the aspects such as the population and Sampling, mentioning the setting and the main participants of the research. third on the instruments then the framework, the collected data, and data analysis as well as the ethical considerations.

2-1-Research design:

A mixed method design was used to gain a more comprehensive understanding of human behavior and experience by integrating both quantitative and qualitative data to provide valuable insights and deep understanding for assessing the awareness of self-esteem in language learning. The primary objective of mixed methods is to obtain a more complete understanding of human behavior and experience by using more than one method within a research study. (Morse, 1991).

Following the mixed research principles, several considerations were taken into account in designing this research such as employing the integration principle as the study gathered data from different methods like surveys, and classroom observation. The data from the qualitative classroom observation to the quantitative questionnaires was integrated for a deeper understanding as well as to enhance the integrity of the study. For instance, to understand the role of teachers in increasing self-confidence and willingness to study, a students' questionnaire was used.

Concerning the level of awareness among students regarding the importance of self-

esteem in their academic experience and to see if they received any instructions meant to enhance their self-esteem a short survey was employed additionally classroom observation was conducted to get a direct perception of the interactions between students and teachers also to identify a specific teachers' behaviors.

In this research the principles of mixed research method were prioritized, which emphasize the balancing between the specific and the general. Therefore, this study aimed to generalize findings to the wider population as well as, gaining a deeper understanding of the specific context and participants. By incorporating both qualitative and quantitative methods in this study, the data collected allowed us to uncover both the specific details and the broader patterns. As the principle of combining the pre-defined and the emergent was also applied in the study in hand the research questions and the categories were prepared in advanced, but it remained open to including any new categories or changes if they were deemed to be important during the process which allowed maintaining flexibility for instance, during the classroom observation, the study was open to include any further elements that emerged from the data.

2-2- Population and Sampling:

The setting where the research was carried out is mentioned in this section as well as the main participants and the sampling methods that were used in this study.

2-2-1- Setting and student population:

This study was carried out at the Department of English Language, University of Khemis Miliana, the classroom observation was conducted there with a sample of first year English students and teachers.

The reason for using such a population is the apparent lack of Awareness of the importance of self-esteem among students and teachers Self-esteem among foreign language students, particularly highlighted by the expressed concerns of some teachers

regarding their students' low self-esteem and how this is linked to the fact that self-esteem was not adequately considered in their teaching-learning experiences throughout their time of university, especially since in the first-year students may not have had enough teaching time to develop a positive sense of self-esteem, the lack of initial support and attention to self-esteem can lead to long term issues that can start showing as the students' progress to their third year or final years.

However, it's insufficient to solely examine self-esteem in first or third-year students and draw conclusions about teaching effectiveness within the relatively short instruction time they've had. On the other hand, further research is needed to understand the intricate of self-esteem development throughout the university years.

2-2-2- Teacher population:

As for the teachers, selecting a diverse group of language and speaking teachers for the questionnaire can provide valuable insights into how educators can have an impact on students' self-esteem. The population is selected randomly and based on teachers' willingness to contribute to the research and share their opinions to gather insights into the role of self-esteem from the educators' perspectives, besides providing valuable perceptions on the challenges teachers face and their best practices in supporting students' self-esteem throughout their academic years.

It's also important to note that in Mixed methods research generalizability is not always a primary quality measure since the emphasis is on in-depth understanding rather than generalizing, acknowledging that capturing diverse perspectives is valuable without necessarily aiming for universal applicability leading to more reliable conclusions.

2-2-3- The sampling method :

To select the observation participants a non-probability purposive sampling was employed and it is a sample method that includes non-random features such as availability, geographical proximity, and the experiences of the people that are wanted in your study.

This sampling method is commonly used in mixed-methods design to ensure representative and informative data. However, for the questionnaires random probability sampling was used in order to gather diverse insights, prevent bias and increase representativeness by providing equal opportunities for all members of the population. Therefore, by combining both sample methods this mixed-methods research can ensure painting a more comprehensive picture which incorporates different and multiple perspectives.

2-3- framework:

This study's methodology is based on Bandura's social cognitive theory, with a particular emphasis on self-efficacy in the context of language learning. Using a mixed-methods approach, this study analyzes how language teachers' actions, learning environments, and learners' self-efficacy beliefs affect language learning results. It's also worth remembering that this study aims to shed light on the complex relationship between language acquisition and self-esteem.

2-3-1-Social cognitive theory:

This study is primarily guided by Albert Bandura's social cognitive theory (**Bandura Schunk,1977, 1986, 1997**). This theory is a psychological tenet theory that examines how individuals retain and gain behaviors and skills through observing, imitating, and socially interacting. It is also a learning theory that can be applied to highlight the role of self-esteem and self-efficacy in the language learning process.

This theory has been applied to the focus of self-esteem in language learning by

multiple scholars. For instance, a study by Mills, Pajares, and Herron Mills et al. (2006) studied the relationship between self-efficacy and second language learning.

This study discovered that students with higher self-efficacy were more likely to persevere in language learning even when faced with obstacles, and they had higher levels of motivation and engagement. Another study by Cheng and Wang (2015) investigated the role of self-esteem in language learning among college students. This study found that students with higher self-esteem experienced less anxiety in language learning which led to better language learning outcomes.

2-3-2- Self-efficacy theory:

Starting with Bandura's self-efficacy theory, this theory suggests that a person's belief in their ability to succeed in a specific domain and to perform a specific task does have great importance especially, in the context of language learning since self-efficacy involves learners' confidence in their ability to learn and employ a foreign language effectively. perceived self-efficacy is concerned with an individual's beliefs in their capacity to exercise control over challenging demands and their functioning (**Bandura 1997**). The theory also puts the spotlight on the role of feedback and motivation in shaping an individual's self-esteem when it comes to learning.

Theory is used in our study to examine the impact of language teachers' actions like encouragement and providing feedback on the students besides investigating learning environments and how they affect learners' self-esteem and their language learning process as well as to provide insight into the complex relationship between language acquisition and self-esteem. According to social cognitive theory, self-esteem is found to be crucial in the aspect of language learning as it affects learners' motivation and engagement. Therefore, high self-efficacy can lead to better language acquisition and outcomes. Learners with high self-esteem are more likely.

Awareness of the importance of self-esteem among students and teachers to persist in language learning activities, seek feedback, and engage in social interactions with native speakers (**Usha Ramachandran, 2001**). On the other hand, low self-efficacy can become a barrier to language learning and cause many problems like anxiety and lack of motivation.

2-4- Data collection instruments:

The data collection process involved three main instruments: A questionnaire for teachers, another questionnaire for students, and a classroom observation.

This combination is meant to gain a full understanding of the relationship between self-esteem and language acquisition for instance, the questionnaire for teachers allowed for thorough examination and depth of their perspectives and experiences. The students' questionnaire allowed for assessing students awareness of self-esteem and its importance in language learning, the classroom observation provided an opportunity to directly witness the interactions between students and teachers and the overall classroom environment.

2-4-1- Student questionnaire:

Starting with quantitative data this study applied an online self-report questionnaire to the participating Language students. This survey evaluates students' awareness and understanding of self-esteem and its importance, their own experiences and perceptions, and the factors that impact their language learning and academic performance in general. The questionnaire includes both Likert-scale and open-ended questions to gather students' diverse perspectives and viewpoints. It was conducted online.

2-4-2- Teacher questionnaire:

This quantitative instrument allows teachers to share their experiences, perspectives, and strategies on how self-esteem affects language learning.

2-4-3- classroom observation:

For classroom observation educators and teachers were observed to assess the level

of self-esteem in students and to study how classroom teaching strategies support and influence their self-esteem and language acquisition.

2-5- Data collection:

The data collection process for this research was gathered in the University of Khemis Miliana focusing on the Faculty of Letters and Foreign Languages, specifically on English Department. The research involved a combination of classroom observation with a total of five sessions that were conducted over the course of weeks, as well as the surveys which were managed online to gather comprehensive data on the awareness of self-esteem in language learning and its impact on students' well-being.

2-6- Data analysis:

The data analysis of this mixed research study involved a comprehensive examination of the qualitative and quantitative data collected through the research instruments using a set of quantitative and qualitative data analysis techniques. The integration of the data allowed the researcher to get a complex understanding of the relationship between self-esteem and language acquisition.

2-7- Ethical considerations:

While conducting this study ethical standards were followed to ensure the protection of the participants by taking into account the following ethical considerations:

2-7-1- Informed consent:

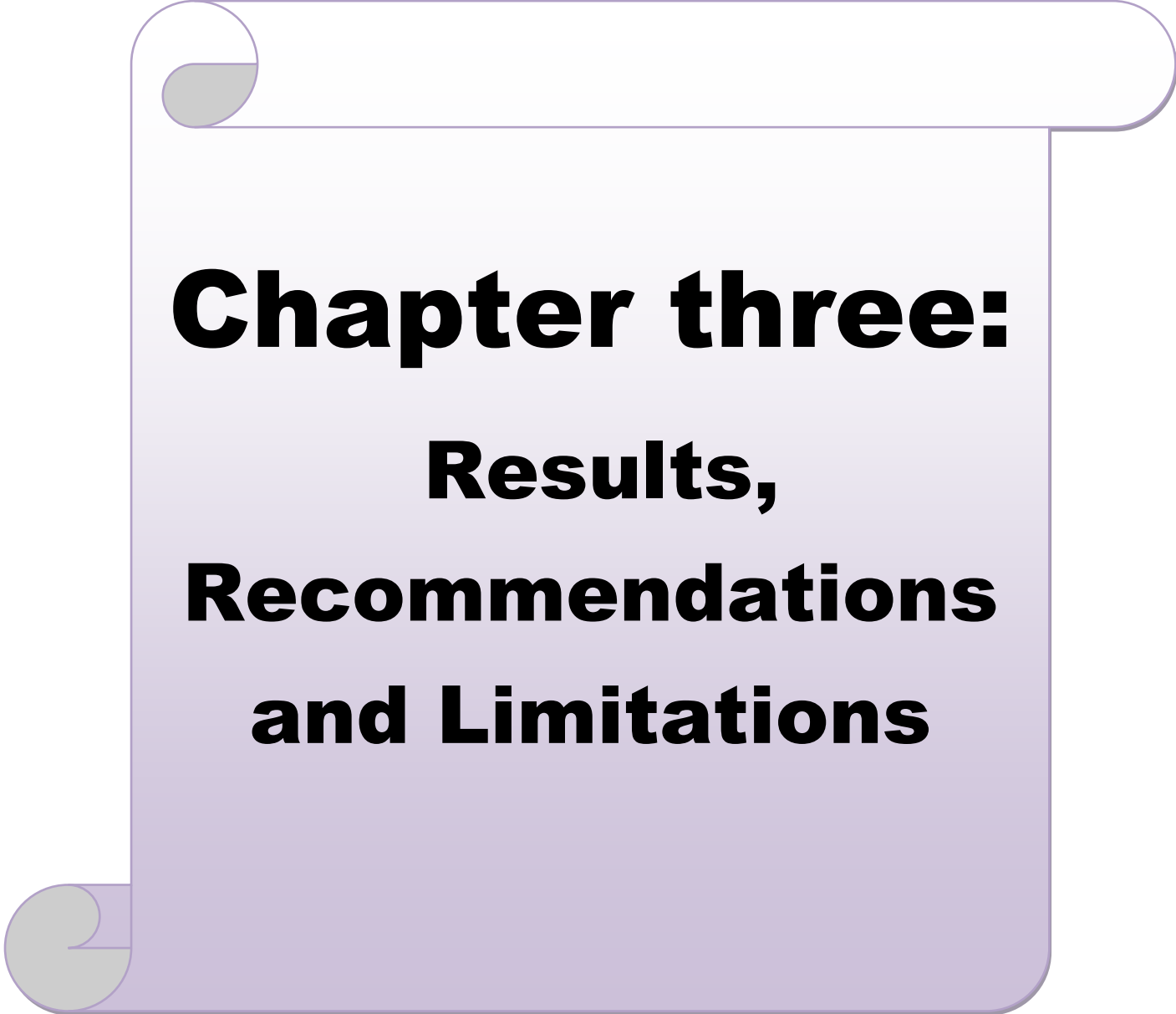
Informed consent was obtained before data collection, the participants were provided with detailed information about the objectives, methods, and the purpose of the study.

2-7-2-Confidentiality:

All collected data was kept confidential and anonymous as no names were mentioned for the safety and to protect the identities of the research participants. Data was stored in a secure way since only the research team had access to it.

Conclusion:

This chapter presented the methodology and the tools used to achieve the objectives of the research study and investigate the role of self-esteem in language learning. By discussing the study design explaining how mixed research was used to perform this research to ensure the validity and reliability of the findings, presenting the population and the sampling, the primary participants and the rationale for selecting them, the framework, following the data collecting instruments employed which are the surveys students' and teachers' questionnaires, and classroom observation, as well as, the data collection and data analysis.



**Chapter three:
Results,
Recommendations
and Limitations**

Introduction

This chapter deals with the results of the collected data of this mixed-methods research, to investigate the awareness of self-esteem in language learning. Firstly, Starting with the quantitative questionnaires then the qualitative classroom observation to see how they resign with our topic regarding the aims, the objectives and the research questions. As for graphs and tables they are used to help present the results in an understandable manner.

3-1-Questionnaires:

Questionnaire is a type of data collection tool typically used to gather data and information about a specific topic or phenomenon. A questionnaire can contain mixed questions such as open ended or closed ended questions it can also be done online or in person. A questionnaire is a useful tool for gathering data about people's opinions. Attitudes and behaviors, it's a simple and efficient way to collect data from a large sample of people. (Mason,2018)

3-1-1-student's questionnaire analysis:

The student's questionnaire contained fourteen questions of mixed nature, closed ended and open-ended questions, with this quantitative tool this study aimed to assess and

Awareness of the importance of self-esteem among students and teachers evaluate students' awareness and understanding of self-esteem as a significant variable in language learning. The total number of the student participants is 25. In what follows we present the main results of the questionnaire.

Question one: what is your gender?

Table 1: student's gender.

This table represents the gender (male/ female), the number of the students and the percentage of the responses to question number 1.

Gender	Number of students	Percentage
Male	10	40%
Female	15	60%
Total	25	100%

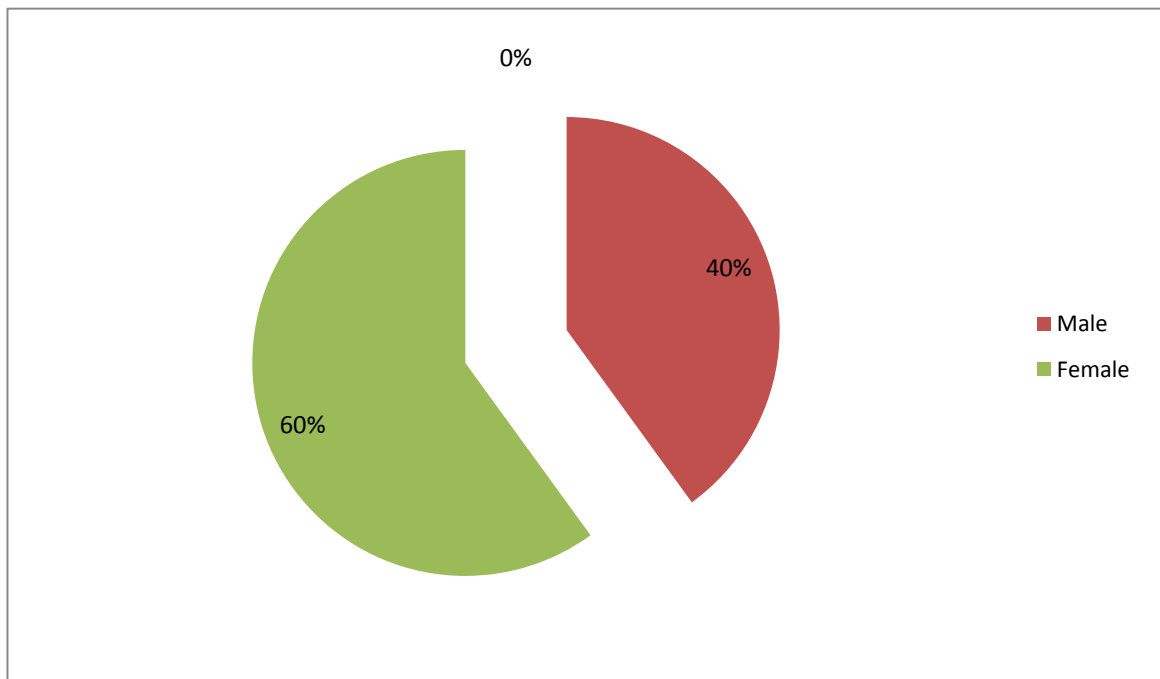


Figure 2: student's gender

This question represents the student's gender. The results indicate that the number of females is more than the number of males ,60% are females and 40% are males, whatever the student's gender is, this would not affect the results of the study.

Question 2: what is your age?

Table 2: age

This table represents the age, number of student’s and the percentage of the responses to the question about the age.

Age	Number of students	percentage
17-18	8	30%
19-20	6	25%
21-22	11	45%

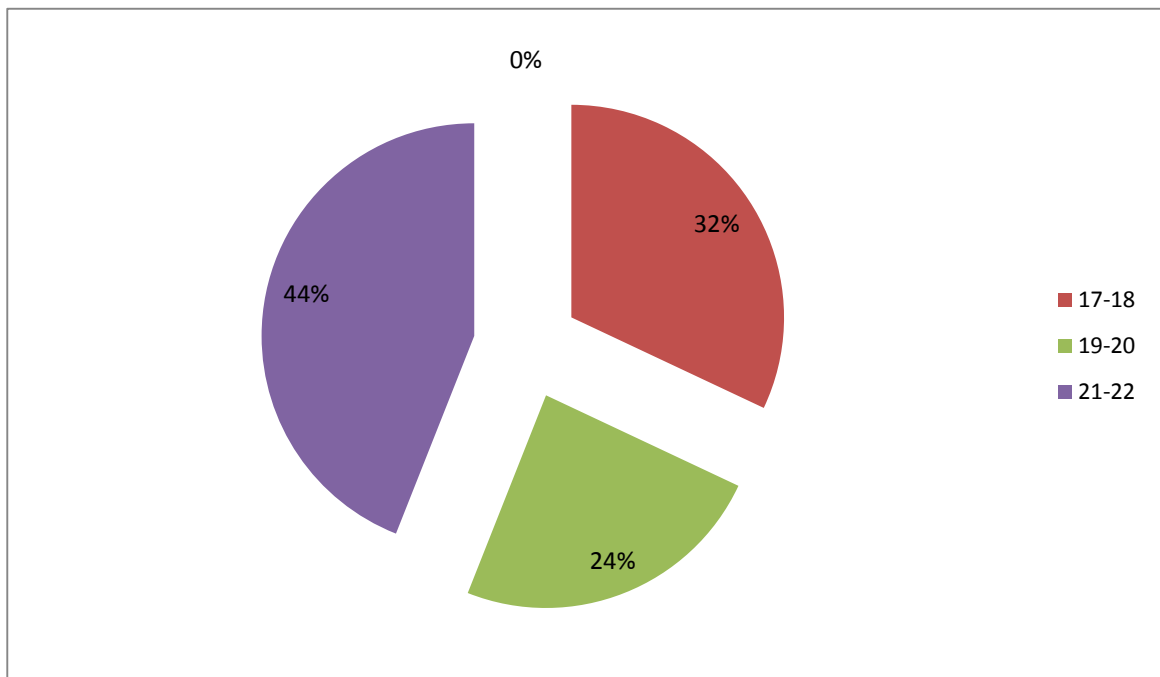


Figure 3: Age

The age range was relatively evenly distributed, with 30% of participants aged 17-18, 25% aged 19-20, and 45% aged 21-22. This means that most of the participants are in the age of 21-22.

Question 3: how would you rate your overall self-esteem?

Table 3: self-esteem level

This table represents the options , the number of students and the percentage of the responses to the question about the level of self-esteem .

Options	Numbers	Percentage
Neutral average	14	55%
High	6	25%
Low	5	20%

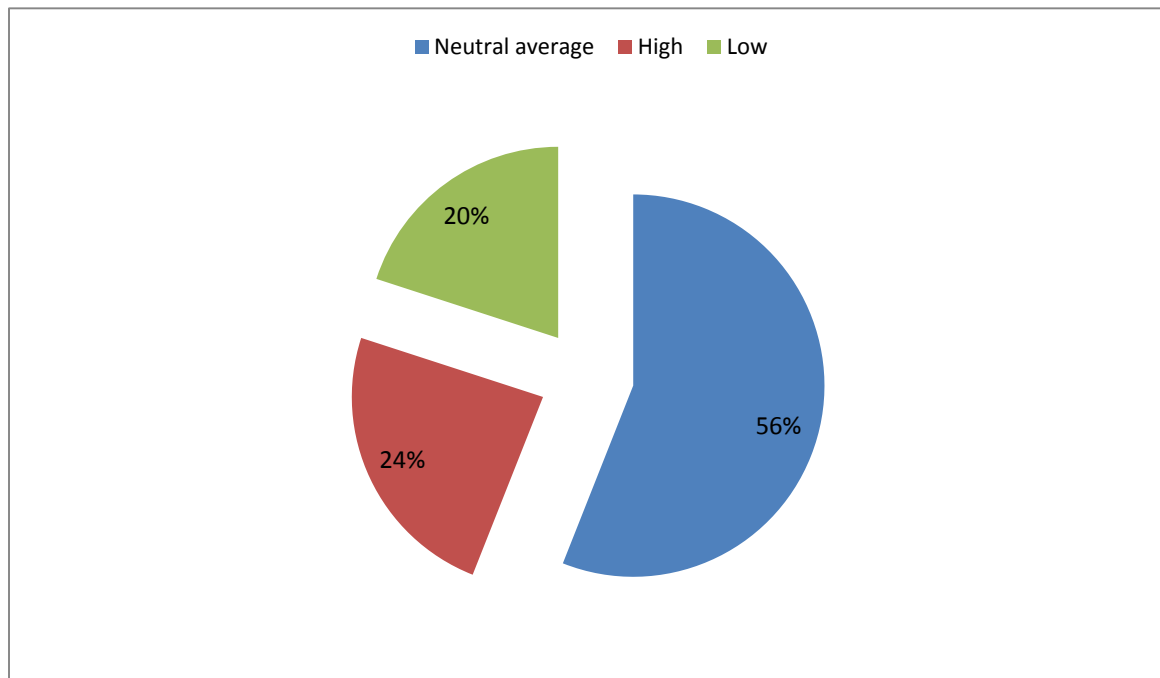


Figure 4: self-esteem

The participants are asked to describe their level of self-esteem and the ability in the language class. This question was about the learners' belief in their level. We have

Awareness of the importance of self-esteem among students and teachers recorded 25 respondents (55%) who consider that their level is neutral or average ; about (25%) say that their level is high, and (20%) have a low level of self-esteem .

Question 4: how often do you feel confident in your English language skills?

This table represents the options, number of participants and the percentage of responses to the question about confidence in English language skills.

Table 4: confidence in English skills.

Options	Number	Percentage
Most of the time	15	60%
Rarely	5	20%
Almost never	5	20%

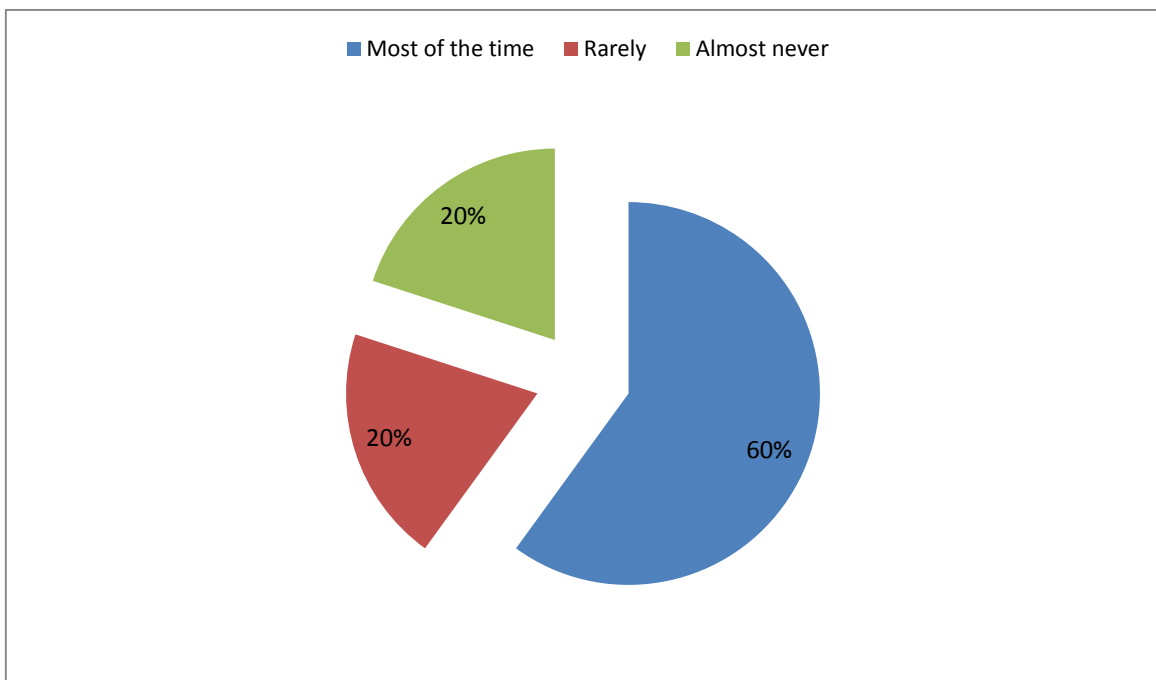


Figure 5: confidence in English skills

Awareness of the importance of self-esteem among students and teachers results show clearly that the majority of the learners (60%) felt confidence in their English skills most of the time, while 20% felt confidence rarely and 20% felt confidence almost never.

Question 5: how do you feel when you make mistakes?

This table shows the options, the number of students and the percentage of the responses to the question about the feeling when making mistakes.

Table 5: feeling when making mistakes.

Options	Number	Percentage
Somewhat-very anxious	17	70%
Neutral- relieved	8	30%

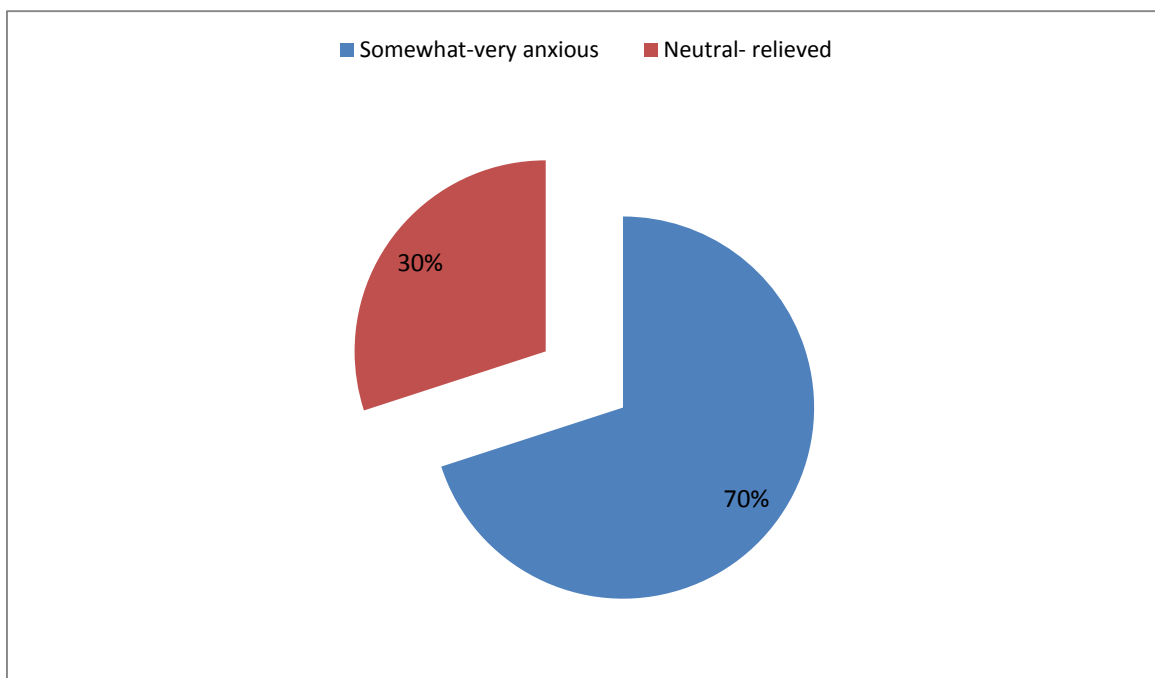


Figure 6: anxiety when making mistakes

It's evident that a significant majority, 70%, experience high levels of anxiety. This suggests a prevalent fear of making mistakes among this group. On the other hand, 30% seem to handle mistakes with either neutrality or relief, indicating a more resilient or adaptive response to errors. Understanding these dynamics can help tailor support and interventions to address anxiety and promote a healthier approach to making mistakes.

Question 6: how would you rate your English language learning experience so far?

Table 6: language learning experience.

This table represents the options, the frequency and the percentage of the responses to the question about the language learning experience.

Options	Numbers	%
Neutral /average	13	50%
Difficult	6	25%
Easy	6	25%

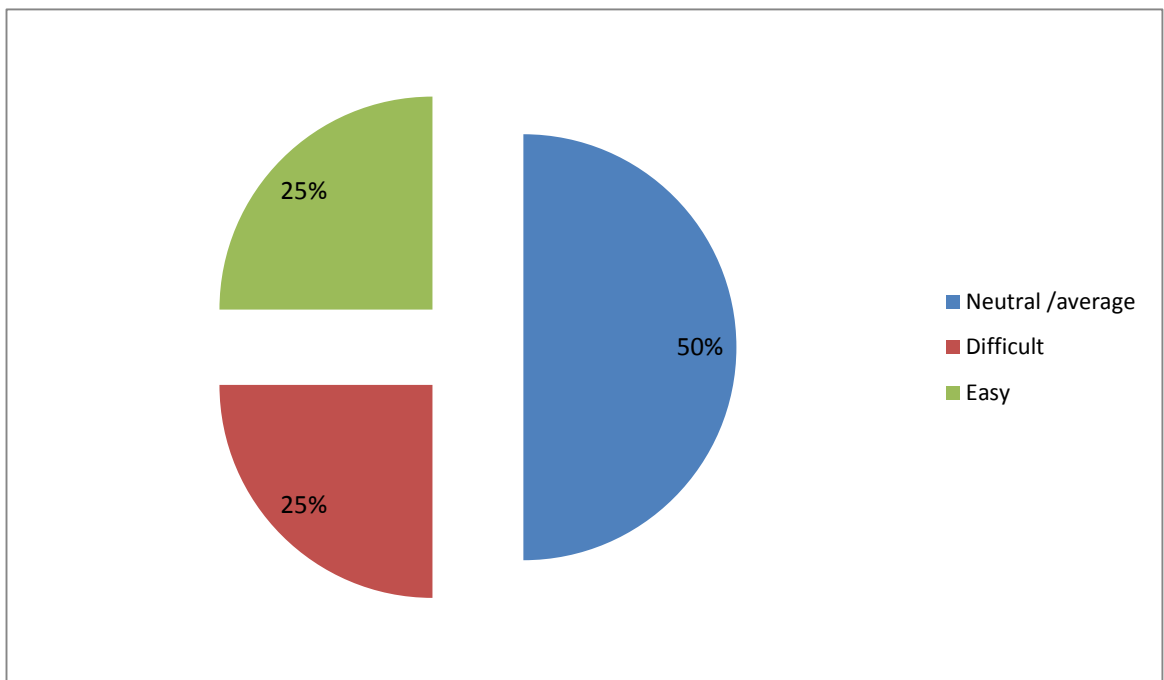


Figure 7: Language learning experience

Half of the participants 50% had neutral language learning, a quarter found it difficult 25%, and another quarter 25% found it easy. This suggests a diverse range of experiences among learners, with no clear majority learning towards either positive or negative experience

Question 7: how often do you practice speaking English outside of the class?

Table 7: practice speaking English.

This table shows the options, number of the students and the percentage of the responses to the question about practicing speaking English.

Options	Numbers	%
Almost never	9	40%
Sometimes	8	30%
Often	8	30%
Total	25	100%

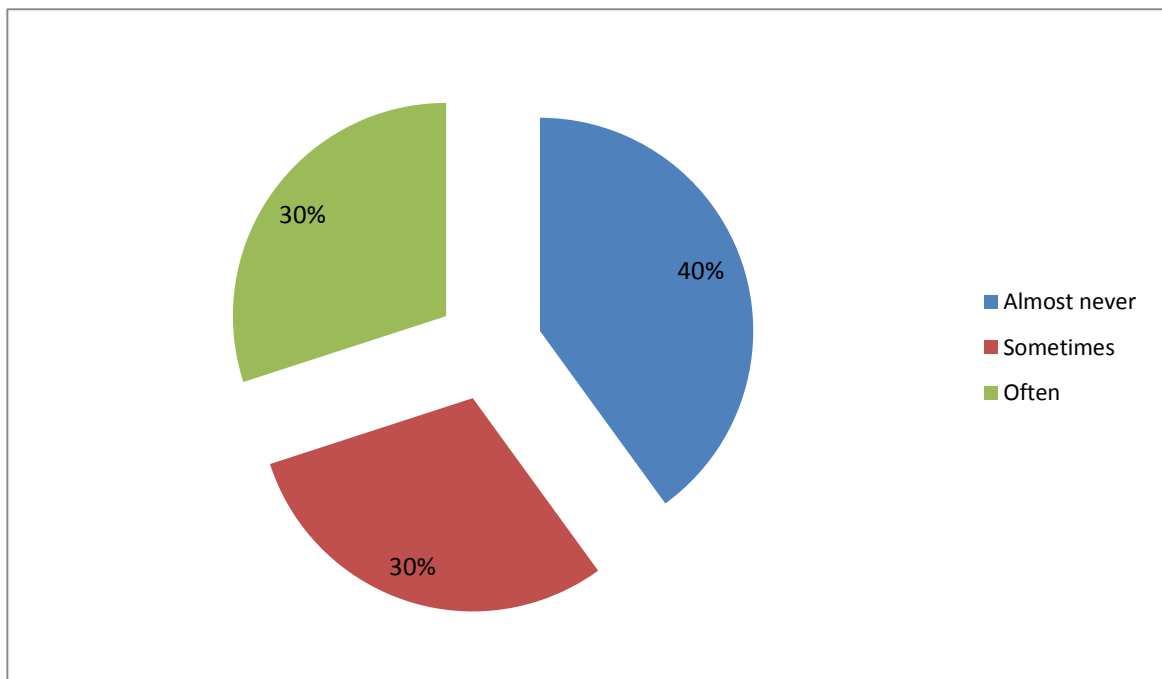


Figure 8: Practice speaking English

The results showed that 40% of participants practiced speaking English outside of the class almost never, while 30% practiced sometimes and 30% practiced often .

Question 8: how do you feel about speaking english in front of others?

Table 8: nervousness about speaking english

This table represents the options, the frequency and the percentage of the responses to the question about the feeling when speaking English in front of others.

Options	Numbers	%
Somewhat / nervous	15	60%
Neutral/confident	10	40%
Total	25	100%

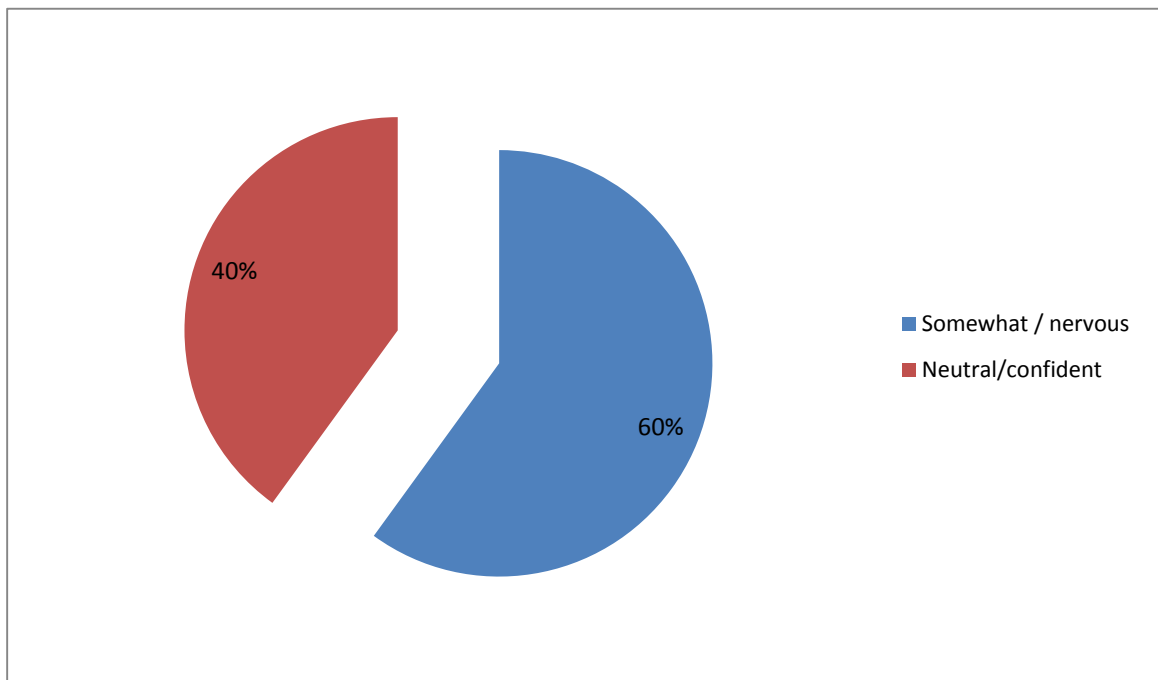


Figure 9: Nervousness about speaking english

The majority of the participants are somewhat or very nervous about speaking English, comparing 60% of them experience some level of apprehension when speaking English in public .On the other hand ,40% of them feel either neutral or confident about it.

Question 9: do you think self-esteem plays a significant role in language learning:

Table 9: the role of self-esteem in language learning

This table represents the options, the frequency and the percentage of the responses to the question about the role of self-esteem in language learning.

Options	Number of students	Percentage
Agree	18	70%
Disagree	5	20%
Neutral	2	10%

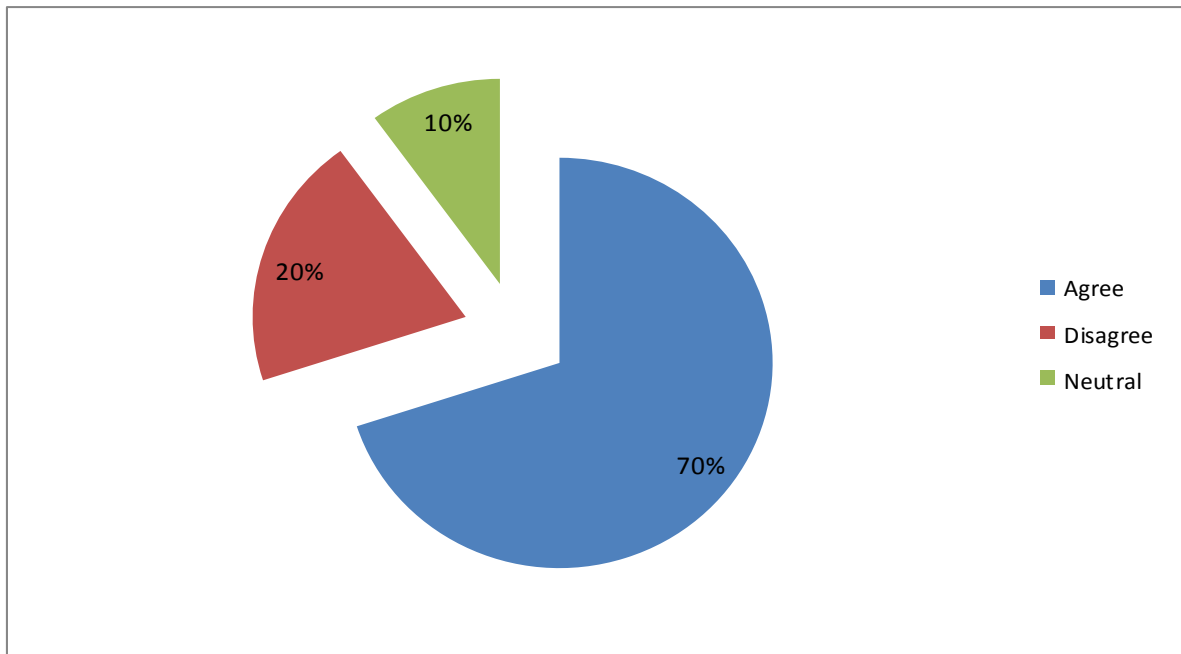


Figure 10: the role of self-esteem in language learning

The results show that the majority (70%) agree on the significant role of self-esteem in language learning, there is a notable minority (20%) who hold differing views, and a portion 10% who are neutral, highlighting the complexity of this topic and the diversity of perspectives among students.

Question 10: how do you think your self-esteem affects your language learning?

Table 10: the impact of self-esteem on language learning

This table represents the options, frequency and the percentage of the responses to the question about the impact of self-esteem on language learning.

Options	Number of students	%
Positive	15	60%
Negative	5	20%
No impact	5	20%

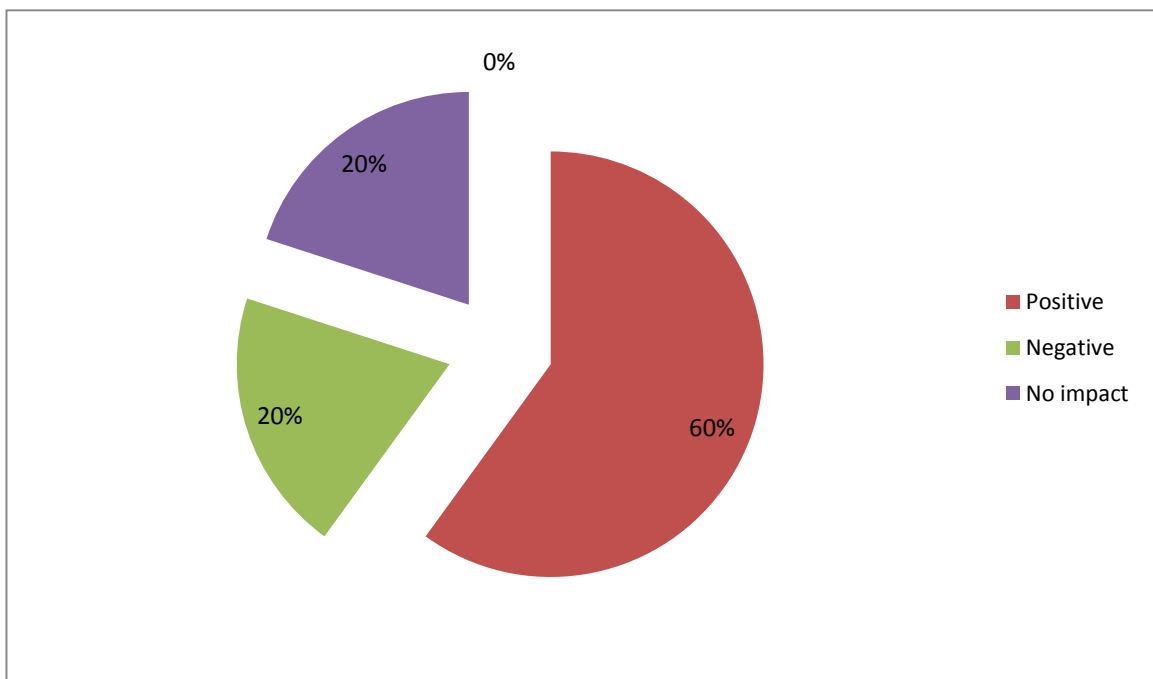


Figure 11: the impact of self-esteem on language learning

The majority of the students (60%) expressed positive effects of self-esteem on their language learning, suggesting that having a positive self-esteem can enhance language acquisition for many individuals.

However, it's important to address the concerns of the 20% who reported negative impacts and explore ways to support their language learning journey. Additionally,

understanding.

Awareness of the importance of self-esteem among students and teachers why 20% of students reported no impact could provide valuable insight into the complex relationship between self-esteem and language learning.

Questions 11, 12, 13 and 14:

These questions are open ended questions therefore content analysis was employed in order to analyze the results since it provides a more detailed understanding of the data patterns by identifying codes and frequencies.

Question 11: have you ever experienced a lack of confidence while learning English?

This question was used to know if the students have experienced the lack of confidence while learning English.

Code: experience lack of confidence:

Frequency: 17

Example:

1. Language learners may feel hesitant to speak or write in English due to a fear of making errors or being judged by others.
2. Learners may compare themselves to their peers or native speakers, leading to feelings of inferiority or discouragement.
3. Previous failures or criticism in language learning can undermine confidence and create psychological barriers to progress.

Code: not experiencing lack of confidence:

Frequency 8:

Example:

- 1- past successes in language learning or other areas may contribute to their confidence.
- 2- they may have developed effective learning strategies that work well for them.
- 3- clear goals and high motivation can bolster confidence.

Question 12: have you ever received feedback from a teacher or peer that has affected your self-esteem in language learning?

The reason behind this question is to know if the students have received feedback from teachers or peers and what kind of feedback.

Code: positive feedback:

Frequency: 10

Example:

- 1- Actively participating in language activities, discussions and exercises to demonstrate comprehension and communication skills.
- 2- Striving for grammatical correctness and pronunciation accuracy in spoken and written communication.
- 4- Regularly practicing learning skills to improve proficiency.

Code: negative feedback

Frequency: 15

Example:

1- lack of practice

2- limited exposure outside of the class can hinder understanding and fluency

3- difficulty with pronunciation can lead to misunderstanding and difficulties in communication.

Question 13: what do you think is the most significant factor that affects your self-esteem in learning English?

This question used in order to understand the factors influencing self-esteem in language learning.

Code: cultural/ socioeconomic factor:

Frequency: 2

Example:

1- feel disadvantaged in accessing English language resources or opportunities for practice

2- limited exposure to English speaking environment or lack of financial resources for quality education

3- cultural barriers affecting language acquisition .

Code: language anxiety:

Frequency: 13 Example:

1- fear of making mistakes.

2- feeling embarrassed or judged when speaking English.

3- struggling to communicate effectively.

Code: personal beliefs:

Frequency: 10

Example:

1- past experience or social influences impact their motivation and confidence .

2- those with negative beliefs may feel discouraged or unmotivated to learn English.

3- those with positive beliefs may approach learning with greater confidence and perseverance.

Question 14: describe a situation when you felt particularly confident or self-assured in your English language skills.

The reason for asking this question is exploring experiences related to confidence in English language skills, whether it's for personal reflection, professional development, or academic purposes, understanding moments of confidence can help identify strength and areas for further growth.

Code: speaking English in front of others

Frequency: 15

Example:

1- exposes students to real life communication situations Awareness of the importance of self-esteem among students and teachers .

2- allow students to practice English in a particular setting. Reinforcing their language skills.

3.overcome the fear of public speaking and boost their self-assurance in their English language abilities.

Code: clear articulation

Frequency: 7

Example:

1-facilitating effective communication and boosting the speaker's confidence .

2-sense of accomplishment and confidence.

3-positive feedback and increased confidence.

Code: debate competition

Frequency: 3

Example :

1- Enhance their confidence in the ability to express themselves in English.

2- Encourages active participation and intellectual exchange, fostering a sense of empowerment and confidence in one's English language proficiency.

3- Validates a student's language skills and boosts their confidence in using English effectively in a competitive setting.

3-1-2- Teacher's questionnaire analysis:

The teacher's questionnaire contained twelve questions of mixed nature, closed ended, open ended and likert scale questions the total number of the teacher participants is 25.

Question one: the importance of self-esteem in language learning.

On a scale of 1 to 5, how important do you believe self-esteem is in the language learning process of first year English students?

Table 11: the importance of self-esteem in language learning

This table represents the frequencies and the percentage of the responses to question number.

Response	Frequency	Percentage
Not important	1	4%
Slightly importante	3	12%
Moderately important	7	28%
Very important	9	36%
Extremely important	5	20%

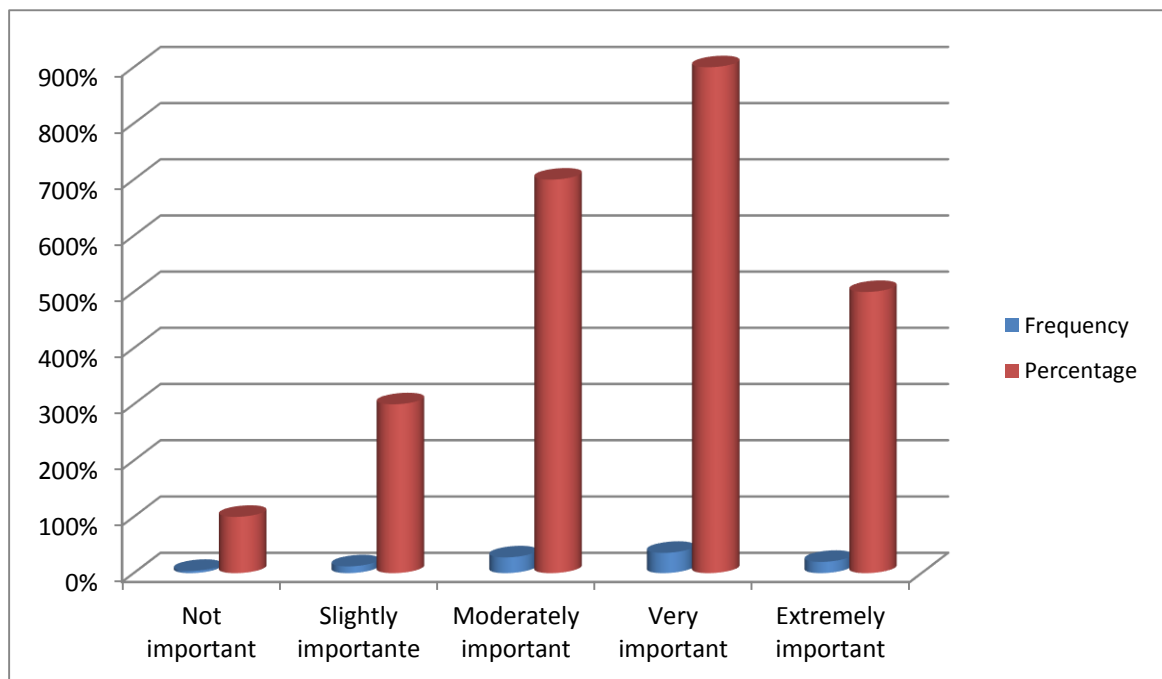


Figure12: the importance of self-esteem in language learning

Question 2: How often do you observe a correlation between a student’s self-esteem and their language learning progress?

Table 12: The correlation between self esteem of students and their language learning progress.

This table represents the frequency and the percentage of the responses to the question about the correlation between self-esteem and language learning.

Response	Frequency	Percentage
Rarely	2	8%
Occasionally	6	24%
frequently	10	40%
Always	7	28%

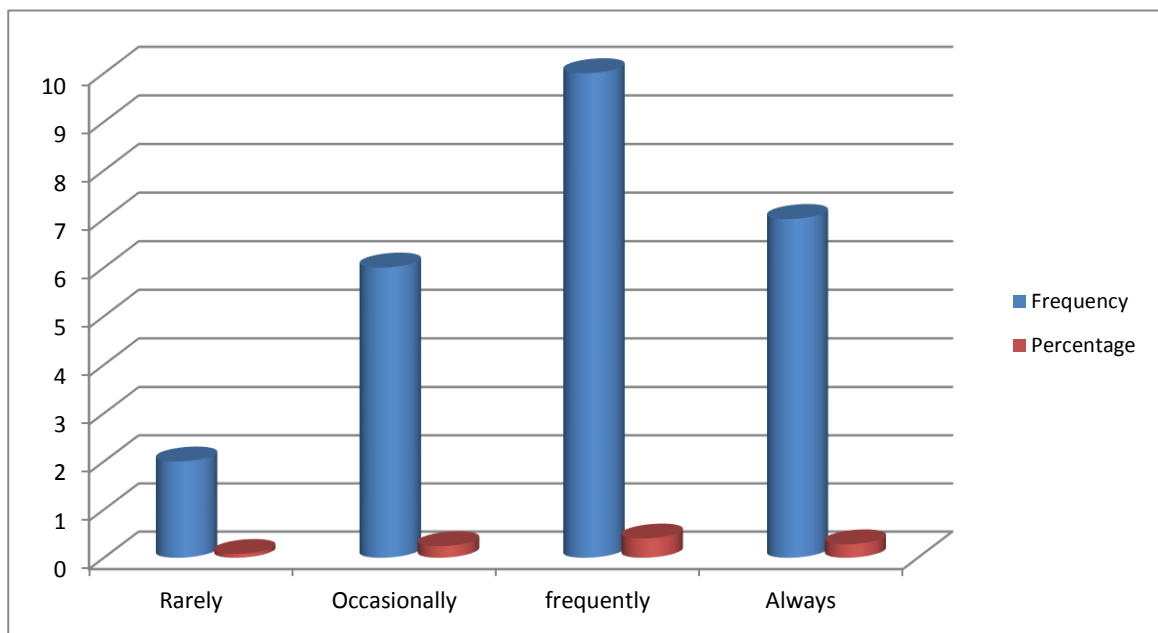


Figure 13: The correlation between self esteem of students and their language learning progress.

This bar chart shows the frequencies and percentages of responses to question 2 to help visualize the correlation between self-esteem and language acquisition.

This question aims to explore the relationship between a student’s self-esteem and their language learning progress and whether the teachers observe any correlation between these two factors. Most participants (68%) observe a correlation between self-esteem and language learning at least occasionally.

Question 3: What percentage of your first-year English students do you believe struggle with low self-esteem that negatively impacts their language learning.

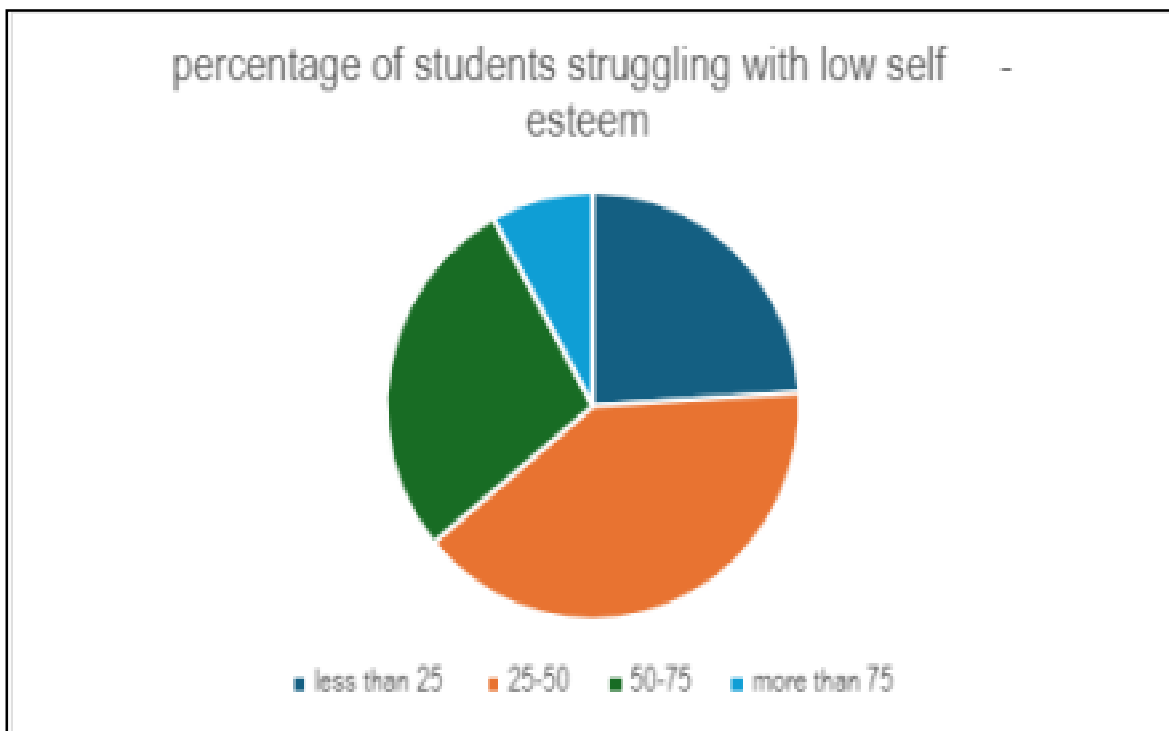


Figure 14: percentage of students struggling with self-esteem

This pie chart shows the distribution of responses to question 3 to help visualize the proportion of students struggling with self-esteem.

The aim of this question is to assess the number of students that struggle with self-esteem among first year students. The majority of the participants (68%) think that 25-50% or 50-75% of their students struggle with low self-esteem.

Question 4: Which of the following strategies do you employ in your classroom to help build and support the self-esteem of your first-year English students

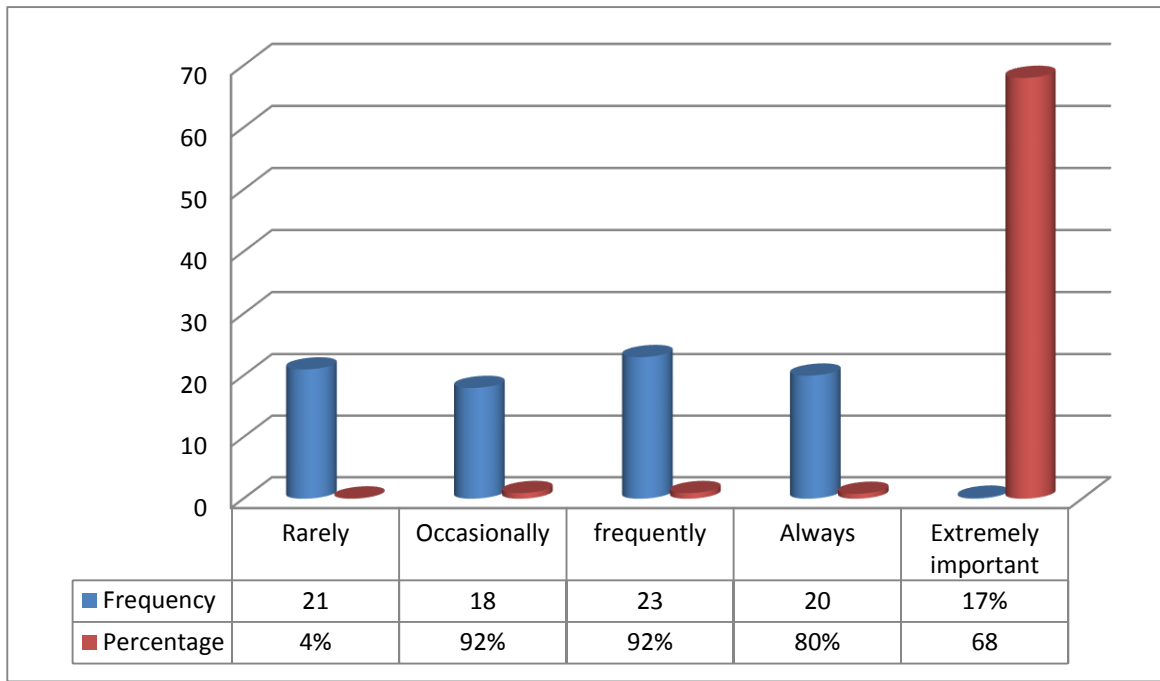


Figure 15: the strategies employed to build and support self esteem

This figure is a stacked bar chart created to show the frequencies and percentages to question 4 and help showing the implemented strategies that were mostly employed by the teachers to support their students to foster self-esteem. The aim of this question is to gather information about the strategies employed by teachers to build and support students’ self-esteem. The most used strategies to support self-esteem are providing constructive feedback (92%) and positive reinforcement (84%).

Question 5: How effective do you find these strategies in improving students' self-esteem and language learning outcomes.

Table 13: effective strategies in improving students' self-esteem and language learning outcomes.

This table shows the frequencies and the percentages of the effectiveness of the strategies according to the participants.

Response	Frequency	Percentage
Not effective	0	0%
Somewhat effective	3	12%
Moderately effective	8	32%
Very effective	10	40%
Extremely effective	4	16%

The purpose of this question is to figure out the effectiveness of each strategy proposed in enhancing students' self-confidence. Most participants (76%) find that the strategies are at least moderately effective in improving self-esteem and learning outcomes.

Question 6: Do you collaborate with other teachers or school counselors to address self-esteem issues among your first-year English students?

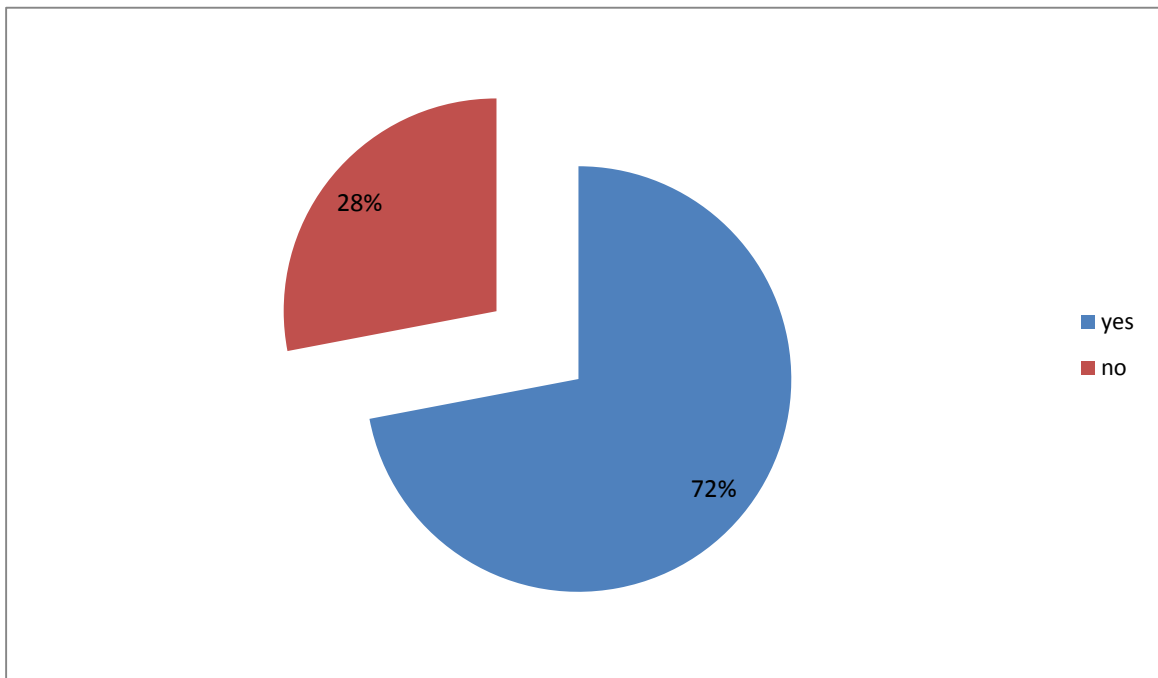


Figure 16 :collaboration with other teachers

The figure in hand is a pie chart to show and visualize the frequency and percentage of the teachers that said yes to collaboration with other teachers as it shows in the figure 18 participants out of 25 which is considered as the majority answered with yes and 7 out of 25 their answer was no, they don't collaborate with any other teachers to address self-esteem among their students.

The purpose of this question is to see if the participants work with other teachers and counselors at their schools in order to discuss and talk about self-esteem issues and to find solutions. The majority of the participants 72% answered with yes which means that they collaborate with other teachers to address self-esteem problems.

Question 7: Have you ever received any formal training or professional development on the role of self-esteem in language learning?

The aim of this yes or no question is to examine the number of the participants that have dealt with any training that has a relationship with self-esteem. Almost all of the participants have not received any training on the matter of self-esteem among learners.

Question 8: How much emphasis does your school or district place on addressing self-esteem as part of language instruction?**Table 14: Emphasis does your school or district place on addressing self-esteem as part of language instruction**

The frequencies and the percentages of the responses to question number 8 are shown in this table 14.

Response	Frequently	Percentage
None	1	4%
Low	25	100%
Moderate	0	0%
High	0	0%
Very high	0	0%

This question is meant to determine how much weight the district or the school of the participants place on the importance of self-esteem to gather insights on the overall priorities of the institutions and whether they care enough about the well-being of the students in their language learning process the majority of the participants believe that their institutions place low emphasis on addressing self-esteem.

Question 9: What additional sources or training would you find helpful in better understanding and supporting the level of self-esteem of your first-year English students?

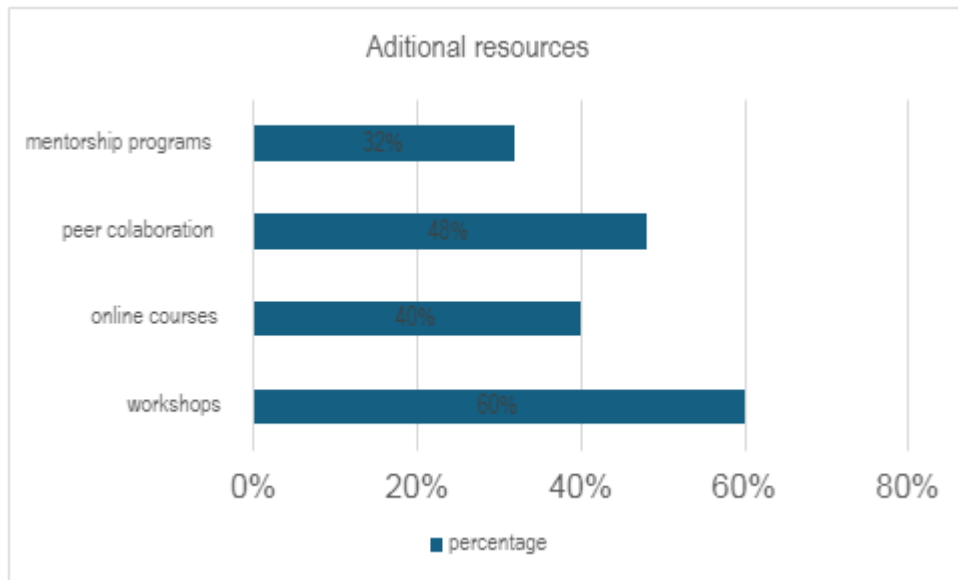


Figure 17: additional resources

The figure shows the percentage that each response has gotten as it shows in the figure workshops got the highest percentage of 60%.

This question is meant to identify the type of resources or training that teachers would find helpful to better understand and support their students' self-esteem. The results suggest that teachers are interested in a variety of additional resources to support their students' self-esteem.

Questions 10,11 and 12:

These questions are open ended questions therefore content analysis was employed in order to analyze the results since it provides a more detailed understanding of the data patterns by identifying codes and frequencies. Awareness of the importance of self-esteem among students and teachers.

Question 10: have you ever observed any specific examples of how improving a student' self-esteem has positively affected their language learning?

This question was used to gather specific examples of how improving self-esteem has a positive effect on language learning by analyzing the responses the following codes were identified.

Code: increased participations

Frequency 12 :

Examples:

1. students participate more in class
2. They're more willing to answer questions.
3. It encourages them to take risks.

Code: improved confidence.

frequency 5

Examples:

1. Students feel more confident in their language abilities.

2. They are more confident speaking in front of everyone in class.
3. It helps them have some trust in themselves.

Code : better attitude:

Frequency : 8

Examples:

1. Positive attitude is noticed towards learning
2. It helps them enjoy the learning process
3. They are more motivated to learn.

Question 11: What are the most significant challenges you face in helping first year English students to develop and maintain healthy self-esteem

The reason behind using this question is to identify challenges teachers face in helping their students and gather information about the strategies they use to overcome these challenges. These codes and frequencies were identified after the analyzing of the findings.

Code: fear of failure.

Frequency 10

Examples:

1. Students are afraid of making mistakes.
2. They get scared of being made fun of.
3. The fear of failure holds them back.

Code: negative self-talk.

Frequency 10 :

Examples:

1. Students are way too hard on themselves
2. They think of themselves in a negative way.
3. They doubt their abilities.

Code: lack of support.

Frequency: 5

Examples:

1. Students do not receive support from their teachers or their peers.
2. They feel isolated and disconnected.

Question 12: In your opinion how does a student's self-esteem impact their overall language learning outcomes, such as proficiency, confidence, and engagement .

The purpose of this question is to understand the relationship between self-esteem and language learning outcomes and to identify key areas where self-esteem has the most impact. After analyzing the results these frequencies and codes were identified.

Code: improved proficiency.

Frequency 12

Examples:

1. Students with high self-confidence tend to perform better.
2. Students with high self-esteem are more likely to become fluent.
3. Self-esteem helps them enhance their language learning skills.

Code: increased motivation:

Frequency 9 :

Examples:

1. Students with high self-esteem are more motivated.
2. They're more of learning enthusiasts.
3. They become more engaged.

3.1 Results:

The results of this questionnaire highlight the crucial role of self-esteem in language acquisition. The majority of the participants think of self-esteem as a significant variable in language learning. As it shows in the analysis of question number four, teachers are willing to employ various strategies in order to support and enhance their students' self-esteem. The most common strategies were providing constructive feedback, positive reinforcement and setting achievable goals. While most participants believe that these strategies are effective in boosting students' self-esteem there is still a need for training and additional resources to develop more strategies to manage self-esteem issues. This questionnaire has

also identified the challenges that can face teachers when they try to maintain a healthy self-esteem with first year English students, such as fear of failure, lack of positive reinforcement and negative self-talk. Analyzing this questionnaire led to the conclusion that self-esteem has a great impact on the outcomes of the students when they are in the process of language learning.

3- 2-Classroom Observation:

Classroom observation is an effective instrument for understanding the complex dynamics of a language learning environment by first-hand observing the interactions between teachers and students. A researcher can gather nuanced data that may not be captured through other methods like surveys and interviews. Classroom observation “is a powerful tool for understanding teaching and learning, and it is essential for developing effective teaching practices”. (Danielson,2007, p, 12).

The objectives of the classroom observation is to systematically observe and analyze how the self-esteem of first year English language students is supported and influenced by the classroom teaching techniques and how this affects their language learning outcomes.

3-2-1-The observation process:

In this study an act of watching both students and teachers was performed to examine whether students have enough self-esteem when it comes to communicating themselves in class. The expectations were to gain a valuable insight into students’ self-esteem by identifying patterns of behavior, discerning growth and highlighting areas of improvement. The classroom observation was conducted over the course of several weeks, and a total of five sessions were observed. These sessions were of different modules and with different teachers. In the context of this study, classroom observation allowed one to directly witness

how students' self-esteem emerges in the classroom, how it influences their performance and how teachers react and respond to students with different levels of self-confidence. Furthermore, classroom observation enabled us to gather contextual information that can provide valuable context for interpreting findings. This study employed a structured observation approach, multiple classroom data was collected through taking notes and discussing them with the team.

The observation was designed to focus specifically on indicators of self-esteem such as student engagement and reactions to feedback besides watching educators' teaching strategies, classroom management and atmosphere.

3-2-2-participant recruitment and consent process:

Awareness of the importance of self-esteem among students and teachers Since this study focuses on first year English language classes, informed consent was obtained from the teachers who were not fully aware that they will be observed too, and this to insure getting authentic, row data. The privacy of our participants is protected as no names are mentioned in the data collection.

3-2-3-Things we focused on while observing the classrooms of first year English students:

During the classroom observation we made sure to perceive various aspects such as teachers' instructional strategies, students' level of engagement and the overall dynamic between teachers and students.

A-Teacher factors:

These are the main factors that we focused on while observing the teachers:

Teaching style: opening statements, voice tone and facial expressions, classroom management .

Lesson planning and delivery: the way they deliver lessons and the clarity of their instructions
Instructional strategies and students engagement: the use of different teaching methods direct instruction project based learning participatory tasks encouragement of student input and questions.

Feedback strategies: the way they react to students' errors and mistakes, the type of feedback they give whether it is summative or formative, the frequency of the feedback.

B- students factors:

Awareness of the importance of self-esteem among students and teachers While observing the classrooms of first year students we made sure to focus on two specific elements when it comes to the students, these elements are:

-Student engagement:

Students' engagement was assessed by observing their participation in class discussions, group work, and individual activities. The level of engagement was categorized as low, mid, or high.

-Reactions to feedback:

This included noting whether students responded positively or negatively to feedback and how they used that feedback in their work.

3-2-4-Sessions break down:**Session 1:**

The teacher was engaging and supportive and knew how to provide positive feedback therefore students showed a good level of engagement. They hesitated less to participate in discussions; they even asked more questions.

Session 2:

The teacher used an authoritative style. The classroom management was strict as he made some students seem a little intimidated while some others appeared to act naturally.

Awareness of the importance of self-esteem among students and teachers The level of participation was low and students seemed to be more self aware and scared of making mistakes and asking questions.

Session 3

The teacher employed some sort of student-centered approach encouraging students to work in pairs and groups students appeared more confident when working with their peers they were actively participating in discussions they even shared their opinions and asked more questions than the usual.

Sessions 4

Technology was used in this session as it was an oral speaking session. The teacher made students listen to some recordings to enhance their listening and comprehensive skills. The amount of engagement was so high students seemed to be more confident and demonstrated a positive attitude towards learning.

Session 5

Teacher appeared to read the lesson from a PDF and explaining the things he was reading the session was slightly lacking in engagement. Students did not seem to be paying attention most of the time the session was clearly not stimulating for them therefore the level of engagement was almost nonexistent.

3-2-5-Results:**For teachers:**

Level of self-esteem was different in each classroom we observed, so was the amount of engagement. The teachers had a great impact on the students' self-esteem and their reaction to feedback all depending on the educators' teaching style the more they were encouraging and supportive the more the engagement was good. The ones who knew how to give positive feedback got a good amount of participation from students and they had a positive teaching atmosphere since the learners were more at ease. However, teachers who focused on discipline and having quiet learning environments had less engagement and students were quite intimidated of feedback since the teachers were somehow strict and did not seem to tolerate mistakes from the feedback they gave and how they were negative to some extent.

For students

As for students some did not seem to be engaging even in a positive environment. They were almost always quiet even when the teacher tried to include everyone and ensure to get the highest engagement possible, those had more indicators of low self-esteem, they did not blend in with their other classmates and they did not know how to take feedback. Their low self confidence is probably rooted in their personal experiences this explains

their attitude in class in the other hand some were so confident they were more likely to engage more than the others they kept the learning settings active and vivid and showed enthusiasm when participating and asking questions making mistakes did not seem to be of a great deal to them they took feedbacks positively and had good interactions with their classmates their body language did demonstrate good level of self-esteem too. The following tables show the researchers' subjective conception of the link between variables;

Table 15 teaching style vs. Students' level of engagement:

Teaching style	Level of engagement
Encouraging and supportive	High
Authoritative and strict	Low

The table represents the relationship between an educator's teaching styles and the level of students' engagement. Teachers who used an encouraging supportive teaching style tended to have students with high levels of engagement, whereas those who used an authoritative strict teaching style tended to have students with low levels of engagement.

Table 16: Type of feedback vs. level of participation:

Type of feedback	Level of engagement
Positive	high
Medium	Medium
Negative	low

This table shows the type of feedback students received and the impact it has on students' level of participation. When the type of feedback provided is positive students tended to engage more when the type of feedback is negative and a little harsh students engaged less.

Table 17 Students' self-esteem level vs. level of engagement

Students self-esteem	Level of engagement
High	High
Low	Low

Table 18 Levels of self-esteem and engagement found in among the students in each classroom:

Since self-esteem and engagement levels vary from classroom to classroom depending on factors like the teachers' teaching style and other variables that have already been mentioned above, this table summarizes the level of engagement and self-esteem in each one of the five classrooms that have been observed in this research.

Classroom	Self-esteem	Engagement
1	High	High
2	Medium	Medium
3	Low	Low
4	Medium	Low
5	High	High

3.3 .Recommandations and suggestions

Following the research's result, the following recommendations were made to maintain students' awareness of their self-esteem in order to improve their foreign language proficiency.

3.3.1 Recommendations for Teachers

First of all, Teachers should embrace their students' errors, support any concepts presented during speaking exercises, and give props to those who make even the smallest attempt to break their silence. Additionally, provide the students with positive feedback and offer advice on how to improve their language skills and increase their speaking practice. Regardless of the subject, the teacher should allow everyone to participate in oral presentations. Furthermore, every input or response is appreciated, even if they have occasionally already been provided (by other classmates). Furthermore, every perspective is valued in order to give the student confidence in his involvement and contribution. Motivating students with engaging activities can help them become motivated and interested. Moreover, supporting them in maintaining a positive self-image in spite of their errors. They will benefit from having an open mind and accepting that everyone makes errors. Teachers should encourage students to have greater faith in their own talents and to be more self-assured. Since self-esteem is not innate, it must be developed by effort and

Awareness of the importance of self-esteem among students and teacher's repetition. There are explicit and implicit ways to do so. Teachers can have frank conversations about this with their students, help them understand it by offering guidance, or use strategies to get them to talk and overcome this barrier. For students to improve their speaking abilities, self-esteem is essential. Teachers' ought to assist students, pay attention to their worries, and provide the conditions necessary for them to feel more at ease and learn efficiently, fast, and quickly.

Students who have strong self-esteem are more inclined to believe in their own skills and put forth more effort to participate in speaking exercises in class. It can increase learners' self-assurance. As the proverb says practice makes perfect. Therefore, this helps them become much more proficient speakers. Practice is seen to be a useful strategy for becoming more accustomed to and comfortable with the language.

3.3.2 Recommendations for Students

Students who have strong self-esteem are more inclined to believe in their own skills and put forth more effort to participate in speaking exercises in class. It can increase learners' self-assurance. As the proverb says practice makes perfect. Therefore, this helps them become much more proficient speakers. Practice is seen to be a useful strategy for becoming more accustomed to and comfortable with the language.

3.4 Limitations of the Study

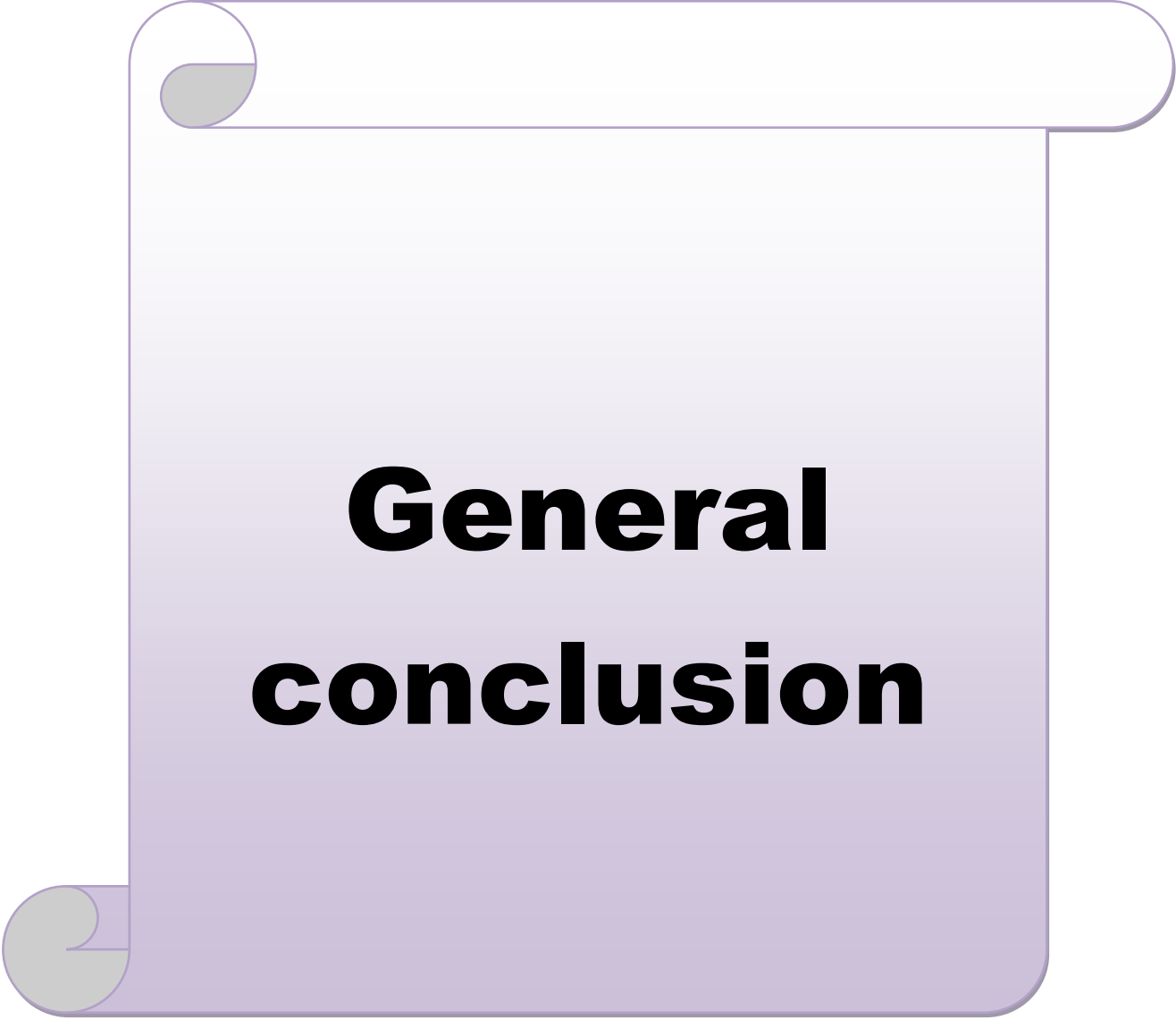
During the research process, we faced various limitations that posed challenges to completing the work effectively. Primarily, the major obstacle encountered was time constraints, as the allocated duration for conducting this research proved to be inadequate. This type of research is particularly time-consuming, especially when considering the practical aspects involved, making it difficult to fulfill all the necessary requirements within the given timeframe. Several challenges were met in administering the awareness of the importance of self-esteem among students and teachers' questionnaires and due to the timing of the study, it was the end of the year, students reported being preoccupied with exam preparations, making it difficult to engage them in the research process. Additionally, many of the targeted teachers were unavailable during this period, which led to prepare other questionnaires for teachers online from different faculties. Another limitation was the relatively small size of the sample population, including both teachers and learners,

involved in the study.

Although the data obtained from this sample was not intended for generalization, a larger sample size could have provided more comprehensive insights if the researchers had more time to conduct the study. The limited timeframe constrained the researchers to work with a smaller population than initially desired.

Conclusion

The purpose of this chapter is to give a general overview of data analysis and research design. It addresses the goal of this research. It was also concerned with describing the research instruments and data analysis methods it aimed at analyzing the data collection and presented the results. Indeed, the analysis of the questionnaires completed by teachers and students provides compelling evidence for the significance of self-esteem as an affective component in improving students' speaking abilities. Consequently, there is enough evidence to suggest that English language learners would be more motivated and self-assured to succeed in speaking in order to improve their oral competency in the language if they had faith in their own skills. As a result, it's critical that students as well as teachers recognize the importance of self-esteem in their learning and teaching processes.



**General
conclusion**

General Conclusion

Awareness of the importance of self-esteem among students and teachers' self-esteem plays a significant role in language learning, impacting motivation, persistence, and overall success. Increased awareness of self-esteem's influence can inform teaching methodologies and interventions to foster a positive learning environment.

The present study has tried to investigate the issue of self-esteem as a psychological factor that has an effect on learners' performance. In other words, it was mainly interested in showing the fact that English language learners, who trusted their own abilities and capacities, would be more confident and motivated to better their own performances. The positive findings revealed in this study show that a high level of self-esteem is an important factor in enhancing English language learners' performance. This study shows that learners need to trust themselves and their abilities in order to improve the quality of their learning; teachers' responsibilities are to create relaxed and friendly situations where the learners can use the target language with confidence; and both teachers and learners should be aware of the importance of high self-esteem for effective learning.



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Appendices

Appendix 1

Students' questionnaire

The awareness of self-esteem as a significant variable in language learning.

This questionnaire aims to assess the awareness of self-esteem as a significant variable in language learning among first-year English students, as well as their self-esteem levels, language learning experiences, and perceptions about the role of self-esteem in language learning.

1. What is your gender?

- a) Male
- b) Female

2. What is your age?

- 17 - 18
- 19 - 20
- 21 - 22
- other (please specify)

3. How would you rate your overall self-esteem?

- a) Very low
- b) Low
- c) Neutral
- d) High
- e) Very high

4. How often do you feel confident in your English language skills?

- a) Almost never
- b) Rarely
- c) Sometimes
- d) Often
- e) Almost always

5. How do you feel when you make mistakes in English?

- a) Very anxious
- b) Somewhat anxious
- c) Neutral
- d) Somewhat relieved
- e) Very relieved

6. How would you rate your English language learning experience so far?

- a) Very difficult
- b) Difficult
- c) Neutral
- d) Easy
- e) Very easy

7. How often do you practice speaking English outside of class?

- a) Almost never
- b) Rarely
- c) Sometimes
- d) Often

- e) Almost always

8. How do you feel about speaking English in front of others?

- a) Very nervous
- b) Somewhat nervous
- c) Neutral
- d) Somewhat confident
- e) Very confident

9. Do you think self-esteem plays a significant role in language learning?

- a) Strongly agree
- b) Somewhat agree
- c) Neutral
- d) Somewhat disagree
- e) Strongly disagree

10. How do you think your self-esteem affects your language learning?

- a) It has a very negative impact
- b) It has a somewhat negative impact
- c) It has no impact
- d) It has a somewhat positive impact
- e) It has a very positive impact

11. Have you ever experienced a lack of confidence while learning English? If yes, how did it effect learning progress? *

12. Have you ever received feedback from a teacher or peer that has affected your self-esteem in language learning? if yes, explain. *

13. What do you think is the most significant factor that affects your self-esteem in learning. English, and how do you think it impacts your language learning experience? *

14. Can you describe a situation where you felt particularly confident or self-assured in your English language skills? What did you do, and how did it make you feel? *

Appendis 2 ;

Teachers' questionnaire

The awareness of self-esteem as a significant variable in language learning.

Thank you for taking the time to complete this questionnaire. Your responses will provide valuable insights into the awareness and importance of self-esteem in the language learning process for first-year English students.

1. On a scale of 1 to 5, how important do you believe self-esteem is in the language learning process of first-year English students?

- 1: Not important
- 2: Slightly important
- 3: Moderately important
- 4: Very important
- 5: Extremely important

2. How often do you observe a correlation between a student's self-esteem and their language learning progress?

- Rarely
- Occasionally
- Frequently
- Always

3. What percentage of your first-year English students do you believe struggle with low self-esteem that negatively impacts their language learning?

- Less than 25%
- 25-50%
- 50-75%
- More than 75%

**4. Which of the following strategies do you employ in your classroom to help build and support the self-esteem of your first-year English students?
(Select all that apply)**

- Positive reinforcement
- Encouraging peer collaboration
- Providing constructive feedback
- Setting achievable goals
- Implementing growth mindset activities

5. How effective do you find these strategies in improving students' self-esteem and language learning outcomes?

- Not effective
- Somewhat effective
- Moderately effective
- Very effective
- Extremely effective

6. Do you collaborate with other teachers or school counselors to address self-esteem issues among your first-year English students?

- Yes
- No

7. Have you received any formal training or professional development on the role of self-esteem in language learning?

- Yes
- No

8. How much emphasis does your school or district place on addressing self-esteem as part of language instruction?

- None
- Low
- Moderate
- High
- Very high

9. What additional resources or training would you find helpful in better understanding and supporting the self-esteem of your first-year English students?

- Workshops
- Online courses
- Peer collaboration opportunities
- Mentorship programs

10. Have you observed any specific examples of how improving a student's self-esteem has positively affected their language learning progress?

11. What are the most significant challenges you face in helping first-year English students develop and maintain healthy self-esteem? *

12. In your opinion, how does a student's self-esteem impact their overall language learning outcomes, such as proficiency, confidence, and engagement? *