The Relationship between EFL Students' Self-Esteem and their Speaking Fluency
The Case of Third Year Students in the Department of English at the University of Tébessa

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

Candidates: **Supervisor:**

MENAI Wafa   Mrs. Nadia Habiba BENKHEDIR

FATHALLAH Abir

Board of Examiners:

President: Mrs. Basma BOUGUOFFA   (M.A.B)   University of Tébessa

Supervisor: Mrs. Nadia Habiba BENKHEDIR (M.A.A)   University of Tébessa

Examiner: Mrs. Zineb ABID   (M.A.B)   University of Tébessa

2018/2019

Didication

To our parents, our family, and our close friends

To all the university workers team especially, those in the department of English

To all who supported and helped us in the realization of this work

Acknowledgment

We would like to express all our gratitude to our supervisor Mrs. Benkhedir for her inestimable guidance, insightful suggestions, and invaluable advice. We would also extend our sincere thanks to Miss. Braham for her help concerning the use of PRAAT and Mr. Hafiane for his help in the administration of the two data collection tools during his classes. Deepest gratitude is also to the members of the jury who have accepted to examine our Master dissertation. We would like to convey thanks for our parents for their understanding, and encouragement.

Abstract

The present study is an attempt to explore the level of self-esteem and utterance fluency, and to test the correlation between these two research variables among all the 3rd year students at the department of English of Larbi Tébessi University. To this end, two instruments are used to collect the data. A questionnaire that covers five domains of self esteem (physical appearance, scholastic competence, social acceptance, close relationship, and global self-worth) is submitted to all 3rd year students (62 students) , and a speaking test to collect data about all the aspects of utterance fluency (speech rate, number of repetitions and correction words, number of filled and unfilled pauses, and number of false starts) in which the response rate was limited to only 50% because some of the students refused to be recorded while speaking. To analyze the collected data, two methods are adopted, which are descriptive and correlative analysis. The results indicate that 3rd year students have moderate level of self-esteem and utterance fluency. They also show that there is no significant positive correlation between self-esteem and speaking fluency. But there is a negative significant correlation between scholastic competence domain of self esteem and number of repetition words, and between the domain of social acceptance and number of false starts.

Key words: speaking skill, utterance fluency, self-esteem.

Table of Content

List of Abbreviations

EFL: English as a Foreign Language

SD: Standard Deviation

FLL: Foreign Language Learning

Q: Question

%: Percentage

SPSS: Statistical Package for the Social Sciences

P: Significant level

r: Pearson correlation

List of Tables

List of Figures

General Introduction

1. Background of the Study:

Speaking is one of the four important skills (speaking, listening, reading and writing) which is regarded as the most useful skill in our daily life. It is one of the ways of expressing ideas, thoughts, and feelings. Learning speaking is not an easy process to be mastered; it requires many efforts specially in developing fluency because it is considered as the core of speech. The role for developing the language skills is represented in achieving a good speaking performance in producing and perceiving the language. As mentioned by Nunan (1991, p. 39) "to most people, mastering the art of speaking is the single most important aspect of learning second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language". Students face different difficulties while speaking a foreign language. One of these difficulties is related to the students' emotions and feelings which is the lack of self-esteem (Hayana & Wala, 2016; Kalanzadeh, Mahngar, Hassannejad, & Bakhtiarvand, 2013 defined Self-esteem as the person's evaluation towards his own self-worthiness and competence.

2. Statement of the Problem:

Speaking is regarded as the most difficult skill to be mastered. 3rd year students although they have been studied the English language for 9 years and have been learning oral expression two years before, they are still facing problems of speaking fluency. And this is the point of view of the teachers of oral expression module in Tebessa University. Many researchers stated that the lack of self-esteem is one of the strong factors which affect speaking fluency. For this reason, we conducted this study to know if there is any relationship between self-esteem and students' speaking fluency.

3. The Research Questions:

This study is designed to answer the following questions:

1. What is the level of 3rd year students on utterance fluency?

2. What is the level of their self-esteem?

3. Do males have higher degree of self-esteem than females?

4. In which domains do third year students have the higher degree of self-esteem?

5. Is there a relationship between students' level of self-esteem and each aspect of their utterance fluency?

6. What is the relationship between each domain of self-esteem and each aspect of utterance fluency?

4. Hypotheses:

From the above mentioned questions, these hypotheses have been formulated:

1. 3rd year students are not fluent speakers.

2. All the students have a moderate level of self esteem.

3. Male students have higher degree of self esteem than female students.

4. The level of students' self-esteem is moderate in its entire domains.

5. There is a significant correlation between self-esteem and all the aspects of utterance fluency.

6. There is a significant correlation between all the domains of self-esteem and all the aspects of utterance fluency.

5. The Research Aims:

This present study aims at determining whether there is a relationship between self-esteem and speaking fluency. For this reason, our study aims at measuring the degree of 3rd year students' self-esteem, as well as, their level of speaking fluency.

6. The Research Methods:

This study is conducted by using descriptive and correlational methods in order to determine whether there is a relationship between self-esteem and speaking fluency.

6.1. Data Collected Tools:

Two different tools are used: a questionnaire and a speaking test. The former is used to measure the degree of 3rd year students' self-esteem, while the latter is used to gather data about the level of speaking fluency.

6.2. Sample:

We choose the whole population of 3rd year EFL students at Tébessa University as participants in our study. All the population 100% (62 students) completed the self-esteem scale but only 50% (31 out of 62) students performed the speaking task and were recorded while speaking.

7. The Structure of the Dissertation:

This study consists of two main chapters. The first chapter is the theoretical overview about speaking fluency and self-esteem and the second chapter introduces the field work.

The first theoretical chapter is divided into two sections. The first section is about the speaking skill in general and speaking fluency in particular. It deals with definitions of speaking skill and its aspects, speaking fluency and its levels and types. This section also deals with the main factors affecting speaking, and the strategies that can develop it. Finally 0we mentioned the main characteristics of a successful speaking activity in the classroom.

The second section in this dissertation is devoted to self-esteem. It deals with definitions of self esteem, types, levels, theories, and importance. Also in this section, the distinction between the concept of self esteem and other concepts like: self-efficacy, self-concept, and self-confidence is made.

The second chapter is divided into two sections, the first section is the research

methodology and the second section is data analysis and interpretation. In this chapter we explore the nature of the relationship between our two variables.

Chapter one: Literature Review

Introduction

Ur (2012, p. 117) reported that the speaking skill is considered as the most important skill of all the four skills (listening, speaking, reading, and writing). He further said that a person who masters certain language is named a speaker of that language. This shows that the speaking skill includes all the other aspects of language. One of the sub-skills of speaking is fluency, which is considered as the important skill needed to be developed in a foreign language (Auer and Tsiatsos, 2019; Maxom, 2014; Pawlak, Klimaczak, & Majer, 2011). This is because of its vital role in making conversations natural and allowing teachers to evaluate their students' communication (Auer & Tsiatsos, 2019, p. 197).

The speaking skill as any other skill is affected by several factors. Many teachers concentrate in their speaking classes on the effect of students' cognitive side and neglect their affective one i.e., their emotions and feelings. Brown (2000) said that "self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem (…)" (p. 154). Iland (2013, p. 54) who further focused on it as a human behavior, claimed that speaking in public needs a high degree of self esteem and that low esteemed people find it difficult to speak in front of others.

Accordingly, this theoretical chapter is divided into two sections. The first section deals with speaking skill in general and speaking fluency in particular. Whereas the second section is devoted to self-esteem.

Section one: Speaking Skill and Fluency

Introduction

Fluency in speaking is considered as the most important feature of effective speech that a student may acquire (Rizvi, 2005). This section will provide a general overview about speaking skill in general and fluency in particular. First, it defines the concept of speaking skill with its main aspects. Second, it provides a definition of speaking fluency with its levels and types. Third, it deals with the main factors affecting speaking and also the strategies that can develop students' speaking skill. Finally, this section ends with the main characteristics of a successful speaking activity in the classroom.

1.1.1. Speaking Skill

Speaking is the productive oral skill; it includes generative systematic verbal speech to transmit meaning. It described as a reactant process of structuring meaning that includes producing, receiving, and processing information (Florez, 1999 as cited in Comings, Garner & Smith, 2006). Speaking is the mental combination of a variety of skills practically altogether (Burns & Hill, 2013 as cited in Azarnoosh, Fraavani, & Kargozari, 2016, p. 84). Foreign language learners usually find speaking very difficult to master, and the competence in speaking takes a long time to be improved (Luoma, 2004). Pawlak and Klimczak (2015, p. vii) sum up the definition of speaking as "an extremely complex, multifaceted skill, adept use of which requires sufficient mastery of linguistic resources in terms of grammar, vocabulary, and pronunciation".

1.1.2. Aspects of Speaking Skill

According to Heaton (1988) there are four aspects of speaking which are: fluency, accuracy, comprehensibility, and content (as cited in Tahir, 2013).

1.1.2.1. Fluency

Lennon (1990) distinguished between two main senses in which the term fluency can be used. First the broad sense and it is the subjective term which is adjusted with oral proficiency. In this case, people who approximate the norms of native speakers are characterized as fluent ones. In its narrow sense, it is the speed of performance in which speakers produce speech rapidly without inappropriate pauses, reproduction and self-construction (Lennon, 1990 as cited in Rubio, Thoms & Bourns, 2014, p. 140). Rizvi (2005) in defining fluency said:

> Fluency is the natural flow of words without any unnecessary pauses and repetition. This natural flow of words or smoothness of expression can come from the ability to compose and speak meaningful utterances by using appropriate vocabulary and grammar skills. Fluent and expressive speech normally depends on the range of vocabulary appropriately used, as poor vocabulary will cause lack of fluency. Fluency also depends on the appropriate use of macro-skills of grammar and pronunciation such as subject-verb agreement, tense formation, clause linkage, use of transitional words, basic intonation patterns, rhythm, and so on. (p.97)

1.1.2.2. Accuracy

Accuracy is the speakers' ability of making the speech free from mistakes; it refers to the correct production of grammatical utterances (Roehr & Gutiérrez, 2013; Richards & Schmidt, 2013;Siegel, 2011). Skehan (1996) described it as the ability of speakers to deal with various levels of inter-language complexity in a certain proficiency level (as cited in Finkbeiner & Svalberg, 2015). Accuracy refers to the speakers' selection of linguistic norms (Loewer and Sato, 2017, p. 54). There are three types of accuracy which are: grammar, pronunciation, vocabulary. First, grammar according to (Simon & Schuster, 2006 as cited in Tahir, 2013), grammar is the study of language in relation to forms and structures of words with their usual

organization in phrases and sentences. Grammar is defined in three ways. It is a basic way of language arrangement. Also it is the representation of language organization, and as a number of norms about speaking and writing duly (Littlewood, 2006 as cited in Tahir, 2013). Grammar can be either descriptive or prescriptive. Descriptive grammar represents the language that is actually used by people (Sims, 2007, p. 171). Peterson (2014, p. 179) described it as a full arrangement of grammar norms which are necessary to form all the sentences. Prescriptive grammars "are those used by prestige groups within a language community, those that condemn the use of certain constructions that fall outside mainstream acceptability" (Sims, 2007, p. 171). Second, pronunciation according to Allexander et al. (1998, p. 830) pronunciation refers to the manner of articulating certain sounds. He said that "pronunciation deals with recognition or understanding the flow of speech and production of words, teaching pronunciation is intended students' can produce speech which is intelligible in the areas where they use it" (as cited in Tahir, 2013). Third, vocabulary "is the total number of words which (with rules for combining them) make up a language. It consists of content words, nouns, verbs, adjectives and function words such as prepositions, conjunctions, articles and pronouns" (Tahir, 2013). It is an instrument of stating ideas, showing one's feelings, interpretation, and communication (Yassi & Hum, 2018, p.105).

1.1.2.3. Content

Content has a considerable importance. The clarity of content facilitates the understanding of the message one wants to convey. To have a good content while speaking, it must be unified in which it holds one meaning and completed in which it should be informative as possible as needed (Jacob, 1981 as cited in Tahir, 2013).

1.1.2.4. Comprehensibility

Comprehensibility is a way of getting the conveyed meaning "is the process of understanding the utterances sent by the speaker done by the listener. Also comprehensibility

in speaking means that people can understand what we say and we can understand what they say" (Tahir, 2013).

1.1.3. Speaking Fluency

Fluency is the simplest, comprehensible, and natural use of language in terms of producing meaningful utterances (Bishkar, 2017; Dash, N & Dash, M, 2007; Guitar, 2014; Götz, 2013; Rizvi, 2005; Richards & Rodgers, 2014). It is the smooth and rapid production of language, without needless pauses and repetition (Ellis, 2012; Hardman, Egan, & Drew, 2015; Hidri, 2018). Being a fluent person is being essentially good in performing pronunciation, vocabulary, and grammar (Richards & Schmidt, 2013). Fluency in speaking is the representation of mental skills and the use of vocal cords, tongue, mouth, and lips correctly in speech production (Donsbach, 2015). The markers of the lack fluency can be: hesitations which are the filled (pause with voices) and unfilled (silence) pauses, unnecessary repetitions, corrections or changing pronouns and words, and when a speaker begins in a way that grammar predicts what comes next but he changes the structure of the utterances (Fulcher, 2003 as cited in Hidri, 2018).

1.1.4. Levels of Speaking Fluency

Guitar (2014) said that there are three levels of fluency which classified according to the level of control: spontaneous, controlled, and acceptable stuttering fluency according to the level of control.

1.1.4.1. Spontaneous Fluency

Spontaneous fluency is considered as the normal way of speaking without paying attention to control the fluency of speech: flexible rate, easy onsets, pausing, and proprioception (the position of the body). In this case, the speaker would pay attention only to his ideas (Guitar, 2014).

1.1.4.2. Controlled Fluency

Controlled fluency is the normal or near to normal speech that is accompanied with increased effort by the speaker. It is possible to consider some or all fluency characteristics despite of the speakers' exertion of controlling his way of speaking to achieve fluency. In this case, the speaker is the one who tries to use certain techniques to make the speech more fluent and to overcome breaks in fluency (Guitar, 2014).

1.1.4.3. Acceptable Stuttering Fluency

Acceptable fluency is to speak comfortably, even if the speaker stutters because he considers it as something normal. In contrast to controlled fluency, the speaker feels that he need to avoid stuttering in speaking because he does not consider it as something normal (Guitar, 2014).

1.1.5. Types of FLuency

Segalowitz (2010) distinguished between three types of fluency which are: cognitive, utterance, and perceived fluency.

1.1.5.1. Cognitive fluency:

Cognitive fluency refers to the efficient mobilization and integration of the cognitive processes by the speaker. That works on utterance production with respect to its characteristics. There are two aspects of cognitive fluency which are: access fluidity and attention control (Segalowitz, 2007 as cited in Otwinowska, 2016, p. 110). Access fluidity is "the process of connecting words and expressions to their meanings (often referred to as lexical access), a necessary component of fluid speaking, reading, and listening". And attention control is "the process by which a language user focuses and refocuses attention in real time as the message being communicated unfolds" (Segalowitz, 2007 as cited in Otwinowska, 2016, p. 110).

1.1.5.2. Utterance Fluency

Utterance fluency is based on measuring the utterances features of fluency which are those acoustic characteristics of speech such as speech rate, pauses, hesitations, and repair features. (Skehan, 2003; Tavakoli & Skehan , 2005 as cited in De Jong, Steinel, Floryn, Schoonen, & Hulstijn, 2012, p. 2) distinguished three components of utterance fluency: breakdown, speed, and repair fluency. Firstly, breakdown fluency is the pauses that a speaker makes when speaking. They could be measured by counting the number and length of filled and unfilled pauses. (Skehan, 2003; Tavakoli & Skehan ,2005 as cited in De Jong, Steinel, Floryn, Schoonen, and Hulstijn, 2012, p. 2). Secondly, speed fluency is the speech rate which is measured as the number of syllables said by the speaker per second, or the number of words per minute (Skehan, 2003; Tavakoli & Skehan, 2005 as cited in De Jong, Steinel, Floryn, Schoonen, and Hulstijn, 2012, p. 2). Thirdly, repair fluency is the measurement of the number of false starts, the correction of the speaker's own mistakes committed in his speech, and its repetitions (Skehan, 2003; Tavakoli & Skehan, 2005 as cited in De Jong, Steinel, Floryn, Schoonen, and Hulstijn, 2012, p. 2).

1.1.5.3. Perceived Fluency

According to Segalowitz (2010) perceived fluency is the listener's perception about the speaker's fluency on the basis of the listener's inference of utterance fluency. It is also the listener's evaluation of speaker's fluency depending on their speech samples. De Jong et al., (2012) described perceived fluency as the listener's perspective made upon the speakers' ability of producing speech fluently.

1.1.6. Factors Affecting Speaking Performance

Tuan & Mai (2015) said that there are certain conditions that affect students' performance in a given speaking task. These can be performance conditions, listening ability, topical knowledge, and affecting factors. Therefore, teachers must understand those factors so that

they could help their students improve their speaking performance.

1.1.6.1. Performance Conditions

Speaking performance can be affected by performance conditions. They further suggested four types of performance conditions involving time pressure, planning, performance standard and the amount of support (Nation & Newton, 2009 as cited in Tuan & Mai, 2015).

1.1.6.2. Listening Ability:

One cannot develop his speaking skills without developing listening skill at first. In other words, it is necessary for students to understand what others say in order to communicate successfully. He further claimed that a speaker plays both roles, that of the speaker and that of the listener, to achieve successful communication. This stresses the close relationship between listening and speaking (Doff, 1988 as cited in Tuan & Mai, 2015).

1.1.6.3. Topical Knowledge:

Topical knowledge is the knowledge that one speaker has about a certain topic. They added that students who possess the relevant topical knowledge might find it easier to perform in certain test tasks compared to those who do not have topical knowledge (Bachman & Palmer, 1996 as cited in Tuan & Mai, 2015).

1.1.6.4. Affective Factors:

"Clearly affective factors, be they learner-internal or socially influenced, can have an effect on speech fluency development and performance". In other words, affective factors including personality traits as self esteem, anxiety, and motivation affect speakers' speech fluency (Wood, 2010 as cited in Tuan & Mai, 2015).

There are multiple studies that examined the relationship between the affective factor self-esteem and the speaking skill for EFL learners. Many researchers measured speaking skill as a whole skill, and found that there is a positive correlation between students' self esteem

and their speaking skill (Hayana & Wala, 2016; Kalanzadeh, Mahngar, Hassannejed, & Bakhtiarvand, 2013). Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand (2013) carried out a research to investigate the correlation between EFL intermediate students' self-esteem and their speaking skill in Iran. The results showed that there is a strong positive correlation between participants' self-esteem and their speaking skill. Another research by Hayana & Wala (2016) proceeded to examine the role of self-esteem in students' speaking skill in India. In their study they measured the relationship between the two variables they found that students with low self-esteem have low level of oral production whereas students' with high self-esteem have high level of speaking. Self-esteem is regarded as one of the most important factor which can be taken into consideration. So teachers must give more attention to the psychological factors such as self-esteem.

Although many studies dealt with the relationship between self-esteem and speaking in general, only few of them studied the relationship between students' self-esteem and each aspect of speaking separately (vocabulary, fluency, structure, pronunciation, and comprehension). Koosha, Ketabi, & Kassaian (2011) are some of the fewer researchers; they carried out a study to investigate the effect of self-esteem on EFL learners' speaking skill in Iran. In their assessment to speaking skill, they divided it into sub-skills (vocabulary, fluency, structure, pronunciation, and comprehension). They have reported in the study showed there is a positive relationship between self esteem and speaking skill and fluency was the only sub skill that has a strong relationship with self-esteem at level (r= 0,726, p= 0,000).

1.1.7. Strategies for Developing Speaking Skill

For (Brown, 2007 as cited in Derakhshan, Khalili, & Beheshti, 2016) there are six types of speaking performance that are used by the students to develop their speaking skill which are: Imitation, responsive performance, intensive performance, transactional dialogue, interpersonal dialogue, and extensive performance. To begin with, imitation is one of the most

effective speaking performances that may help students to improve their speaking ability. It is usually done by focusing on specific vowel sounds and intonations and imitating them correctly. Responsive performance is the type of speaking performance in which the students should be active and participate in the classroom by replying to teachers' questions and comments. The third type is intensive performance; here the students should practice some phonological or grammatical features of language. In transactional dialogue, the students should engage in conversations to convey messages, exchange information, elaborate a concept, or to manifest the purpose of something. In the other type, which is interpersonal dialogue, the students should maintain social relationships. Extensive performance is the last type of speaking performance. It is the use monologues in form of oral reports, summaries and short speeches as a way for improving students' speaking skills (Brown, 2007 as cited in Derakhshan, Khalili, & Beheshti, 2016).

Furthermore, Teachers tend to use a variety of speaking activities to improve students speaking skill. The need to design a variety of classroom activities is basic for promoting students' oral abilities and fluency. According to (Hedge, 2000 as cited in Juan, Daradoumis, Xhafa, Caballe, & Faulin, 2010, p. 221) there are six main kinds of speaking activities that can improve students speaking skill which are: role play, discussion, information gap activities, simulations, storytelling, and playing cards.

1.1.7.1. Role Play

Role play is an activity for practicing speaking with different roles in either conversations or interviews (Juan et al., 2010, p. 222). It is very useful to overcome students' shyness, fear, and anxiety. Role play is the use of several activities that can be extended from simple ones which are concerned with the use of certain information on role cards, to other complex contexts passing through many stages (Hedge, 2000 as cited in Juan et al., 2010).

1.1.7.2. Discussion

stated that discussion is based on encouraging students to use the target language in conversation and practice the strategies in communication .It also opens the gate for more chances in developing fluency within a variety of topics (Hedge, 2000 as cited in Juan et al., 2010). For Richards & Schmidt (2013, p. 178) there are four main types of discussion which are based on the degree of teachers' control which are: recitation, guided discussion small group discussion, and reflective discussion. Recitation is a direct structured discussion that a teacher uses to test students' learning of facts. And guided discussion focuses on using discussion by the teacher to emphasize the learners' understanding of the main concepts. Small group discussion is about grouping the students in small groups with taking responsibility in guiding the discussion. The last type is reflective discussion which is the least structured sort of discussion where the students use critical and creative thinking in problem solving.

1.1.7.3. Information Gap Activity

It is based on grouping students' into pairs or groups then, providing some learners with information to share with other learners to achieve outcomes. Those learners use the information to discuss in order to solve certain problems (Hedge, 2000 as cited in Juan et al., 2010). Moreover, Kayi (2006) stated that each learner is playing an important role since the activity cannot be completed if some students' do not share the information that they know. These kinds of activities are very dynamic because each student has the chance to speak extensively in the target language. Hedge (2000) emphasizes the beneficial role of these activities in enhancing students' English fluency. These activities ensure collaboration between students that make them work together to develop their speaking and listening skills (as cited in Juan et al., 2010).

1.1.7.4. Simulations

According to Moore (2009, p. 209) simulations could be regarded as models of what exists or might exist within tractable and controlled conditions. For him there are two types of simulations, the first is human simulation which is an act from a person to another whereas the second type of simulation is person to computer simulation which is a form of responding to a particular game. Furthermore Ur (1999, p. 55), refers to the act of an imaginary situation within an imaginary group role but the individual participants are still speaking and reacting as themselves. He provided the following example for better illustration. For example: "you are the managing committee of a special school for blind children. You want to organize a summer camp for the children, but your school budget is insufficient. Decide how you might raise the money". This kind of activities is often acted within small groups with no audience.

1.1.7.5. Storytelling

Storytelling is based on telling memorized stories with the possibility of summarizing them or even creating new ones. This kind of activities promotes creativity and critical thinking. It is also helpful in the organization of ideas when it follows a particular plot. A teacher may start his session with calling some students to tell short stories whereby it helps them foster their speaking skill (kayi, 2006).

1.1.7.6. Playing Cards

Playing cards is based on grouping students including four students in one group that will present a certain topic. Then, each student in a group will choose one card and each student of that group will write four to five questions about the topic written on the card to ask the others about it. This kind of activities may be of a great benefit in improving students' speaking skill with the condition of avoiding yes/no questions (Kayi, 2006).

1.1.8. Characteristics of a Successful Speaking Activity

Ur (1996) stated four characteristics of speaking ability which are: a lot of learners talk,

even participation, high motivation, and an acceptable level of language (as cited in Tahir, 2013).

1.1.8.1. A lot of Learners Talk

The extensive talk by learners is considered as one of the traits of the successful speaking activity. The teachers must give more time to enable students to form their ideas as required and must provide students with the appropriate amount of time to complete each activity (Ur, 1996 as cited in Tahir, 2013).

1.1.8.2. Even Participation

Teachers must allow equal chances for learners to participate and express themselves and convey ideas. In this sense, teacher ensures that talkative students will not dominate classroom communication (Ur, 1996 as cited in Tahir, 2013).

1.1.8.3. High Motivation

It plays a great role in enhancing students speaking skill. Motivation raises students' interest to speak. In this case, teachers might give interesting topics to students to ensure their motivation (Ur, 1996 as cited in Tahir, 2013).

1.1.8.4. An Acceptable Level of Language

Students try to use appropriate words to convey particular message. In this way, ideas will be expressed clearly and understood by others (Ur, 1996 as cited in Tahir, 2013).

Conclusion

To conclude this section, one of the important skills that need to be developed for mastering any language is the speaking skill. For that reason, we dealt in this section with the concept of speaking, its aspects, the factors that can affect it, and how students can develop this skill. We also dealt with types and levels of fluency because it is one of its important aspects. Since fluency in speaking is affected by many factors and one of them is self-esteem, the second section deals with this personality trait.

<center>**Section two: Self-Esteem**</center>

Introduction

There are many factors that can affect students' speaking production; self-esteem is one of the most important affective factors which have a remarkable influence on the human conduct. As Brown (2000, p154) mentioned "self-esteem is probably the most pervasive aspect of any human behavior". This chapter deals with the definition of self-esteem, and it tackles the difference between it and some constructs. Also it involves the types of self-esteem and its levels with a focus on its theories. Then, it focuses on how teachers develop students' self-esteem, and it highlights the importance of self-esteem and its measurements.

1.2.1. Definition of Self-Esteem

Many scholars tried to define self-esteem. Some of them have based their definition on the worthiness of one's self. Mruk (2006, p. 154) explains it as the one who has a high level of worthiness and a low level of worthiness. Depending on these mechanisms such as minimizing failures, denying shortcomings, being surrounded with accepting others. The individual try to compensate his lack of competence. Others focused on self competence, As Mruk (2006, p. 154) said competence-based self-esteem is based on the high level of competence that one uses to compensate his low sense of self-worthiness. In this case, the individual is focusing on his outer factors rather than the inner ones. Once the person is focusing on his activities that lead him to success, he would be able to overcome his lack of self-worthiness, whereas other scholars based on both worthiness and competence.

Richards & Schimdt (2010, p.517) stated that "Self-esteem is a person's judgment of his own worth or value, based on a feeling of 'efficacy'". Moreover, Wong (2009, p.134) mentioned that "Self-esteem is the perception you have of yourself as a human being.

<center>18</center>

There are other scholars who define self-esteem in terms of both worthiness and competence. The first scholar who gave such definition is Nathaniel Branden (1969, p. 110) when he said "self-esteem has two interrelated aspects: it entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living" (Nathaniel Branden, 1969 as cited in Mruk, 2019, p. 11). "Self-esteem is the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness" (Branden, as cited in Quick, 1997). Furthermore, Warren (1991, p. 1) says that "Self-esteem breaks down into two components: (1) the ability to say that "I am important", "I matter", and (2) the ability to say" I am competent", "I have something to offer to others and the world" (Warren as cited in Townsend & Morgan, 2018, p. 267).

In this context, Brown (2000, p. 154) defined it as

probably the most pervasive aspect of any human behavior. It could

easily be claimed that no successful cognitive or affective activity can be carried out

without some degree of self esteem, self confidence, knowledge of yourself, and self-

efficacy-belief in your own capabilities to successfully perform that activity.

1.2.2. Theories of Self-Esteem

Many scholars tried over the years to understand how self-esteem works. In this sense, many theories emerged to suggest the possible ways of self-esteem functioning.

1.2.2.1. Self Determination Theory

Ryan & Deci (2017, p. 3) defined self determination theory as a theory of human behavior which is based on empirical studies, it emphasizes the analysis of the psychological level in various types. This theory further focuses on the way social contexts influence people's development of self satisfaction. Ryan & Deci (2017) further said that self determination theory tests how social, biological, and cultural conditions promote or hinder the

psychological development of the person. According to Gagné (2014, p. 128) "self determinism theory has been influential in the development and understanding of the contingent self-esteem literature". In this context, Gagné (2014) emphasizes the importance of self determination theory in self-esteem, evolution and perception. When the individual benefit from the various social contexts to develop his personality, his level of self-esteem will be increased.

1.2.2.2. Terror Management Theory

Harvell & Nisbett (2016, pp. 3-4) stated that the terror management theory was developed to explain the concept of self-esteem at the very first place; it highlights the process of controlling the person's self-esteem as well as its importance. The core focus of this theory is the problem of death and how people cope with his fear of death in order to enhance the level of. In this sense, when the person overcomes his fear of death, his self-esteem will be higher than before.

1.2.2.3. Sociometer Theory

According to Leary et al. (1995) self-esteem is a sociometer which is an inner assessment of the way that a person succeeds to be included in society. They conducted an experimental research where they informed their participants that they were not chosen by any one as a partner. Apparently, this influences their self-esteem to be lower than before. However those who were told that others have chosen them to be partners showed a noticeable increase in their self-esteem (as cited in Millon, Lerner, & Weiner 2003, p. 332).

1.2.3. Types of Self-Esteem

1.2.3.1. Low Self-Esteem

Coleman & Hendry (1999) invoke that people with low self-esteem are usually characterized by depression, anxiety, and poor school achievement. Such people suffer from a variety of feelings as isolation, undesirability, also the inability of self manifestation and self

advocating, and the feeling of being incapable of defeating their failure. Low self-esteem is "a development of a poor or negative self-image" (Riddick, 1996 as cited in Naylor, 2009, p. 53). In other words, low self-esteem means the negative image of one's self. Moreover, for (Campbel et al., 1996 as cited in Hill, 2013) low self-esteem refers to one's own valuation to be unreliable or totally passive. Furthermore, Carlock (1999, p. 5) announced that there are symptoms such as: wrong choice in relation with others, gloominess, failure, that can indicate that a person has a low self esteem.

1.2.3.2. High Self-Esteem

Lawrence (2006, p. xix) stated that high self-esteem refers to peoples' self-confidence and positive view about themselves and of their own capabilities. For Cantor and Bernay (1992) and Shub (1994) "people with high self-esteem have positive feelings about themselves that are not shaken by challenge or adversity" (as cited in Carlock, 1999, p. 5). This means that people whose self-esteem is higher always have positive view for themselves. People with high self-esteem usually have good feelings about themselves as they are characterized by high level of confidence. A high degree of self worthiness they are also positive helpful and good communicators. (Culter, 1995 as cited in Srivastava & Agarwal, 2013, p. 59). Besides, they are capable of learning through their previous mistakes. All these characteristics (happiness, positive views,…) enables them to build a strong personality to lead their own lives. Carlock (1999, p. 5) mentioned that high self-esteem is associated with gladness, calmness, prosperity, and self-realization.

1.2.4. Levels of Self-Esteem

Brown (2000) distinguished between three levels of self-esteem which are Global, Situational, and task self-esteem.

1.2.4.1. Global Self-Esteem

Harter (1993) defined global self-esteem as "the level of global regard that one has for oneself as a person" (as cited in Chrislor & McCreary, 2010, p. 30). According to Brown (2000, p. 142), " it is the general or prevailing assessment one makes of one's own worth overtime and across a number of situations". Besides, Lawrence (2006, p. 6) said that global self-esteem "refers to an all-round feeling of self-worth and confidence". In other words, global self-esteem is generally related to the person's own valuation of himself and to the general feeling towards it. Furthermore, Guindon (2010, p. 12) defined global self-esteem as "a level of self-acceptance or respect for oneself; a trait or tendency relatively stable and enduring, composed of all subordinate traits and characteristics of the self". Which means that global self-esteem is to admit and estimate yourself, it is also a merit that includes all the related self particularities.

1.2.4.2. Situational Self-Esteem

Brown (2000, p. 142) asserts that "Situational or specific self-esteem refers to one's self-appraisals in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits, such as intelligence, communicative ability, athletic ability, or personality traits like gregariousness, empathy, and flexibility". Therefore, situational or specific self-esteem is the person's valuation of himself in a certain situation. Besides, Lawrence (2006, p. 6) stated that specific self-esteem is "a feeling of self-worth and confidence with regard to a specific activity or behavior". Therefore, specific self-esteem is the self valuation in terms of worthiness depending on certain activity or conduct.

1.2.4.3. Task Self-Esteem

Brown (2000) stated that:

Task self-esteem relates to particular tasks within specific situations. For example,

within the educational domain, task self-esteem might refer to one subject-matter area.

In an athletic context, skill in a sport or even a facet of a sport such as net play in

tennis or pitching in baseball—would be evaluated on the level of task self-esteem.

Specific self-esteem might encompass second language acquisition in general, and

task self-esteem might appropriately refer to one's self-evaluation of a particular

aspect; speaking, writing, a particular class in a second language, or

even a special kind of classroom exercise (p. 142).

So task self-esteem is linked to certain tasks in a particular situation, for instance, in

second language acquisition, specific self-esteem may be related to a specific task such as

speaking and writing.

1.2.5. Self-esteem Vs Other Self Constructs

Many people confound between self-esteem and other self constructs. Among the

concepts of self constructs we might find: self-esteem, self-efficacy, self-concept, and self-

confidence.

1.2.5.1. Self-Esteem

Self-esteem is" the experience of being capable of meeting life's challenges and being

worthy of happiness" (National Association for Self-Esteem, as cited in Hallsmith, 2003, p.

40). In this definition, he relates self esteem to both worthiness and competency. Whereas

Iland (2013, p. 13) linked self esteem with the person's own opinion about his inner

evaluation of himself. Coppersmith (1967) also referred to the self evaluation when he said:

Self-esteem refers to the evaluation which individuals make and customarily

maintain with regard to themselves; it expresses an attitude of approval or

disapproval, and indicates the extent to which individuals believe themselves to be

capable, significant, successful and worthy. In short self-esteem is a personal

judgment of worthiness that is expressed in attitudes that individuals hold toward

themselves. It is a subjective experience which the individual conveys to others by

verbal reports and other overt expressive behavior (as cited in Brown, 2000, p. 154).

1.2.5.2. Self-Efficacy

According to (Bandura, 1977a, 1981b, 1982c as cited in Prescott, 2006, p. 52) self efficacy is the person's evaluation of the ability to cope with the situational tasks. It is the individual's tenets that make him perform well in certain tasks. Self efficacy is "people's judgments of their capabilities to organize and execute an action required attaining designated types of performances" (Bandura, 1986 as cited in Brown & Lent, 2005, p. 104).

Self efficacy is defined as "one's conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive resources or courses of action needed to successfully execute a specific task within a given context" (Stajkovic & Luthans, 1998 as cited in Burke & Cooper, 2009, p. 76). In other words, it is the one's satisfaction about his capacity when handing any task in a given situation. Moreover, Richards & Schmidt (2010) referred to self efficacy as being one's belief in his own abilities to fulfill any goals. Adalikwu (2012, p. 7) relates also self efficacy to the person's goals when he said "self-efficacy is an individual's evaluation of their own ability to be successful in attaining a specific goal"

 1.2.5.3. Self-Concept

The term self concept is defined as the evaluation of one's mental and physical traits. Lawrence (2006, p. 2) said "self-concept is the sum total of an individual's mental and physical characteristics and his/her evaluation of them" and " it is the individual's awareness of his/her own self. It is an awareness of one's own identity". Furthermore, (Rosenberg, 1979 as cited in Prescott, 2006, p. 52) stated that self concept is the source that indicates people's expectations of one's behaviors. Loue (2008, p. 1) declared that self concept as the persons' awareness of themselves, and it is considered as a cognitive aspect.

1.2.5.4. Self-Confidence

According to Papade (2018, p. 22) "self-confidence refers to an individual's perceived

ability to act effectively in a situation to overcome obstacles and to attain successes". Plummer (2007, p. 25) maintained that self confidence "is being able to accept challenges and make choices, and being secure enough in himself to be able to cope successfully with the unexpected". This means that self confidence is the inner tranquility that enables the person to deal with the sudden. Adalikwu (2012, pp. 5-6) defined self-efficacy as "the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past".

To make a clear distinction between the four concepts, we might say that self-esteem is one's own evaluation of the self whereas self concept is the person's knowledge about himself that is to mean the cognitive aspect. Besides, self efficacy is one's belief in his abilities to complete certain tasks. And self-confidence is about one's certainty that he is going to succeed in a specific task.

1.2.6. Measurement of Self-Esteem

Leary and Hoyle (2009, p. 532) said that the majority of research about self-esteem depends on what respondents report when directly asking them about what they feel towards themselves. One method used in self-report measurements is done by grouping respondents' perspectives into three approaches (single-component, two-component, and multiple-components approaches).

1.2.6.1. The Single-Component Approach

This is also named the one-dimensional approach. It is referred to as being the most used approach in the measurement of self-esteem. It depends on the use of a single general dimension; it is usually measured with a simple number of items. Researchers therefore, have developed a one item self-esteem scale that consists of the single items (Robins, Hendin, & Trzesniewski, 2001 as cited in Leary and Hoyle, 2009). And according to Mruk (2006, p. 37), Rosenberg's (1965) self-esteem scale is the most common in the one-dimensional

measurement.

1.2.6.2. The Two-Component Approach

According to Robins, Hendin, and Trzesniewski (2001) it became largely common to divide global self-esteem into two-components recently. Accordingly, various scales were designed to evaluate both people's lovability (self liking) and competence (self competence) (as cited in Leary & Hoyle, 2009).

Another two-component scale is the one that differentiate between trait self-esteem which is people's baseline global self-esteem level that stays constant throughout time, and state self-esteem which changes from one moment to another in relation to self relevant experiences. Owens, Stryker, and Goodman (2001, p. 112) said that Rosenberg self-esteem scale is one of the scales that measures trait self-esteem as on-average self-evaluation. However, state self esteem is the self-evaluation in that exact moment. In other words, state self-esteem measurement refers to one's feeling about his worthiness at a specific point of time.

Another two-component approach of self-esteem measurement according to Leary and Hoyle (2009) is the distinction between explicit and implicit attitudes. In this type of self-esteem measurement, it is reported that explicit self-esteem is easy to be controlled, deliberated and verbalized. In contrast to implicit self-esteem this is uncontrollable, automatic, and difficult to be verbalized (Epstein & Moring, 1995 as cited in Leary & Hoyle, 2009). In this sense, many inconspicuous methods have been used to measure implicit self-esteem.

1.2.6.3. Multiple-Components Approach

This is also called the multidimensional approach. According to Johnson and Christensen (2008, p. 154) the multiple components approach is used in the measurement of a construct that consists of various components or dimensions. Johnson and Christensen (2008) further

said that Harter Self-Perception Profile for children is an example of those tests used to measure five dimensions of self-esteem (scholastic competence, social acceptance, athletic competence, physical appearance, and behavioral conduct) along with global self-esteem. Mruk (2013, p. 21) reported that the multidimensional self-esteem inventory formulated by O'Brien and Epstein (1988), is one of the scales, which is used to measure various dimensions of self-esteem that reflect both competence and worthiness.

1.2.7. The Importance of Self-Esteem

Gurney (2000, p. 64) stated that "the need for esteem is essential for psychological and emotional well-being". It means that self-esteem is a significant skill which helps people to be happy, emotionally, psychologically, and socially. According to Lawrence (2000, p. 5), self esteem is needed nowadays more than before due to the differences between traditional and actual societies. In actual societies, the need to feel worthy is much more important than eating or having pleasure. Thereby, Weiner, and Craighead (2010, p. 1537) asserted that "self-esteem is seen as playing a crucial role in helping individuals reach and maintain psychological well-being". Also, it permits people to overcome all the problems and encounter the challenges of life. For Mruk (2013, p. 116) the development of self-esteem enables people to evade unfavorable behaviors as well as to promote favorable ones in society. Also self-esteem is considered, `to` a great extent, to be a context based phenomenon.

1.2.8. How Teachers Develop Student's Self-Esteem

Researchers tried to investigate the possible ways to enhance student's self-esteem in the classroom. According to Gurney (2000, p. 64) teachers influence students' self-esteem because of their attitudes and conducts with them. The way they create relationships between students and enhance mutual good feelings plays a great role in improving students' self-esteem. In this context, two main theories were developed to help teachers develop students' self-esteem at schools.

1.2.8.1. Symbolic Interaction Theory

Cooley (1912), Mead (1934), and Strykes (2002) stated that symbolic interaction theory is one of the social sciences theories. According to this theory, other people's behavior might serve as a symbol that shapes their views about an individual where the individual would use his view about this symbol as a reference for his own valuation of himself (as cited in Prihadi & Chua, 2012, p. 3). According to Prihadi and Chua (2012, p. 3) students consider their teachers' expectancy as a symbol that influences their evaluation of their self worthiness. They clarify, in (figure 1), how symbolic interaction theory explains the effect of teachers' expectancy on students' self-esteem.
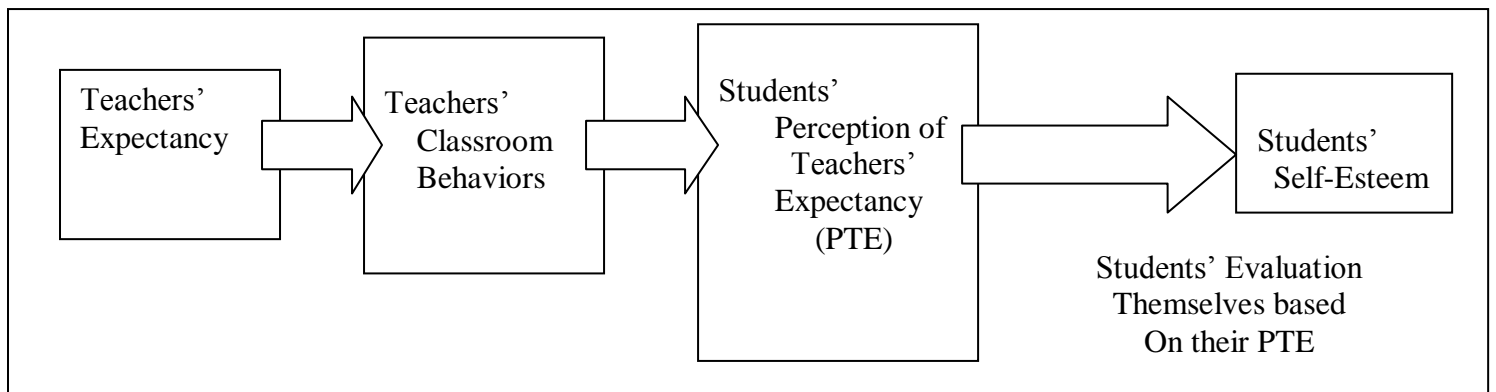
Figure 01. How Symbolic Interaction Theory Explains the Effect of Teachers' Expectancy on Students' Self-Esteem (Prihadi & Chua, 2012, p. 3).

1.2.8.2. Self-Fulfilling Theory

Self -fulfilling prophecies is a main contribution of symbolic theory. Prihadi and chua (2012, p. 3) put the following figure to explain how this theory works to improve students' self-esteem.

Figure 02. Flow of Self-fulfilling Prophecy on How Teachers' Expectancy is confirmed through their own Behavior (Prihadi & chua, 2012, p. 3).
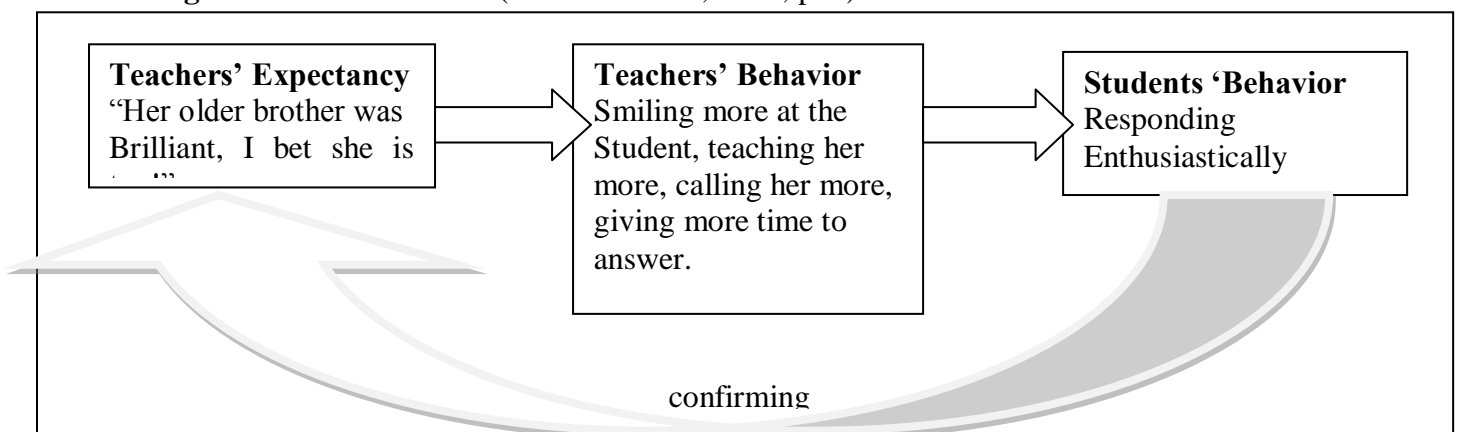
In the provided figure, it is shown that the teacher will behave as a result of his expectancy that will later shape students' behavior.

According to Brinkerhoff, White, Ortega, and Weitz (2007, p. 152) "self-fulfilling prophecies occur when something is defined as real and therefore becomes real in its consequences". When teachers, for instance, believe that students' have a high degree of intelligence as well as more abilities, they would work for real to help students' develop their intellectual skills and capacities.

Conclusion

Self-esteem is considered as an important affective factor which has a great influence on the progress of speaking. Self-esteem is the individuals' evaluation about the self. This section had covered a general overview about self-esteem, with some definitions and the difference between some constructs such as (self-esteem, self-efficacy, self concept, and self confidence). It highlighted its types, levels, and theories and it emphasized how teachers develop students' self-esteem. Also it dealt with its importance and we concluded this section with the different measurements of self-esteem.

Conclusion

For many researchers speaking a foreign language fluently is affected by many factors and one of them is self-esteem. This theoretical chapter is a general overview about these two research variables. The first section is devoted to speaking skill in general and speaking fluency in particular with its types and levels. The second section is attached to the affective factor self-esteem and its main concepts. And the following chapter is devoted to the methodological part in which the research questions and the hypotheses formulated analyzed and interpreted.

Chapter two: The Field Work

Introduction

According to what the oral expression teachers say in our department, despite the fact that third year students have been exposed to English language for 9 years and have been learning oral expression for two years, they still do not speak fluently. Researchers (e.g., Koosha, Ketabi, and Kassaian, 2011) said that the problem may be due to the lack of self-esteem. For this reason, we conducted this study to determine the students' level of self-esteem and speaking fluency. And to explore whether there is a relationship between the two variables.

In the methodological chapter, we try to answer the research questions and to test our hypotheses. First section attaches the description of the tools used in the study. And the second section is about the analysis of the data, then the interpretation and the discussion of the results.

Section one: The Research Methodology

2.1.1. Participants

The current study is conducted on the whole population of 3rd year EFL (English as a Foreign Language) students at Tebessa University. The sample consists of 62 students who are divided into two groups.

2.1.2. Research Design

This research used a descriptive survey and a correlation method, the descriptive study was used to answer the first four research questions which describe and give information about the level of 3rd year students' fluency and self-esteem. And the correlation study answers the last two research questions which are about the correlation between students' self-esteem and their utterance fluency using Person Product Moment ®.

2.1.3. Data Collection Instruments

Two instruments were employed in this study: a questionnaire and a speaking test.

2.1.3.1. The Questionnaire

The questionnaire is about self-esteem (see appendix I). It is made up of 37 items. The scale is divided into 5 subscales: physical appearance from (item 1 to 5), scholastic competence from (6 to 13), social acceptance from (14 to 23), close relationship from (24 to 29), and global self-worth from (30 to 37 items). All the items are scored on a five point likert type scale from (1) not at all true for me to (5) very true for me, only five of them with reversed scores which are the items 3, 4, 10, 27, and 28.

We tested the validity and reliability of the questionnaire after conducting a pilot study. The pilot study was conducted on a random sample of 20 third year students and the data was analyzed. We tested the reliability by calculating Alpha Cronbach, we found Alpha for the whole scale is 0,882. And for each subscale we found that for the physical appearance domain alpha = 0,970, scholastic competence alpha = 0,861, social acceptance alpha = 0,710, close relationship alpha = 0,958, and for global self-worth domain alpha = 0,710 which means that our questionnaire is statistically reliable. Moreover, we tested the discriminant validity, we used a t test for independent samples .We found the t value = 7,76 and p value = ,000 which means that there is a significant difference between the two groups. This proves the validity of our questionnaire.

2.1.3.2. The Speaking Test

Through the collected data from the speaking test, we counted the number of repetitions, corrections, and false starts per words while the listening of the recorded voice. In order to count the speech rate (number of syllables per second) we entered the voice scripts into the Praat software then we transcribed every individual speech, and we listen to it using Praat so as to limit the seconds more precisely and more accurately (see appendix II). Furthermore, to

count the number and duration of pauses we used the Praat software. The number of pauses was automatically indicated by the spectrogram (as shown in figure 03), but to decide whether it is a filled or unfilled pause, we had listened to the pauses at the same time. Unfilled it is the completely silent pauses and filled is the pauses with voices such as 'uh' and 'erm'. And we neglected the measurement of pauses length because it is not considered as an important aspect of fluency. Cucchiriani et al (2002) said "less fluent speakers, in general do not make longer pauses than more fluent speakers, but they do pause more often" (as cited in Götz, 2013). So, the fluent speakers can make long pauses.
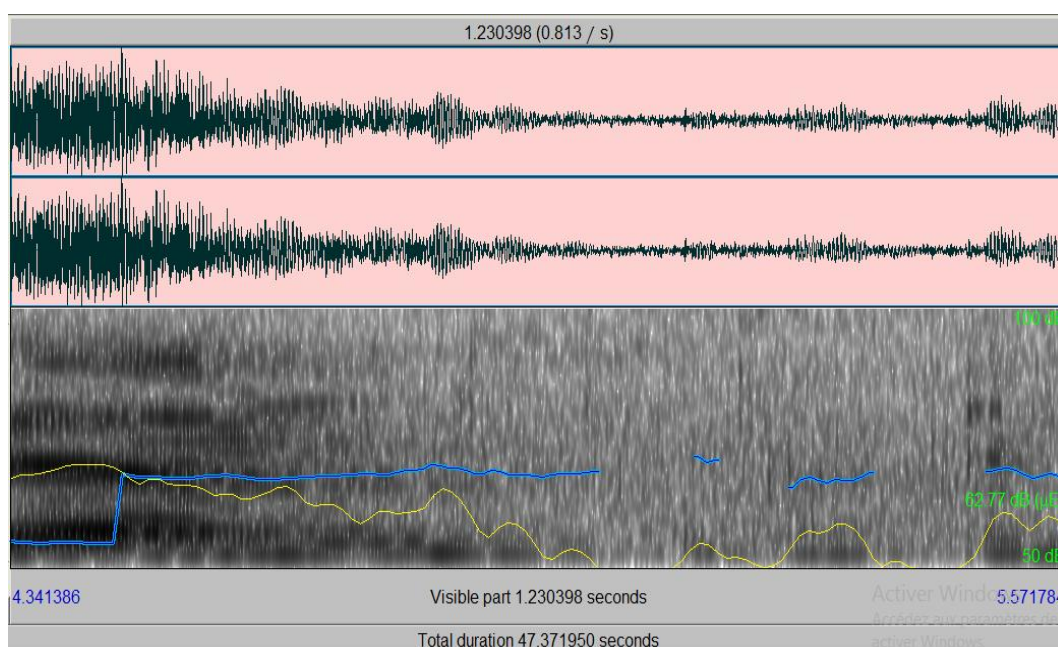
Figure 03: an Example of Filled Pauses.

2.1.4. Procedure

We administered the self-esteem scale to the whole population of 3rd year students which involves 62 students (11 males and 51 females) and are divided into two groups. At the same time, students were given a topic by the teacher of oral expression and their speeches were recorded. These instruments were administered during their regular class of oral expression on 06/05/2019 from 8:15 to 9:30 (first group) and from 9:30 to 11:15 (second group). All the students completed the self-esteem scale. So the response rate reached 100% but it was

limited to only 50% for the speaking task because some students refused to be recorded while speaking.

Section two: Data Analysis and Interpretation

2.2.1. Data Analysis

In order to answer our research questions, we analyzed the data using the SPSS 23 (Statistical Package for the Social Sciences) software.

Q.1. **What is the Level of 3rd Year Students on Utterance Fluency?**

To measure the students utterance fluency, we calculated the mean and the standard deviation (SD) of the speech rate which is the number of syllables per second, including pauses because it is considered as one of the strong indicators of utterance fluency and an excellent indicator of perceived fluency (Götz, 2013).

	Number	Mean	SD
Speech rate	31	3,04	0,553

Table 01: Students Level of Utterance Fluency.

Table 01 shows that the mean speech rate of our sample is 3,04 syllables per second and the standard deviation is 0,553. If we apply the average speech rate 2,63 for non-native speakers of English suggested by Gut (2009) as a reference , we can consider our participants as moderate fluent speakers.

Q.2. What is the Level of the Students' Self-Esteem?

Because this question is descriptive, we calculated the mean and the standard deviation.

	Number	Mean	SD
Total score of self-esteem	62	129	22,72

Table 02: The Degree of Students' Self-Esteem.

As it is shown in the table above, the mean score of 62 students on the self-esteem scale

is 129 and the standard deviation is 22,72. This mean of the total score indicates that the level of students' self-esteem is moderate. Because the total self-esteem score is 185, 129 is near to the average that is why it is considered as moderate self-esteem.

Q.3. Do males Have Higher Degree of Self-Esteem than Females?

In this descriptive question, we use a t test for independent samples to calculate the difference between the means of females and those of males.

	Number	Mean	SD	Sig	T
Male	11	133,09	20,11	0,515	0,655
Female	51	128,11	23,34	0,515	0,655

Table 03: Students' Self-esteem Level According to Gender.

Table 03 demonstrates that the mean score of males self-esteem is 133,09 with a standard deviation 20,11 and the mean score of females self-esteem is 128,11 with 23,34 standard deviation. The significance level (p) is 0,515 and the t value is 0,655. This means that there is no significant difference between males and females level of self-esteem.

Q.4. In which Domain does Third Year Students Have the Higher Degree of Self-Esteem?

For this descriptive question, we calculated the mean and the standard deviation for each domain of self-esteem.

Domains of self-esteem	Mean	SD
Physical appearance	18,25	5,76
Scholastic competence	27,24	6,26
Social acceptance	34,38	7,26
Close relationship	18,83	6,74
Global self-worth	30,27	6,89

Table 04: Students Level in Each Domain of Self-Esteem.

Results in table 04 show that the value of mean is 18,25 while the value of standard deviation is 5,76 for the physical appearance (item 1 to 5) which means that the students have a high self-esteem in this domain because the total score of this sub-scale is 25 and the mean we found is close to it.

The table shows also that the mean of scholastic competence is 27,24 with 6,26 as a standard deviation which indicates that the students have a moderate self-esteem. The total score of scholastic competence is 40 and the mean we found is near to the average score.

Table 04 indicates that the mean value of social acceptance is 34,38 and the standard deviation is 7,26. This means that the students have moderate self-esteem on social acceptance domain. And this is because the total score is 50 and the mean we found is close to the average score.

For the close relationship domain of self-esteem, the mean value is 18, 83 and the standard deviation value is 6, 74 which indicates that the students have a moderate self-esteem. We consider it as moderate because the total score of close relationship domain is 30 and what we found is close to the average score.

This table also demonstrates that the mean score of global self-worth is 30,27 with 6,89 as a standard deviation. Because the total score of global self-worth subscale is 40, the mean we found is more near to the total score that is why we consider it as high self-esteem.

Q.5. Is There a Relationship between Students' Level of Self-Esteem and Each Aspect of their Utterance Fluency?

To answer this question, Pearson product moment correlation analysis was done to examine the relationship between self-esteem and these aspects of utterance fluency: speech rate, number of filled and unfilled pauses, number of repetitions and correction words, and number of false starts. And the results are indicated in table 05.

The kinds of correlation between the variables are mentioned by Riduan and Sunarto

(2012). If the coefficient interval is between (0,00 to 0,199) the correlation is very slight, (0,20 to 0,399) the correlation is slight, and (0,40 to 0,599) the correlation is considered as moderate (as cited in Gustaman, 2015).

Aspects of utterance fluency	Total score of self-esteem		
	Pearson correlation ®	Sig. (2-tailed)	N
Speech rate	0,178	0,337	31
Number of unfilled pauses	0,225	0,224	31
Number of filled pauses	- 0,232	0,209	31
Number of repetition words	- 0,318	0,082	31
Number of correction words	- 0,047	0,802	31
Number of false starts	- 0,320	0,079	31
Total speaking time	0,123	0,510	31

Table 05: The Results of the Pearson Correlation between Self-Esteem and the Aspects of

Utterance Fluency.

Table 05 represents the bivariate Pearson correlations and the significance level (p value) between all measures of utterance fluency and the total score self-esteem. As can be seen from table 05 the Pearson correlation (r) is 0,178 with 0,337 as level of significance for speech rate and self-esteem. This means that there is a very slight positive correlation between the two variables but it is not statistically significant because (p> 0,05).

For the correlation between self-esteem and the number of unfilled pauses; r = 0,225 and p = 0,224 which means that there is a slight positive correlation but it is not statistically significant because (p>0,05).

Having looked at the table above, for self-esteem and number of filled pauses; r = 0,232 and p = 0,209. This means that there is a slight negative correlation between the two variables

and it is not statistically significance because (p> 0,05).

For the correlation between self-esteem and number of repetition words uttered by the participants; r = - 0,318 and p = 0,082. This means that there is a slight negative correlation between the students' self-esteem and repetition of words. This correlation is not significance (p> 0,05).

Table 05 also indicates the correlation between self-esteem and the number of correction words in which r = - 0,047 and p = 0,802. This means that there is no correlation between the two variables because ® is more close to ,000 and it is no statistically significance because (p>0,05).

The correlation between the level of participants' self-esteem and the false starts they make is also represented in the above tables; r = - 0,320 and p = 0,079. Which indicates that there is a slight negative correlation between self-esteem and number of false starts and it is not a significance correlation (p>0,05).

Table 05 demonstrates the correlation the correlation between self-esteem and the total time taken by the participants while speaking. The results shows that the Pearson correlation is 0,123 and the level of significance is 0,510 which means that there is a very slight positive correlation between the two variables and it is not statistically significant because (p> 0,05).

Q.6. Is there a Relationship between Each Domain of Self-Esteem and Each Aspect of Utterance Fluency?

For this correlational question the Pearson correlation coefficient and the significance level is calculated. And the results are shown in tables 06, 07, 08, 09, and 10.

Aspects of utterance fluency	Physical appearance domain		
	Pearsoncorrelation ®	Sig. (2-tailed)	N
Speech rate	- 0,073	0,695	31

Number of unfilled pauses	0,086	0,647	31
Number of filled pauses	,000	0,999	31
Number of repetition words	-0,257	0,163	31
Number of correction words	-0,003	0,989	31
Number of false starts	-0,299	0,103	31
Total speaking time	0,090	0,632	31

Table 06: The Correlation between Each Aspect of Utterance Fluency and Physical

Appearance Self-Esteem.

Table 06 shows that physical appearance has no correlation with number of filled pauses (r = ,000) and also no correlation with speech rate, number of correction words, number of unfilled pauses, and total time speaking because the r value is close to ,000. And this correlation is not statistically significant (p> 0,05).

Table 06 also shows a negative slight correlation between the domain of physical appearance and the number of repetition words and false starts meanwhile it is not statistically significant; for repetition (r = -0,257, p> 0,05) and false starts (r = -0,299, p> 0,05).

Table 07: The Correlation between Each Aspect of Utterance Fluency and Scholastic

Competence Self-Esteem.

Aspects of utterance fluency	Scholastic competence domain		
	Pearsoncorrelation ®	Sig. (2-tailed)	N
Speech rate	0,139	0,456	31
Number of unfilled pauses	0,272	0,139	31
Number of filled pauses	-0,208	0,261	31
Number of repetition words	-0,360*	0,047	31
Number of correction words	-0,028	0,880	31

Number of false starts	-0,196	0,289	31
Total speaking time	0,032	0,864	31

(*). Correlation is significant at the 0,05 level (2-tailed).

As it is shown in table 07, the scholastic competence domain of self-esteem has a slight positive correlation with unfilled pauses (r =0,272) and a very slight positive correlation with speech rate (r = 0,139), these two correlations are not statistically significant because (p> 0,05). This domain has no correlation between number of correction word (r = 0,028) and the total speaking time (r = 0,032) because the Pearson correlation is more near to ,000; the correlation is not significant (p> 0,05). Scholastic competence domain has a slight negative correlation with number of filled pauses (r = -0,208) and has a very slight negative correlation with number of false starts (r = -0,196), these two correlations are not statistically significant (p> 0,05). It has also a slight negative correlation with number of repetition words (-0,360*) while the P value is (0,047) which indicates that there is a statistically significant negative correlation at the level of (0, 05) between the two variables. This case can be interpreted that if the level of scholastic competence self-esteem increases, the number of repetition words automatically decreases.

Table 08: The Correlation between Each Aspect of Utterance Fluency and Social Acceptance Self-Esteem.

Aspects of utterance fluency	Social acceptance domain		
	Pearson correlation ®	Sig. (2-tailed)	N
Speech rate	0,193	0,299	31
Number of unfilled pauses	0,182	0,326	31
Number of filled pauses	-0,218	0,239	31
Number of repetition words	-0,260	0,157	31
Number of correction words	0,004	0,985	31

Number of false starts	-0,429*	0,016	31
Total speaking time	0,080	0,668	31

(*). Correlation is significant at the 0,05 level (2-tailed).

Table 08 shows that there is a very slight correlation between the social acceptance self-esteem and speech rate (r = 0,193), and the number of unfilled pauses and these correlation are not statistically significant because (p> 0,05). And there is no correlation between number of correction words and the total speaking time by the participants (r close to ,000), this correction is not statistically significant (r = 0,004 and p> 0,05).

This table also shows that there is a moderate negative correlation between scholastic competence of self-esteem and number of false starts (r = -0,429*) and this correlation is statistically significant because (p< 0,05). So if the scholastic competence self-esteem decreased, the number of false starts increases and vice versa. And there is a slight negative correlation with number of filled pauses (r = - 0,218) and number of repetition words (r = - 0,260) and it is not statistically significant (p< 0,05).

Aspects of utterance fluency	Close relationship domain		
	Pearson correlation ®	Sig. (2-tailed)	N
Speech rate	0,176	0,143	31
Number of unfilled pauses	0,163	0,382	31
Number of filled pauses	-0,220	0,235	31
Number of repetition words	-0,038	0,838	31
Number of correction words	0,021	0,909	31
Number of false starts	0,080	0,670	31
Total speaking time	0,197	0,288	31

Table 09: The Correlation between Each Aspect of Utterance Fluency and Close Relationship Self-Esteem.

As it is represented in the table above, there is a very slight positive correlation between the close relationship domain of self-esteem and speech rate ($r = 0,176$), number of unfilled pauses ($r = 0,163$), and the total speaking time the participants had taken ($r = 0,197$). There is no relationship between close relationship domain of self-esteem and the number of repetition and correction words and the number of false starts because the Pearson correlation we found is more close to ,000. And it also shows that there is a slight negative correlation between close relationship self-esteem and the number of filled pauses ($r = -0,220$). All correlations we found are not statistically significant because the p value in all cases is more than 0,05.

Aspects of utterance fluency	Global self-worth domain		
	Pearson correlation ®	Sig. (2-tailed)	N
Speech rate	0,155	0,404	31
Number of unfilled pauses	0,106	0,569	31
Number of filled pauses	-0,156	0,404	31
Number of repetition words	-0,229	0,215	31
Number of correction words	- 0,136	0,467	31
Number of false starts	-0,278	0,130	31
Total speaking time	0,052	0,780	31

Table 10: The Correlation between Each Aspect of Utterance Fluency and Global Self-Worth Self-Esteem.

Table 10 indicates that there is a very slight positive correlation between the domain of Global self-worth and speech rate on one hand ($r = 0,155$), and the number of unfilled pauses ($r = 0,106$) on the other. And there is no correlation with the total speaking time (r close to ,000). This table also shows that there is a slight negative correlation with the number of repetition words ($r = 0,229$) and number of false starts ($r = 0,278$). And a very slight negative

correlation between global self-worth and number of filled pauses (r = -0,156) on one hand, and with the correction words the participants make (r = -0,136) on the other. All these correlations are not statistically significant because the p value is more than 0,05.

2.2.2. Discussion of the Results

The discussion of the results is based on the research questions and the hypotheses formulated. The current study has focused on 3rd year students' speaking fluency, their level of self-esteem, the difference between the level of males and females' self-esteem, the domain that the students have a higher self esteem in, the correlation between self-esteem and aspects of utterance fluency, and the correlation between each domain of self-esteem with each aspect of utterance fluency.

According to the stated results in table 01, the first hypothesis which stated that third year students are non-fluent speakers is rejected. Because we find that 3rd year students are moderate fluent speakers. To measure the level of students utterance fluency we concentrate only on the speech rate (number of syllables per second including pauses) because it is considered by many researchers such as Götz (2013) as the important aspect of fluency. The results in table 02 show that the second hypothesis, which states that third year students have a moderate level of self-esteem, is confirmed. Whereas the third hypothesis in this study which indicated that, males have higher level of self esteem than females is rejected. When we calculate the difference because males and females' responses to the self-esteem questionnaire of self-esteem according to gender (table 03), we find that there is no significant difference between them (p = 0,515).

The fourth hypothesis, which stated that the level of students' self-esteem is moderate in each of its domains, is also rejected. The results in table 04 indicate that in physical appearance and global self-worth sub scales the students have a high level of self-esteem, while they have a moderate level in scholastic competence, social acceptance, and close

relationship domains. The fifth hypothesis which said that there is a significant correlation between the level of self-esteem and all the aspects of fluency is also rejected. The findings of this study as shown in table 05, indicate that there is no significant correlation between these variables, this result is shown by the p value which is in all the cases more than 0,05. For the last research hypothesis, we find that there is a slight negative significant correlation between scholastic competence self-esteem and the number of repetition words (r = 0,360 and p = 0,047), and also moderate negative correlation between social acceptance domain of self esteem and the number of false starts the students make while speaking (r = -0,429, p = 0,016), and no significant correlation between the other domains of self-esteem and all the aspects of utterance fluency (tables 06, 07, 08, 09, and 10). These results reject the last hypothesis which said that there is a significant correlation between all the variables.

The results of the current study are in disagreement with the studies of Koosha, Ketabi, and Kassaian (2011). They found that there is a significant correlation between students' level of self-esteem and their speaking skill, this significant correlation is higher with fluency in speaking. The disagreement may be due to the fact that they used a different tool for measuring all the components of speaking including fluency. And they subjectively measure fluency as a whole variable. Whereas in our study we used an objective measure of fluency and we focus only on the utterance type. Also, the students self-reporting can be a cause of this disagreement.

Conclusion

As a conclusion, after the analysis of the data collected using both self-esteem questionnaire and the speaking test, we can deduce that 3rd year students in the department of English have a moderate level of utterance fluency with a moderate level of self-esteem. And through the correlational analysis, we discover that there is no significant correlation between 3rd year FEL students' level of self-esteem and their fluency in speaking.

The limitations of the Study

The limitation is the non response rate which may cause the sample to be non representative of the population. That is why we have to be careful with the interpretation of the results and with making generalizations from them.

General Conclusion

The aim of the study is to determine whether there is a correlation between EFL students' self-esteem and their speaking fluency. We have done so by measuring the level of students self-esteem and utterance fluency then examining the correlation between their scores on the whole self-esteem scale and self-esteem with each aspect of utterance fluency (speech rate, number of unfilled and filled pauses, number of correction and repetition words, number of false starts, and with the total speaking time), also examining the correlation between each domain of self-esteem (physical appearance, scholastic competence, social acceptance, close relationship, and global self-worth) and each aspect of utterance fluency.

In order to answer the research questions and test the hypotheses; a descriptive analysis in which we calculated the mean and the standard deviation values, and a correlative analysis in which calculate the Pearson correlation coefficient value and the significance level (p value) between two variables have been used in this study.

The findings show that 3rd year EFL students have a moderate level of speaking fluency. Also have a moderate level of self-esteem on scholastic competence, social acceptance, and close relationship domains but a high level of self esteem on physical appearance and global self-worth domains. Other findings in the current study show that there is no significant correlation between the whole score of self-esteem and all the aspects of utterance fluency (p > 0,05). And only a slight negative significant correlation between the domain of scholastic competence and the number of repetition words (p = 0,047), and also a moderate negative significant correlation between the social acceptance domain and number of false starts (p = 0,016). In this sense, if the students have high level of self-esteem on scholastic competence domain, their production of repetition words will be decreased, and the same thing with the production of social acceptance domain and number of the false starts.

List of References

Adalikwu, C. (2012). *How to Build Self Confidence, Happiness and Health*. Library of
Congress Control: Author House.

Auer, M. E., & Tsiatsos, T. (Eds.). (2019). *The Challenges of the Digital Transformation in*
Education: Proceedings of the 21st International Conference on Interactive
Collaborative Learning (ICL 2018)-Volume 2. Switzerland: Springer.

Azarnoosh, M., Faravani, M .Z. A., & Kargozari, H.R. (Eds.). (2016). *Issues in Materials*
Development. Netherlands: Sense Publishers.

Bishkar, K. (2017). The Relationship among ESL Students' Speaking Accuracy and Fluency
and Teachers' Oral Skill Class Presentation. *Journal for Applied Linguistics and Language*
Research. 4 (2), 47-56.

Brinkerhoff, D. B., White, L. K., Ortega, S. T., & Weitz, R. (2007). *Essentials of Sociology*
(7th ed.). US of America: Thomson Wadsworth.

Brown, H. D. (2000). *Principles of Language Learning and Teaching*. San Francisco State
University: Longman.

Brown, S. D., & Lent, R. W. (Eds.). (2005). *Career Development and Counseling: Putting*
Theory and Research to Work. Canada: John & Sons, Inc., Hoboken, New Jersey.

Burke, R. J., & Cooper, C. L. (Eds.). (2009). *The Peak Performing Organization*. USA and
Canada: Routledge.

Carlock, C. C. (Ed.). (1999). *Enhancing Self Esteem* (3rd ed.). Great Britain: Routledge.

Chrisler, J. C., & MeCceary, D. R. (Eds.). (2010). *Handbook of Gender Research in*
Psychology. New York, NY: Springer.

Coleman, J. C., & Hendry, L. B. (1999). *The Nature of Adolescence* (3rd ed.). London and
New York: Routledge.

Comings, J., Garner, B., & Smith, C. (Eds). (2006). *Review of adult of Adult Learning and Literacy: Connecting Research, Policy, and Practice.* New Jersey: Lawrence Erlbaum Associates, Inc.

Dash, N., & Dash, M. (2007). *Teaching English as an Additional Language*. India: Atlantic Publishers and Distributors (P) LTD.

De Jong, N. H., Steinel, M. P., Floryn, A., Schoonen, R., & Hulstijn, J. H. (2012). Linguistic Skills and Speaking Fluency in a Second Language. *Applied Psycholinguistics*. *10*, 1017/ S014276412000069.

Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies. 6*(2), 177-183.

Donsbach, W. (Ed). (2015). *The Concise Encyclopedia of Communication*. India: John Wiley and Sons, Inc.

Ellis, R. (2012). *Language Teaching Research and Language Pedagogy*. New York: John Wiley Sons, Inc.

Finkbeiner, C., & Svalberg, A. M. (Eds). (2015). *Awareness Matters: Language, Culture, Literacy*. New York: Routledge.

Gagné, M. (Ed). (2014). *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory*. US of America: Oxford University Press.

Götz, S. (2013). *Fluency in Native and Nonnative English Speech*. Amsterdam: John Benjamins Publishing Company.

Guitar, B. (2014). *Stuttering: An Integrated Approach to its Nature and Treatment (4th Ed.).* China: Lippincott Williams & Wilkins, a Wolters Kluwer Business.

Guindon, M. H. (Ed.). (2010). *Self-Esteem Across Lifespan*. New York, NY: Taylor and Francis Group, LLC.

Gurney, M. (2000). *Pastoral Education: A Handbook of Materials for Social Learning*. England: Stanley Thornes.

Gut, U. (2009). *Non-Native Speech: A Corpus-Based Analysis of Phonological and Phonetic Properties of L2 English and German*. Germany: Peter Lang GmbH.

Hallsmith, G. (2003). The Key to Sustainable Cities: Meeting Human Needs, Transforming Community Systems. Canada: The National Library of Canada.

Hardman, M. L., Egan, M. W., & Drew, C. J. (2015). *Human Exceptionality: School, Community, and Family (12th ed.).* India: Cengage Learning.

Harvell, L. A., & Nisbett, G. S. (Eds.). (2016). *Denying Death: An Interdisciplinary Approaches to Terror Management Theory*. New York, NY: Routledge.

Hayana, J., & Wala, R. (2016). Role of Self-Esteem in English Speaking Skills in Adolescent Learners'. *Research Journal of English Language and Literature (RJELAL): A Peer Review (Refereed) International Journal. 4*(4), 2395-2636

Hidri, S. (Ed). (2018). *Revising the Assessment of Second Language Abilities: From Theory to Practice*. Tunis: Springer International Publishing AG.

Hill, V. Z. (Ed.). (2013). *Self-Esteem*. USA and Canada: Psychology Press.

Iland, A. (2013). *Self Confidence: Unleash Your Confidence, Turn Your Life Around* (2nd ed.). Iland Business Pages.

Johnson, B., & Christensen, L. (2008). *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (3rd ed.). United State of America: Sage Publications, Inc.

Juan, A. A., Daradoumis, T., Xhafa, F., Caballe, S., & Faulin, J. (2010). *Monitoring and Assessment in Online Collaborative Environnements* : *Emergent Computationnel Technologies for E-Learning Support*. United States of America: Information Science Reference.

Juyandegan, M. (2016). The Relationship between Self-Esteem and Reading Comprehension

of EFL Iranian Pre-University Learners. *International Journal of Asian Social Science*. *6* (5), 303-313.

Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The internet TESL Journal*. *XII* (11).

Kalanzadeh, G. A., Mahnegar, F., Hassannejad, E., & Bakhtiarvand, M. (2013). The Influence of EFL Students' Self-Esteem on Their Speaking Skills. *The International Journal of Language Learning and Applied Linguistics World (IJLLALW)*. *2* (2), 76-83.

Koosha, B., Ketabi, S., & Kassaian, Z. (2011). The Effect of Self-Esteem, Age and Gender on the Speaking Skills of Intermediate University EFL Learners. *Theory and Practice in Language Studies*. *1* (10), 1328-1337.

Lawrence, D. H. (2000). *Building Self-Esteem with Adult Learners. London*: British Library.

Lawrence, D. H. (2006). *Enhancing Self Esteem in the Classroom* (3rd ed.). London: Paul Chapman.

Leary, M. R., & Hoyle, R. H. (Eds.). (2009). *Handbook of Individual Differences in Social Behavior*. New York and London: The Guilford Press.

Loewen, S., & Sato, M. (Eds.). (2017). *The Routledge Handbook of Instructed Second Language Acquisition*. New York: Routledge.

Loue, S. (2008). *The Transformative Power of Metaphor in Therapy*. New York: Library of Congress Cataloging-in-Publication Data.

Luoma, S. (2004). *Asszssing Speaking*. Cambridge: University Press.

Maxom, M. (2014). *TEFL Lesson Plans for Dummies*. United Kingdom: John Wiley of Sons, Ltd.

Millon, T., Lerner, J., & Weiner, I. B. (Eds.). (2003). *Handbook of Psychology: Personality and Social Psychology* (vol. 5). Canada: John Wiley & Sons, Inc, Hoboken, New Jersy.

Moore, K. D. (2009). *Effective Instructional Strategies: From Theory to Practice*. (2nd ed.).

California: SAGE Publication, Inc.

Mruk, C. J. (2006). *Self-Esteem Research, Theory, and Practice: Toward a Positive Psychology of Self-Esteem* (3rd ed.). New York, NY: Springer Publishing Company, Inc.

Mruk, C. J. (2013). *Self-Esteem and Positive Psychology: Research, Theory, and Practice* (4th ed.). New York, NY: Springer Publishing Company, LLC.

Mruk, J. C. (2019). *Feeling Good by Doing Good: A Guide to Authentic Self-Esteem and Well-Being*. United State of America: Oxford University Press.

Naylor, B. T. (Ed.). (2009). *Depression in Children*. New York: Nova Science Publishers, Inc.

Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teachers*. New York: Pentice Hall Intermediate (UK) LTD.

Otwinowstra, A. (2016). *Cognate Vocabulary in Language Acquisition and Use: Attitudes, Awareness, Activation.* Great Britain: Short Run Press Ltd.

Owens, T. J., Stryker, S., & Goodman, N. (Eds.). (2001). *Extending Self-Esteem Theory and Research: Sociological and Psychological Currents*. United State of America: Cambridge University Press.

Pandian, P. P. (2018). *Combined Effect of Music and Exercise Among Over Healthy Children*. India: Educreation Publishing.

Papade, K. (2018). *Measurement of Achievement Motivation and Self-Confidence Among Sports Persons and Non-Sports Persons*. United State: Lulu Publication.

Pawlak, M., Klimczak, E. W., & Majer, J. (Eds.). (2011). *Speaking and Instructed Foreign Language Acquisition*. Great Britain: The MPG Books Group.

Pawlak, M., Klimczak, E. W. (Eds). (2015). *Issues in teaching, Learning and Testing Speaking in a Second Language.* New York: Library of Congress Control Number 2014952194.

Peterson, C. C. (2014). *Looking Forward Through the Lifespan: Developmental Psychology (6th ed.).* Malaysia: Pearson Australia (a division of Pearson Australia Group Pty Ltd).

Plummer, D. M. (2007). *Helping Children to Build Self-Esteem: A Photocopiable Activities Book* (2nd ed.). London: Jessica Kingsley.

Prescott, A. P. (Ed). (2006). *The Concept of Self in Education, Family, and Sport*. New York, NY: Nova Science Publishers, Inc.

Prihadi, K., & Chua, M. (2012). Students' Self-Esteem at School: the Risk, the Challenge and the Cure. *Journal of Education and Learning*. *6* (1), 1-14.

Quick, L. J. (1997). Personal Coaching for Results: How to Mentor and Inspire Others to Amazing Growth. Nashville: Thomas Nelson, Inc.

Richards, J. C., & Schmidt, W. R. (2010). *Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Great Britain: Longman.

Richards, J. C., & Schmidt, W. R. (2013). *Longman: Dictionary of Language Teaching and Applied Linguistic (4th ed.).* New York: Routledge.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge: Rotolito Lombarda. S. P. A.

Rizvi, M. A. (2005). *Effective Technical Communication*. India: The Tata McGraw-Hill Publishing Company Limited.

Roehr, K., & Gutiérrez, G. A. G. (Eds). (2013). *The Metalinguistic Dimension in Instructed Second Language Learning*. New York: British Library Cataloguing.

Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. New York, NY, US: Guilford Press.

Segalowitz, N. (2010). *Cognitive Bases of Second Language Fluency*. UK: Routledge.

Siegel, S. (2011). *The contents of Visual Experience.* New York: Oxford University Press, Inc.

Sims, L. M. (2007). *The AAMT Book of Style: Student Workbook: Practical Application and Assessment*. United States of America: Lippincott Williams & Wilkins.

Srivastava, N., & Agarwal, S. (2013). Self Esteem Among Young Adults-A Comparative Study. *International Journal of Humanities and Social Science Invention*. *2* (1), 59-61.

Tahir, S. Z. B. (2013). *Teaching Speaking (English) Through Yahoo Messenger*. Jakarta: Qalam Media Pustaka.

Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thank Hien High School. *Asian Journal of Educational Research*. *3* (2), 8-23.

Townsend, M. C., & Morgan, K. I. (2018). *Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice* (9th ed.). United States of America: F. A. Davis Company.

Ur, P. (1999). A *Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press.

Ur, P. (2012). *A Course in English Language Teaching (2nd ed.).* United Kingdom. Cambridge University Press.

Weiner, I. B., & Craighead, W. E. (Eds.). (2010). *The Corsini Encyclopedia of Psychology* (4th ed., Vol. 2). Canada: John Wiley & Sons, Inc, Hoboken, New Jersy.

Wong, L. (2009). *Essential Study Skills* (6th ed.). New York, NY: Houghton Mifflin Company.

Yassi, A. H., & Hum, K. S. M. (2018). *Syllabus Design for English Language Teaching (2nd ed.).* Indonesia: Prenadamedia Group.

Appendices

Appendix I: Self-esteem questionnaire

Dear students,

We are interested in measuring students' self-esteem as part of our master dissertation and we would be very thankful if you fill in the questionnaire below.

Say to what extent each of the statements below applies to you by putting a tick (√) to rate your answers. Make sure you tick only one box and you answer as honestly as possible (there is no right and wrong answer). The data collected by this questionnaire will only be used for research purposes. We ensure you that your identities as well as your responses will remain anonymous.

Gender: male ☐   female ☐

Statements	**Not at all true of me (1)**	**Not very much true of me (2)**	**Somewhat true of me (3)**	**Fairly much true of me (4)**	**Very true of me (5)**
1: I think that I have a good physical appearance.					
2: I think that I always look attractive.					
3: I spend a lot of time, money, and effort for bettering my looking.					
4: I wish I had a better physical appearance.					
5: I am satisfied when looking to myself in the mirror.					
6: I believe that I am an intelligent person.					
7: Even if I do not have the exact answer, I build mine quickly and participate.					

8: I am satisfied with my scores.					
9: I have a noticeable attendance in my class.					
10: When I see that higher level students are raising their hands to participate, I remain silent.					
11: I am not the kind of students who spend a lot of time thinking on exam questions, I answer quickly and go out.					
12: I do not mind being the first student to speak in oral tests.					
13: When I participate in oral expression classes, I speak with a loud voice.					
14: I do not hesitate when speaking in public.					
15: I think that I am an extrovert person.					
16: I think that all my friends enjoy my companionship.					
17: I think that my opinions are influential for my friends and my family members in various topics.					
18: I think that I know well the best strategies to make any one I want friend to me.					
19: I think that I am important in my community.					
20: When I am with people, I feel they are interested in talking to me.					
21: I feel that I am strongly connected to my society.					

22: I believe that people have a great respect for me.					
23: I am often the first who starts speaking in a group.					
24: I usually share my secrets with my close friends.					
25: I do not mind discussing my family issues with my close friends.					
26: If I have personal problems, I try to solve them with my close friends.					
27: I cannot trust anyone to make with him a close friendship.					
28: I wish that I had a real close friendship with someone.					
29: I think that it is important to make a close friendship.					
30: I am satisfied about my state of being.					
31: I think that I am a worthy person.					
32: I believe that I have a confident personality.					
33: I believe that I have positive abilities.					
34: I believe that I know myself to a great extent.					
35: I always feel that I am happy in my life.					
36: I believe that I am a successful person.					

37: I believe that I am unique with my personality.					

Thank you.

Appendix II: Measurement of speech rate

Example 01:

Of course as any normal Algerian citizen I wish everything good for my country. I want to be like any developed country in the world of course this is not an easy work of course it needs a lot of efforts from us as Algerians and also for the governments and basically it is the start is going to be from us because it is our responsibility and we have to work hardly in order to make a change at least between us and this success is going to be grow up and everything is going to be good and I wish everything better and better from my country.

Total duration: 46 s

The transcription:		Number of syllables per second:
1. of course as any:	ɒv kɔːs æz ˈɛni	5 syllables
2. normal Algerian siti	ˈnɔːməl ælˈdʒɪərɪən ˈsɪtɪ	7 syllables
3. zen i	zɛn aɪ	2 syllables
4. i wish everything	aɪ wɪʃ ˈɛvrɪθɪŋ	6 syllables
5. good for my count	gʊd fɔː meɪ kaʊnt	4 syllables
6. ri I I I	ri aɪ aɪ aɪ	4 syllables
7. wants to bi li	wɒnts tuː biː liː	4syllables
8. k any deve	k ˈɛni dɪˈvɛ	4 syllables
9. loped country in the world	ləpt ˈkʌntri ɪn ðə wɜːld	6 syllables
10. pause (uh)		
11. of course this is not	ɒv kɔːs ðɪs ɪz nɒt	5 syllable
12. not	nɒt	1 syllable
13. an easy work	ən ˈiːzi wɜːk	4 syllables
14. of course it it needs	ɒv kɔːs ɪt ɪt niːdz	5 syllables
15. a lot of efforts	ə lɒt ɒv ˈɛfəts	5syllables
16. from us	frɒm ʌs	2 syllables

17. from us as al	frɒm ʌs æz æl	4 syllables
18. gerians and al	gerians ænd æl	4 syllables
19. so from the government	səʊ frɒm ðə ˈgʌvnmənt	6 syllables
20. and basic	ænd ˈbeɪsɪk	3 syllables
21. ally it is the	əˈlaɪ ɪt ɪz ði:	4 syllables
22. the start is going	ðə stɑːt ɪz ˈgəʊɪŋ	5 syllables
23. to be f	tu: bi: f	2 syllables
24. rom us	rɒm ʌs	2 syllabes
25. because it is	bɪˈkɒz ɪt ɪz	4 syllables
26. our responsibility	ˈaʊə rɪsˌpɒnsəˈbɪlɪti	8 syllabes
27. biliti	biliti	3 syllables
28. and	ænd	1 syllable
29. pause		
30. we have to	wi: hæv tu:	3 syllables
31. work hardly in order	wɜːk ˈhɑːdli ɪn ˈɔːdə	6 syllables
32. make a change	meɪk ə ʧeɪndʒ	3 syllables
33. at least	æt li:st	2 syllables
34. st		0 syllable
35. between us and	bɪˈtwi:n ʌs ænd	4 syllables
36. and this	ænd ðɪs	2 syllables
37. success is g	səkˈsɛs ɪz dʒi:	3 syllables
38. going to be grow up	gəʊɪŋ tu: bi: grəʊ ʌp	6 syllables
39. and every one	ænd ˈɛvri wʌn	4 syllables
40. is going to be	ɪz ˈgəʊɪŋ tu: bi:	5 syllables
41. good	gʊd	1 syllable
42. and I wish everythin	ænd aɪ wɪʃ everythin	6 syllables
43. g		0 syllable

44. pause

45. better and better ˈbɛtər ænd ˈbɛtə 5 syllables

46. for my country fɔː maɪ ˈkʌntri 4 syllables

Example 02:

I hope to see my country equal with the outgrowth countries one day, I hope to remove the headband which control our country unfairly, and to see Algeria with an to see independent Algeria a growth Algeria to see best Algeria.

Total duration: 32,16 s

Transcription:		**Number of syllables per second:**
1. I hope to see my c	aɪ həʊp tuː siː maɪ k	5
2. Country	kʌntri	2
3. Equal	ˈiːkwəl	2
4. With the outgrowth c	wɪð ði ˈaʊtgrəʊθ ˈk	4
5. Ountries	ʌntriz	2
6. One day	wʌn deɪ	2
7. I hope to	aɪ həʊp tuː	3
8. To	tuː	1
9. Pause		
10. Pause		
11. To remove the	tuː rɪˈmuːv ðə	4
12. Headband which	hɛdbænd wɪʧ	3
13. Control our co	kənˈtrəʊl ˈaʊə ˈkʌ	4
14. Ntri unfair	ntri ʌnˈfeə	3
15. Ly	li	1
16. And to s	ænd tuː s	2
17. Ee algeria	iː ælˈʤɪərɪə	4

18. Pause		
19. With an an	wɪð ən ən	3
20. Wi	wɪ	1
21. Th	ð	1
22. Pause		
23. Pause		
24. To see indepen	tuː siː ˌɪndɪˈpɛn	6
25. Ndent Algeria	ndənt ælˈʤɪərɪə	4
26. A growth alger	ə grəʊθ ælˈʤɪər	4
27. Ria	rɪə	1
28. To see	tuː siː	2
29. Pause		
30. Pause		
31. Pause		
32. Best alge	bɛst ælˈʤɪ	3
0,16. Ria	rɪə	1

Example 03:

Concerning the state of our Algeria community nowadays I am not a person who seeks for for perfections because perfections do not for me do not exist. As as as an Algerian citizen I want Algeria to to to move for word to a better, scale a better stage concerning concerning all levels concerning all all scopes. It is it is necessary that we in our selves change before before we demand for for change. Personally, I seek for success success in our parts as scopes of life. Success as an independent person success as as mother, as a sister as a daughter as a housewife as a worker if it if it can occur

Total duration: 59 s

Transcription:	Number of syllables per second:
kənˈsɜː/	2
nɪŋ ðə steɪt ɒv/	4
ˈaʊər ælˈdʒɪəɹɪə k/	4
əˈmjuːnɪti ˈnaʊədeɪ/	7
z aɪ æm nɒt ə ˈpɜːsn/	6
huː siːks fɔː /	3
fɔː pəˈfɛkʃən/	4
zˈkɒz pəˈfɛkʃən:	4
z <u>duː</u>nɒt ɪgˈzɪst	2
æz æz æ/	1
z ən ælˈdʒɪəɹɪən/	5
ˈsɪtɪzn:	4
aɪ wɒnt ælˈdʒɪəɹɪə tuː	2
tuːtuː tuː/	3
muːv fɔː w/	3
ɜːd tuː ə ˈbɛ/	4
tə, skeɪl ə ˈb/	4
ɛtə steɪ/	6
dʒ kənˈsɜːnɪŋ/	3
kənˈsɜːnɪŋ ɔːl ˈlɛ/	2
valz kənˈsɜːnɪŋ ɔː/	4
l ɔːl/	3
skəʊps/	3
. ɪt ɪz ɪt ɪz ˈn/	3
ɛsɪsəri ðæt wiː/	4

ɪn ˈaʊə/	5
ˈaʊə sɛlvz ʧeɪnʤ/	2
bɪˈfɔː wiː/	1
wiːdɪˈmɑːnd fɔː/	4
fɔː/	6
ʧeɪnʤ/	2
ˈpɜːsnəli, aɪ s/	3
iːk fɔː /	3
səkˈsɛs/	4
səkˈsɛs ɪn ˈaʊə pɑː	1
ts æz skəʊps/	2
ɒv ɒv/	pause
laɪ	5
səkˈsɛs æz/	2
æz ən ˌɪndɪˈpɛndənt /	2
ˈpɜːsn/	4
səkˈsɛs æz/	2
æz/	2
æz ˈmʌðə/	1
, æz ə ˈsɪs/	3
tər/ æz ə /	Pause
ˈdɔːtər æz/	6
Pause	2
ə ˈhaʊsw:/	3
aɪf æz ə ˈw/	4
ɜːkər ɪf/	3
ɪt ɪf ɪt kæn əˈkɜː/	5

Appendix III: Data output from the spss

1. The reliability test of the whole scale of self-esteem:

Statistiques de fiabilité

Alpha de Cronbach	Nombre d'éléments
,882	37

2. The reliability test for each domain of self-esteem:

2.1. for physical appearance domain:

Statistiques de fiabilité

Alpha de Cronbach	Nombre d'éléments
,970	5

2.2. for scholastic competence:

Statistiques de fiabilité

Alpha de Cronbach	Nombre d'éléments
,861	8

2.3. for social acceptance domain:

Statistiques de fiabilité

Alpha de Cronbach	Nombre d'éléments
,710	10

2.4. for close relationship domain:

Statistiques de fiabilité

Alpha de Cronbach	Nombre d'éléments
,958	6

2.5. for global self-worth domain:

Statistiques de fiabilité

Alpha de Cronbach	Nombre d'éléments
,710	8

3. The validity test for self-esteem scale (t test and p value):

Test T

[Jeu_de_données1] D:\self esteem.sav

Statistiques de groupe

	group	N	Moyenne	Ecart type	Moyenne erreur standard
totalscale	1,00	6	155,6667	10,63328	4,34102
	2,00	6	110,5000	9,48156	3,87083

Test des échantillons indépendants

		Test de Levene sur l'égalité des variances		Test t pour égalité des moyennes					Intervalle de confiance de la différence à 95 %	
		F	Sig.	t	ddl	Sig. (bilatéral)	Différence moyenne	Différence erreur standard	Inférieur	Supérieur
totalscale	Hypothèse de variances égales	,005	,944	7,766	10	,000	45,16667	5,81617	32,20744	58,12589
	Hypothèse de variances inégales			7,766	9,871	,000	45,16667	5,81617	32,18452	58,14881

4. The mean and SD of speech rate:

Statistiques descriptive

	N	Moyenne	Ecart type
speech_rate	31	3,0435	,55328
N valide (liste)	31		

5. The mean and SD of self-esteem:

Statistiques

Total_self_esteem

N	Valide	62
	Manquant	0
Moyenne		129,0000
Ecart type		22,72790

Résumé

La présente étude tente de découvrir le niveau d'estime de soi et de parler et s'exprimer couramment, ainsi de tester la relation entre ces deux variables recherches destinées aux étudiants de 3ème année du département d'Anglais de l'Université Larbi Tbessi. Pour ce faire, deux instruments sont utilisés pour collecter les données. Une enquête par questionnaire contenant les domaines de l'estime de soi (l'apparence physique, la compétence scolaire, acceptation sociale, la relation proche, et la confiance en soi globale) est soumise à tous les étudiants de 3ème année (62 étudiants). Un test d'enregistrement permettant de collecter les données sur tous les aspects de la fluidité de l'expression orale : débit de parole, nombre de mots répétés et corrigés, nombre de pauses remplies et nom remplies et nombre de fautes dés le départ. Ce test est effectué par 50% d'étudiants et les autres ont refusés d'enregistrer leurs paroles. Pour analyser les données collectées, deux méthodes ont été mises en œuvre : une analyse descriptive et une analyse corrélative. Les résultats indiquent que les étudiants de 3ème année ont un niveau modéré d'estime de soi et la fluidité verbale. Il montre encore qu'il n'y a pas une corrélation significative entre ces deux notions. Seulement une corrélation significative négative entre le domaine de compétence scolaire de l'estime de soi et le nombre de mots répétés, et entre le domaine d'acceptation sociale et le nombre de fautes dés le départ.

ملخص

هذه الدراسة هي محاولة لاكشاف مستوى احترام الذات وطلاقة النطق ، واختبار العلاقة بينهما على جميع طلاب السنة الثالثة قسم اللغة الإنجليزية بجامعة العربي التبسي. تم استخدام وسيلتين لجمع البيانات : استبيان يحتوي على مختلف مجالات تقدير الذات (المظهر الجسدي ، الكفاءة الدراسية ، القبول الاجتماعي ، الصداقة ، وقيمة الذات) لجميع طلاب السنة الثالثة (62 طالبًا). واختبار تسجيل لجمع البيانات حول جميع جوانب الطلاقة في الكلام: معدل الكلام ،عدد تكرار و تصحيح الكلمات ، عدد الإيقافات المملوءة وغير المملوءة ، وعدد البدايات الخاطئة. هذه الوسيلة تم فيها تسجيل 31 طالبًا فقط ، بينما رفض الآخرون . تم تبني طريقتين ، وهما التحليل الوصفي والترابط. تشير النتائج إلى أن طلاب السنة الثالثة لديهم مستوى معتدل من تقدير الذات وطلاقة النطق. أظهر أيضًا أنه لا يوجد ارتباط كبير بين احترام الذات وطلاقة التحدث. وليس هناك سوى علاقة سلبية كبيرة بين مجال الكفاءة الدراسية لتقدير الذات وعدد كلمات التكرار ، وبين مجال القبول الاجتماعي وعدد البدايات الخاطئة.