



Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

MASTER DISSERTATION

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:

Mr.Kherbachi Abdellatif

The Effect of Oral presentation Technique on Students' self-esteem

The Case of Third Year LMD Students of English at Biskra University

Dissertation submitted to the Department of Foreign Languages as partial fulfillment of the requirement for the degree of Master in sciences of Languages.

Board of Examiners:

Dr. Tamagoult Slimane	MCB	Biskra	Examiner
Ms. Bentaher Lamia	MAB	Biskra	Examiner
Mme. Djouama Houda	MAB	Biskra	President
Mr. Labiar Khelad	MAB	Biskra	Supervisor

Academic Year : 2018 - 2019

Declaration

I, Mr. kherbachi Abdellatif, declare that the entire work presented in this dissertation is my own work, and has not been submitted before at any other institution or university for degree.

This work is to be carried out and completed at Mohamed Kheider University of biskra.

Certified by

Mr Kherbachi Abdellatif

Master two, English Department

Dedication

I dedicate this work to my beloved mother and to my father for their unconditional love, generous support, and strong belief in me and throughout my journey. Nothing would have been possible without you.

To my sister and my brothers

To those who always stood by me and ceaselessly encouraged me to complete my work,

To my friends Chahir, Akram, Rebah, Yousaf, Mastafa, Farouk, and Sadak,

To my teachers Bouarouri Jalol and Riad

To all who helped me in this work,

Thank you for everything

Abd ellatif

Acknowledgments

I would like to thank ALLAH for giving me the strength and power to complete this work.

First I would like to thank my supervisor Mr. Labiar Khaled for his guidance and helps.

Second, I would like to thank the jury members: Dr. Tamagoult slimane, Ms. Bentaher Lamia, and Ms. Djouama Houda, for taking the time to read my dissertation and having accepted to examine my work.

I would also like to thank all my colleagues and third year students for their help and collaboration to complete the work.

Abstract

Students' psychology is quite important in EFL learning. However, many students are suffering from a lack of self-esteem which hinders them from having a good learning experience and better academic achievements. The study attempts to investigate the effects of self-esteem on learning, show the importance of improving students' self-esteem, and how can oral presentations help students to improve it. This study assumes that the more students present the more their self-esteem improves. The aim of this research is to determine the kind of relationship that exists between students' self-esteem and oral presentations. This study is divided into two parts; the first part is the theoretical part which contains two chapters. The first chapter focuses on self-esteem while the second chapter investigates and identifies key points and elements regarding oral presentations. The second part contains conducted field research and data gathered. A qualitative approach was employed in this research. We used a questionnaire designed for 74 English students in their third year which entailed several questions regarding self-esteem and oral presentations. The results confirmed the research hypothesis and show that oral presentations have a positive effect on students' self-esteem and the kind of relationship that exists between the two variables is positive relationship i.e. the more students present the more their self-esteem improves. The findings also reveal that teachers play an important role in improving students' self-esteem. Finally, we hope that this study will be a useful incentive to both teachers and students for improving the level of self-esteem.

List of Abbreviations

EFL: English as a foreign language

LMD: License/ Master/ Doctorate

PBA: Project-Based-Approach

Q: Question

List of Figures

Figure 1: A Cognitive (Bottom-Up) Model of Self-Esteem Formation and Functioning.....	23
Figure 2: An Affective (Top-Down) Model of Self-Esteem Formation and Functioning.....	24
Figure 3: Maslow’s Hierarchy of Needs (done by Kirby and McDonald, 2009:9).....	28
Figure 4: Project Planning.....	35

List of Tables

Table 01: students' Gender.....	47
Table 02: students' choice of studying English.....	48
Table 03: students' level of English.....	49
Table 04: students' opinion about the effect of self-esteem on their learning.....	50
Table 05: students' self-esteem.....	52
Table 06: groups of students' self-esteem.....	53
Table 07: students' opinion about oral expression lesson	54
Table 08: the use of oral presentations inside the classroom.....	55
Table 09: how often the teacher use of the strategy of oral presentations inside the classroom	56
Table 10: whether students benefit from the oral presentations or not the mean Of oral presentations.....	57
Table 11: the mean of oral presentation	58
Table 12: students' opinion about whether the oral presentations enhance students' self-esteem or not.....	59

List of Graphs

Graph 01: Students' Gender.....	47
Graphs 02: Students' choice of studying English.....	48
Graph03: Students' level of English.....	49
Graph 04: Students' opinion about the affect of self-esteem on their learning.....	50
Graph 05: Students' self-esteem.....	51
Graph 06: Students' opinion about oral expression lesson.....	53
Graph 07: The use of oral presentations inside the classroom.....	54
Graph 08: How often the teacher use the strategy of oral presentations inside the classroom.....	55
Graph 09: Whether students benefit from the oral presentations or not.....	57
Graph 10: Relationship between Oral presentations and Students'' self-esteem.....	58
Graph 11: Students' opinion about whether the oral expression enhances students' self-esteem or not.....	59.

List of Appendices

Appendix 01: Students' Questionnaire

Table of content

Declaration	i
Dedication	ii
Acknowledgment	iii
Abstract	x
List of abbreviations	x
List of figures	x
List of tables	Vii
List of graphs	x
List of appendices	x
Table of contents;	x
General Introduction	1
1. Statement of the problem.....	2
2. Research Questions.....	2
3. Research hypotheses.....	2
4. Aims of the study.....	2
5. Research Methodology.....	3
5.1. Research method.....	3
5.2. Sample of the study.....	3
5.3. Data Gathering Tools	3
5.4. Structure of the dissertation.....	4
6. The Review of literature.....	5
7. Significance of the study.....;	7
8. Limitation of the study.....	7
Chapter One: Self-Esteem	
1. Introduction.....	8
1.1. Psychological factors.....	8
1.1.1. Positive psychological factors.....	9
1.1.1.1.Motivation.....	9
1.1.1.2.Self-esteem.....	10
1.1.1.3.Self-confidence.....	10

1.1.2. Negative psychological factors.....	11
1.1.2.1. Anxiety.....	11
1.1.2.2. Shyness.....	11
1.1.2.3. Lack of confidence.....	12
1.2. Definition of Self-esteem	13
1.3. The Nature and Origin of Self-Esteem.....	14
1.3.1. Affective Models of Self-Esteem	15
1.3.1.1. Two Components of Self-Esteem	15
1.3.1.2. The development of Self-Esteem	15
1.3.1.3. Attachment Bonds and Self-Esteem.....	15
1.3.2. Cognitive Models of Self-Esteem.....	16
1.3.2.1. Three Cognitive Models of Self-Esteem Formation.....	17
1.3.2.2. Self-esteem and Self-Evaluations.....	17
1.3.2.3. Self-Esteem and the Certainty of Self-Knowledge.....	17
1.3.3. Sociological Models of Self-Esteem.....	17
1.3.3.1. Sex Differences in Self-Esteem.....	18
1.3.3.2. Terror Management Theory.....	18
1.4. Distinction between self-esteem and other psychological.....	18
1.4.1. Self-esteem and self-efficacy.....	19
1.4.2. Self-esteem and self-confidence.....	19
1.5. Levels of self-esteem.....	21
1.5.1. Global self-esteem.....	21
1.5.2. Situational self-esteem.....	21
1.5.3. Task self-esteem.....	22
1.6. Relations among the three levels of self-esteem.....	22
1.6.1. A Cognitive (Bottom-Up) Model of Self- Esteem.....	23
1.6.2. An Affective (Top-Down) Model of Self- Esteem.....	23
1.7. Types of self-esteem.....;	24
1.7.1. Inflated self-esteem.....;	25
1.7.2. High Self-esteem.....	25
1.7.3. Low self-esteem.....	26
1.8. Fostering self confidence.....	26
1.9. Conclusion	28

Chapter Two: Oral Presentations

2. Introduction.....	29
2.1. Definition of Speaking.....	29
2.2. Definition of Communication.....	30
2.3. The Nature of Speaking.....	31
2.4. Functions of Speaking	32
2.4.1. Talk as interaction.....	32
2.4.2. Talk as transaction.....	33
2.4.3. Talk as performance	33
2.5. Functions of spoken language	34
2.5.1. Informative functions.....	34
2.5.2. Giving opinion functions.....	34
2.5.3. Requesting.....	34
2.5.4. Directing.....	34
2.6. Definition of Project-based-approach	34
2.7. Definition of Oral Presentation.....	36
2.8. Types of Oral Presentation.....	37
2.8.1. Informative oral presentation.....	37
2.8.2. Controlled oral presentation.....	37
2.8.3. Guided oral presentation.....	37
2.8.4. Free oral presentation.....	37
2.9. Structure of oral presentation.....	38
2.9.1. Introduction	38
2.9.2. Body.....	39
2.9.3. Conclusion.....	39
2.10. Key Features of Oral Presentation.....	39
2.10.1. Structuring a presentation.....	39
2.10.2. Visuals.....	39
2.10.3. Voice.....	40
2.10.4. Advance signaling.....	40
2.10.5. Language.....	40

2.11. Importance of Oral Presentations.....	40
2.12. The Role of Teacher in preparing oral presentation.....	41
2.13. Benefits of Oral presentations.....	41
2.14. The relations between oral presentation and students' self-esteem.....	42
Conclusion.....	43
Chapter Three: Fieldwork	
3. Introduction.....	44
3.1. Review of the Research Methodology.....	44
3.1.1. Research Method and Approach.....	44
3.1.2. Research Strategy.....	45
3.1.3. Population and Sample.....	45
3.1.4. Data Collection Method.....	45
3.2. Aims of the Questionnaires.....	45
3.2.1. Students Questionnaire.....	45
3.3. Description of the questionnaire.....	46
3.4. Analysis of the Student Questionnaire.....	47
Discussion of finding.....	61
Suggestions and Recommendations.....	64
Conclusion.....	66
General conclusion.....	67
References.....	69

**GENERAL
INTRODUCTION**

1. General Introduction

Learning a foreign language requires developing a number of skills by using certain techniques and strategies that may push students to develop not only the target language, but also help them to overcome some negative personal issues such as, shyness, fear and anxiety which paralyses the learner from a better learning. These techniques and strategies help learners having a high level of self-esteem and self-confidence which they can use in their real life beyond the society. Oral presentation is one of those techniques that the teacher uses inside the classroom to improve the speaking skills, in addition to that, it can affect the student's personality and improve their self-esteem through using these techniques several times.

Self-esteem is a psychological factor that the learners must have; it is related to how learners sees themselves and to which extent they believe and trust their abilities. Therefore, this research will show the effect of self-esteem on learning. Moreover, it aims to figure out the kind of relationship that exists between students' self-esteem and oral presentations and how it can tend to be helpful outside of university.

2. Statement of the problem

Although third years student at the University of Mohamed Khieder Biskra are able to speak fluently and they have an amount of knowledge that may help them talk about many subjects; nevertheless, they seem incapable to speak because of the lack of self-esteem and the negative way they look to themselves, as well, the picture they built about themselves. In addition to that, they always see themselves as failures. Hence, this research investigates the way in which the oral presentation could motivate students and improve their self-esteem, moreover, it tries to show the existing relationship between oral presentation and psychological factors (self-esteem) and how it affects it.

3. Research Questions

In this study, we attempt to answer these questions:

- 1- What is the relation between self esteem and oral presentation?
- 2- How can students' self-esteem affect learning?
- 3- How can oral presentation improve students' self-esteem?

4- Research hypotheses

We assume that oral presentation affects the student's self-esteem i.e.: there is a relationship between student's self-esteem and the oral presentation, the more students practice and perform oral presentation the more they believe in themselves, as well they improve and build their own self-esteem.

5. Aims of the study

The aims of this study are to identify the kind of relationship that appears between self-esteem and oral presentation,

Furthermore, the goal of this study is to increase the student's self-esteem and allow them to use it outside in society.

6. Research Methodology

6.1. Research method

In this study we chose the quasi-experiment method because the nature of our research needs a lot of time to observe the development of student's self-esteem. In addition to that, we are going to select the sample randomly. Due to the limitation of time, we cannot make tests so we are going to deal with numbers and statistics that we will collect from the analysis of the questionnaires' results, a quantitative approach is the appropriate one.

6.2. Population of the study

Third-year English students are the appropriate population of our study since they have experienced oral presentations in the lecture of oral expression for three years and this allowed us to have a better view to figure out the relationship between self-esteem and oral presentation. As well as, we chose a sample of 74 students randomly from a total population 389 of third year students.

6.3. Data Gathering Tools

The tool that used to gather data was an online questionnaire for English students of the third year LMD which has two parts. The first part is about oral presentation, and the second part concerned with self-esteem this part will be extracted from an expert, a

psychologist work to study the level of students' self-esteem. We used "the Rosenberg (1965) self-esteem scale" (Rosenberg, 1965) to measure students' self-esteem, it contains 10 statements, five are positive and five are negative. Furthermore, we used the program of SPSS in the analysis of results and calculate mean of oral presentation.

6.4. Structure of the dissertation

This study is divided into two parts; the first part or the theoretical part which consists of two chapters. Chapter one is devoted to the dependent variable which is self-esteem. Chapter two mentioned the independent variable which is oral presentations. Then the second part, the practical part which is the fieldwork, it is concerned with the analysis and the statistics of the data collection, then it ends up with a general conclusion that summarizes the study.

Chapter one

The first part of this chapter contains an introduction then the psychological factors and its types .After that we move to the definition of self-esteem, then the origin and nature of self-esteem, after that the distinction between self-esteem and the other psychological factors, also the types of self-esteem are mentioned in this chapter, and before the last the levels of self-esteem. Finally, the last part concerns Fostering learners' self-esteem

Chapter two

This chapter is a literature review of the oral presentation as an independent variable. It starts with an introduction to the project-based approach, then the definition of oral presentation, after that, types of oral presentations, and also the importance of oral

presentations. Instructional design of using oral presentations comes before the last part. Finally, it mentions the benefits and the advantages of using oral presentation technique.

Chapter three

This chapter is the practical part of the study, it is concerned with the analysis of student's questionnaire, and extracting the result from them, then the statistics of the data in order to figure out whether the hypothesis is accepted or rejected, and the last part of this chapter concerns with giving instruction and implication.

7. The Review of literature

Many studies were made to show the importance of improving student's self-esteem as a psychological factor because this last has an effect on the academic achievement and also in their physical motors, Baumeister et al, (2003) claimed that positive self-esteem i.e.: high level of self-esteem, lead to increase student's happiness, meanwhile, low self-esteem lead to a negative feeling as, depression, sadness...etc, that means, self-esteem affects students thinking, if the student has a high self-esteem, his thinking is positive, but if he has a low self-esteem his thinking becomes negative and that effects on his happiness, as well as, his health. Self-esteem is the most significant factor playing a vital role in an individual's mental health. And it is said to be significantly related to the quality of life and physical and mental well-being (Mechanic, McAlpine, Rosenfield, & Davis, 1994, cited in Carr & Browne, 2015). Also, they claimed that self-esteem differs by gender. According to a meta-analysis which was done by Gentile et al. (2009), they said that male and female are different in the level of self-esteem according to their achievement.

The oral presentation is important because students talk in an interest subject or topic and their classmates give them comments and questions and show their deferent

perspectives, as a result, a process of changing ideas and thoughts will occur. Recent studies also show the importance of oral presentation for students. Mallete and Clare (2011) claimed that OPs are “(...) the most common method for presenting information are usually done with a computer and a projector” (p.161), he means that oral presentation helps students to share their knowledge and ideas about different topics and subjects. De Grez (2009) defined oral presentation as “the combination of knowledge, skills, and attitudes needed to speak in public in order to inform, self-express, to relate and to persuade” (p. 5) he claimed that a student who prepared his presentation will use a combinations of skills, knowledge and his attitude too in order to do his presentation. According to Thornbury (2005), if students use presentation and experienced standing up in front of their classmate that will help them in their real life and they will be better prepared to speak. Chen (2011) claimed that due to the big role that English plays in the world today, the oral presentation is one of the most common activities that student should practice in the classroom.

However, students are always suffering from fear of anxiety when they are performing oral presentation which self-esteem eliminating them. King (2002) held that oral presentations cause phobia and anxiety; therefore, students tend to avoid it. He also claimed that «Anxiety causes performance to deteriorate and actually affects novice speaker's self-esteem” (p.404). He believed that the biggest problem that leads students to fail in oral presentation is “speech anxiety, group boredom, and limited presentation skills” (p. 404).

The recent studies are concerned with both self-esteem as a psychological factor and oral presentation as a technique. However, it still has gaps in the relationship that exists between students' self-esteem and oral presentations. In addition to that, they did not shed

light on the effect that oral presentations have on students' self-esteem. In this study, we try to fill the gaps and shed light on the relationship between self-esteem and oral presentations.

8. Significance of the study

If we focus on the scope of self-esteem we will find that it effects in the long term; high self-esteem will affect the students personally and socially either in the university or in the society, also low self-esteem affects the student's personality and their academic achievement, in addition to that, our new LMD system based on learning things in order to be able to use outside in the real life.

Thus, the research is significant because it tries to explain the kind of relationship that exists between self-esteem and oral presentation, as well as, in this study we manage to describe and observe the effects of oral presentations on student's self-esteem without taking on consideration the vocabulary and the knowledge

Furthermore, this research is very important for both students and oral expression teachers of the University of Mouhemd Kheider Biskra.

9. Limitations of the study

The study could not cover a wide extent because of the many obstacles that faced this research. First, a lack of resources, this study was limited to a sample rather than the whole population of the third year. Second, limitation of time; the time that was devoted to the study was not sufficient and this makes us unable to cover the whole study. Third, the lack of sources that deals with the effects of oral presentations on student's self-esteem. Forth the strike that took place led us to remove the teacher's interview.

CHAPTER ONE

Self-esteem

Introduction

The students' psychology plays a crucial role in modern life either in the field of education or in other disciplines. In the process of learning, students' psychology can guide learning into a positive way where students benefit from their education and have a better learning also became more knowledgeable, or into a negative way where students cannot participate and have a lack of interaction because of the negative feeling they have, As a result, the process of learning will become more difficult for them. In addition to that, It has been known that student' who like themselves and have a positive attitude toward themselves always have better achievement and they learn more and better than students who do not trust themselves and form a negative image of their personality. Self-esteem becomes an important subject in psycholinguistics and many studies were made about it, to show its importance on students' personality and how it can affect learning.

1.1.Psychological factors

The psychological factors are the factors that can influence the psychology of an individual; in other words, psychological factors are the elements of one's personality that limit or enhance his way of thinking i.e. the individual's personality can turn something easy as a conversation, extremely difficult or very easy. In addition to that, those factors that influence one's personality can be either positive such as, motivation, self-confidence, self-esteem...etc. or they can be negative such as, fear, shyness, anxiety, lack of confidence ...etc. those factors are the factors that can control student' personality in a positive way and help them have good learning experience, or in a negative way and reduce the benefits of the learning process.

1.1.1. Positive psychological factors

Positive psychological factors are factors that affect the student's personality in a positive way. In addition to that, they help them to have a better learning and benefit from their education to achieve their academic goals, as well as, build a positive picture about themselves and have high self-worth. Some of those positive factors are motivation, self-esteem and self- confidence.

1.1.1.1. Motivation

The term motivation is derived from the word 'motive' which means needs, wants, desires within the psychology of an individual. It is the process of stimulating people to act or do actions in order to achieve a certain goal. Motivation is an important factor in foreign languages' learning and there are many definitions of motivations that show this importance. According to Gardner (1985), motivation is "a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (cited in Williams and Burden, 1997, p.116). Also, Slavin (2003), stated that motivation "is concerned with the factors that direct and energize the behavior (...)."(p.328) As well as, Child (2004) assumed that "motivation consists of internal process and external incentives which spur us on to satisfy some need."(p. 345). In addition to that, Williams and Burden (1997) define motivation as "a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which give rise to a period of sustained intellectual and/or physical effort, in order to attain a previously set goal."(p. 120).

1.1.1.2. Self-esteem

Self-esteem is a very important factor if individuals want to maintain self-worth and it is vital when it comes to forming a positive and healthy relationship among people around them. Self-esteem is a way of how an individual thinks, feels, respects and believes in him/herself, in other words, self-esteem is how an individual evaluates and values his/herself. According to Brown (2007):

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

when the student has high self-esteem he/she stops blaming him/herself and reduces the fear of making mistakes he/she becomes more confident and takes risks in order to learn more and to achieve his/her goals, as a result, he/she becomes an active learner and gains knowledge.

1.1.1.3. Self-confidence

Self-confidence is a term used in psychology. It is an attitude about individual skills and abilities. It means that one's accepts and trusts him/herself and believes in his/her abilities and sees his/herself as capable to achieve and accomplish his/her goals and has a positive view about his/her self; knowing his/her strength and weakness, has a sense of controlling his/her life. In other words, self-confidence is an attitude which allows the individual to have a positive perception of his/herself and trust in his/her abilities. Self-confidence is characterized by some personal attitudes like assertiveness, optimism, enthusiasm, affection, pride, independence; trust the ability to handle criticism, and emotional maturity. Pine and Boy (1997, cited in Williams & Burden, 1997) stated that

“our best preparation for an evolving society is helping children face the future with confidence 24 in their own abilities and with a faith that they are worthwhile and important members of whatever they might find themselves in.”(p. 98) students with high self-confidence learn better than students with low self-confidence.

1.1.2. Negative psychological factors

Those factors are the factors that influence the individual's personality in a negative way and become issues that most students suffer from.

1.1.2.1. Anxiety

Anxiety is a feeling of tension, it is the stressful feeling that the student face when he/she is required to do something important in the target language, Gardner and MacIntyre defined language anxiety as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (cited in HUMPHRIES, p.66). There are two types of anxiety: trait anxiety, which is conceded as the individual readiness to experience a stressful and uneasiness situation, and state anxiety, which is a feeling of uneasiness when receiving a threat. When students feel that they are under pressure their fear increases as a result students' anxiety rises.

1.1.2.2. Shyness

Shyness is a reflection of awkwardness or apprehension that some people feel when they are surrounded by people or they ask to perform something in front of the audience. It is a result of fear (fear of making mistakes and fear of laughter). Also, it can be influenced by parents or life experiences. In addition to that, shyness is an emotional thing that most students suffer from when they are required to speak in front of their classmates. It

paralyzes students from doing the best and benefit from their learning. Some students have shyness by nature because they are quiet and others become shy because of their thoughts of making mistakes and fail when they participate, due to that they do not benefit from their classes.

1.1.2.3. **Lack of confidence**

Lack of confidence is a psychological issue where the individual stop believing him/herself and stop trusting his abilities and skills. Lack of confidence is a result of a situation where the individual has shocked in the past when he lost his confidence. Those who have a lack of confidence have many characteristics as:

- Avoiding people and social event.
- Suffer from anxiety and other negative feelings.
- Do not accept compliments.
- Always worry about what others will say or think about them.
- Neglect themselves.
- Do not accept challenges and competitions or taking risks.
- Do not trust their own judgment and evaluation.
- Fear of the future.
- Blaming others and make excuses.

Most students in foreign language learning are suffering from lack of confidence which make them unable to participate and interact in the classroom as a result these students do not benefit from their lectures

1.2. Definition of self-esteem

Human beings are born with fundamental needs to feel worthy and have a desire to achieve their goals by doing an action. To achieve a worthy goal once need to adopt certain skills and to develop some positive psychological factors that he was born with. Self-esteem is a crucial positive psychological factor in modern life and it is the key to financial success, high self-esteem leads to a better achievement, however, low self-esteem makes failures, Fontana (1995) confirmed that in a number of studies “children with high self-esteem consistently perform better than children of similar ability with low self-esteem. Moreover, they set themselves higher goals, are less deterred by failure, and they have a more realistic view of their own abilities” (p. 148).

The origin of the word self-esteem is derived from a Latin word “aestimare” which means to “appraise and value”, it is related to the individual’s cognition and emotional evaluation of self-worth, as well as, how the person estimate and evaluate himself.

Many researchers defined self-esteem in the various definitions because of its importance. Rosenberg one of the self-esteem researchers considered that self-esteem is “the individual global positive or negative attitude towards self” (Rosenberg, 1979 as cited in Erozkan, Dogan, & Adiguzel, 2016, p. 73), he means that self-esteem is the attitude of a person about himself no matter if it is positive or negative. In addition to that, Graig (2007) defined self-esteem in two ways, first is that self-esteem is the evaluation of one’s abilities, second is the evaluation of the one’s self-worth, but the second definition is the most popular one. Also, Lipka & Richard (1986) define self-esteem as, “the evaluation one makes of the self-concept description, and more specifically, to the degree to which one is satisfied or dissatisfied with it, in whole or in part (...).”(p. 6) Also, Coppersmith stated that self-esteem is a “critical judgments about one’s self that demonstrates a feeling of

acceptance which arises from his/her own beliefs about his/her abilities as an influential and successful". (Cited in Heatherton and Wyland , p.220). Self-esteem is based on beliefs, attitudes, and interests that one's has within his/herself.

Oxford (1990) claimed that "(self-esteem) is a self-judgment of worth or value, based on a feeling of efficacy, a sense of interacting effectively with one's own environment."(p. 141). In addition to that, Lawrence (2006) defined self-esteem as " what the person feels about the desire between what he/she is and what he/she wants to be" (P.2). In Lawrence definition self-esteem is the level of satisfaction that an individual has about him/herself and if the person is satisfied with what he is or not.

According to Beane (1986) self-esteem refers to "the evaluation one makes of the self-concept description, and more specifically, to the degree to which one is satisfied or dissatisfied with it, in whole or in part."(p. 6). In other words; self-esteem is an evaluative term which reflects the view of an individual and how he/she sees his/herself it involves the individual's sense of self-worth or self-regard which appears in some feeling as "I am happy with myself" or "I don't like myself". Self-esteem gives an idea about the value and the worth ones have of his/herself.

1.3. The nature of self-esteem

Many researchers attempted to look more closely at the nature of self-esteem and the aspects that can affect self-esteem as a result different models have been developed to study the nature of self-esteem.

1.3.1. Affective Models of Self-Esteem

1.3.1.1. Two Components of Self-Esteem

Affective models of self-esteem presume that self-esteem is characterized by two kinds of feelings and it develops at an early age. The first type of feelings is called feelings of belonging it is rooted in social experiences, it is the feeling that one is unconditionally loved and valued; it makes people feel that what matter happens they still are valued and respected. The second type of feelings is a sense of mastery. Mastery involves the perception that one is having an impact on the world in his daily life in other words it is the individual's perception of the ability to control his/her environment.

1.3.1.2. The development of Self-Esteem

The sense of belonging and the sense of mastery are developed early in life establishing the feeling of trust is the first development task that the infant face in his first years of life from his parents. The feeling of trust is corresponding to the feeling of belonging which is integral to the sense of high self-esteem. then the second stage which is "autonomy versus shame and doubts", the feeling of mastery is developing in this stage as a result of encouraging children to create, explore and modify their world for example tasting, drawing, building things, etc.

1.3.1.3. Attachment Bonds and Self-Esteem

The relationship between caregivers and children plays a key role in many theories. Bowlby was interested to understand the function of the attachment bonds. He assumed that infants are attached to their caregivers (especially their mothers). He believed that the feeling of belonging facilitates the feeling of mastery. He assumed that:

When individuals of any age are feeling secure they are likely to explore away from their attachment figure. When alarmed, anxious, tired, or unwell they feel an urge toward proximity. Thus, we see the typical pattern of interaction between child and parent known as exploration from a secure base. Provided the parent is known to be accessible and will be responsive when called upon, a healthy child feels secure enough to explore (Bowlby, 1979, p.3)

Infants have high self-esteem as a result of secure attachment.

Bowlby (1973) mentioned “internal working model” to explain why the early attachment has an enduring effect. When the child grows he/she develops a cognitive representation or working model of the attachment relationship. If the child develops a secure attachment he believes he/she is good and worthy but if he/she develops an insecure attachment relationship he/she believes he/she is bad and unworthy these beliefs have an effect on the development of self-esteem. He stated that:

An unwanted child is likely not only to feel unwanted by his parents but to believe that he is essentially unwanted, namely unwanted by anyone. Conversely, a much-loved child may grow up to be not only confident of his parents' affection but confident that everyone else will find him lovable too. Though logically indefensible, these crude overgeneralizations are nonetheless the rule. Once adopted, moreover, and woven into the fabric of working models, they are apt henceforward never to be seriously questioned (Bowlby, 1973, p.204–205)

1.3.2. Cognitive models of self-esteem

The cognitive model gives different perceptives on the nature and the origin of self-esteem. They assumed that self-esteem is an unconscious decision people make regarding their worth.

1.3.2.1. Three Cognitive Models of Self-Esteem Formation

Three Cognitive Models of Self-Esteem assumes that self-esteem is the sum of the way people evaluate their specific qualities. The first model is Add-em-up Model, it assumes that global self-esteem is the arrangement of the way people evaluate their specific qualities and abilities. Second; the weight-em by importance model assumes that self-esteem is based not only on how people evaluate themselves but also on how good they think they are in those domains. Third, the self-ideal model assumes that self-esteem depends on the difference between who persons think they are now and who they would ideally like to be.

1.3.2.2. Self-esteem and Self-Evaluations

Self-esteem is strongly related to people's self-evaluations. People with High self-esteem consider themselves more favorable and positive than people with low self-esteem did. In addition to that, high self-esteem people have self-evaluation more than low self-esteem people

1.3.2.3. Self-Esteem and the Certainty of Self-Knowledge

High self-esteem people are surer of who they are and know their abilities and skills more than low self-esteem people do. As well as, low self-esteem people are more willing to accept self-discrepant feedback than high self-esteem people.

1.3.3. Sociological Models of Self-Esteem

Sociological models assume that societal factors affect self-esteem. It assumes that sociological variables, such as occupational prestige, income, education, and social status influence individual self-esteem. If the individual's value is highly regarded by society then he/she has high self-esteem.

1.3.3.1. Sex Differences in Self-Esteem

Gender is also a sociological variable that influences self-esteem. Researches show that men have more self-esteem than women

1.3.3.2. Terror Management Theory

Terror management theory assumes that high self-esteem develops among people who believe they are upholding the standards and ideals emphasized by their particular culture. It is based on the work of Ernest Becker. he argued that (1) that a defining feature of human existence is the capacity to contemplate one's own death, (2) that an awareness of one's own mortality creates anxiety and existential terror(3) that cultures function to mollify this terror by prescribing a way of life that is meaningful and valuable and offers some hope for immortality. He stated that:

Self-esteem is made possible by the development of cultural worldviews, which provide a stable and meaningful conception of the universe, social roles with specific prescriptions for behaviors that are deemed valuable, and the promise of safety and immortality to those who satisfy those prescriptions. Self-esteem is, therefore, a cultural contrivance consisting of two components: a meaningful conception of the universe combined with the perception that one is meeting the standards for value within that culturally contrived reality (Solomon et al., 1991, p.24–25)

1.4. The distinction between self-esteem and other psychological:

The concept of self-esteem is usually used unchangeably with the other psychological concept as self-confidence, self-concept, and self-efficacy because they all share the same subject which is the individual's self however they are not the same and they have many differences that distinguish between those psychological concepts.

1.4.1. **The difference between self-esteem and self-efficacy:**

Self-efficacy is one of the concepts that are used interchangeably with self-esteem. By self-efficacy, it does not mean self-image, self-worth or any other concepts; self-efficacy has the same variable as these. The term self-efficacy is introduced by Bandura (1997). In addition to that, self-efficacy means that a student trusts his/her ability in order to achieve a particular goal. According to Skaalvik and Skaalvik (2010), self-efficacy is an agent related to people' perceptions about their ability (to hold or do something) in carrying out the roles prescribed for them in order to (accomplish or gain with effort) a set of goals

Self-esteem is focusing on the feelings and emotions of the individual and how the person values his self; in contrast, self-efficacy focuses on the actions that the individual needs to achieve in a certain goal, in relation to that; Bandura (1997) defines self-efficacy as, "beliefs that contribute to effective performance by increasing motivation, task focus, and effort (...)."(p.14). Self-efficacy is that the individual believes that his skills are capable and help him navigate life and reach his goals.

All these definitions show the distinction between self-esteem and self-efficacy. whereas, self-esteem is about feeling that the individual has about his self and the sense of self-worth, however, self-efficacy is the ability to define a goal, persevere, and see oneself as capable to reach that goal. Self-efficacy is where the individual sees that he is capable to reach a particular goal by trusting on his skills.

1.4.2. **The difference between self-esteem and self-confidence**

Self-confidence and self-esteem are likely similar but in fact they are two different concepts .many famous people had a high level of self-confidence and they can talk in front of the audience freely but it ends up with them succeeding because they did not like

themselves which means they have lack of self-esteem, having self-confidence it is not necessarily that the person has self-esteem indeed having self-esteem means that the person has self-confidence. Self-confidence is defined as:

Our judgment of whether or not we can do something. It is a judgment, based on weighing all our capabilities, our abilities, our motivation, all the resources we can muster – versus the requirements of the task at hand. We may be confident that we can find our way to work, that we can complete the project, that we can develop a mission the others will want to work toward, that we can obtain the resources to conduct the work (George & Douglas, 2004, p.257)

Self-confidence is an individual's self-trust in his ability and his power to do something and to make things successful. Iland (2013) claims that the term confidence originated from the Latin word "cofidencia" which means "to trust" and "to have faith". Goal & Arrarwal claimed that "Self-confidence refers to the individual's perceived ability to act effectively in situation" (P.90). They mean the ability that the person has to face his problems then find the appropriate solution to solve them without running away or quit. To have a better understanding of what self-confidence is about Norman & Hyland as cited in Djebbar, 2009 stated three elements that can be classified under self-confidence

- 'Cognitive ': the individual's knowledge about his self.
- 'Performance ': the individual's ability to act.
- 'Emotional ': the individual's comfortable feeling about the former two aspects.

The three elements are working together to make the individual's confidence. In addition to that, self-confidence can be associated with success and goal's achievement as Hale (2004) assumed , " Believing you can achieve what you have set yourself (e.g. A short term goal, such as winning the next point, a long term goal, such as making selection)"(p.12).

Those definitions of self-confidence are clarified and show the distinction between self-esteem and self-confidence and how they defer from each other. Self-confidence is the one trust of his self and ability whereas, self-esteem refers to a person's feeling of his self-worth.

1.5. Levels of self-esteem

Brown (2007) made a distinction of the various levels of self-esteem and to make a clear picture about the concept of self-esteem, he divided it to three levels which are: global self-esteem, situational self-esteem and task self-esteem every level has its characteristics that differentiate it from the other levels.

1.5.1. Global self-esteem

It is also called trait self-esteem. Oxford dictionary defined global self-esteem "Generalized feelings of self-worth which are not specific to a particular situation, but which apply to many activities or areas of life and predispose the subject to view new activities in particular ways" (The Oxford Dictionary of Sports Science & Medicine). Global self-esteem is a fixed characteristic in grown-up people that cannot easily change only with a wide treatment, it refers to a person's overall view of themselves as a whole, in other words, whether or not a person sees himself or herself as a worthwhile and valuable human being is the same as their sense of global self-esteem. Global self-esteem can be either positive or negative. It is consideration of one's value and worth among time and deferent situations.

1.5.2. Situational self-esteem

It is also called specific self-esteem. According to Brown (2007)" specific self-esteem is evaluations made in certain life situations (social interaction, work, and education) or

those based on particular aspects of the individual (personality, intelligence, etc.)” (p.240). Situational self-esteem refers to the individual’s evaluation of the value in his whole life and in the deferent situations that he has faced as, social interaction, work, education, and home, or any particular relatively distinctly defined traits such as intelligence, communicative ability, athletic ability or about personal traits as gregariousness, empathy, flexibility to the circumstances and certain qualities of personalities.

1.5.3. Task Self-esteem

Task self-esteem or self-evaluation is one of the levels of self-esteem that is differing from global and situational. Task self-esteem it can be defined as the evaluation that individuals make about themselves in a specific task or a particular situation; it is related to one side of the subject-matter or in athletic situations. Brown & Marshall (2006) state that task self-esteem “is used to refer to the way people evaluate their various abilities and attributes. For example, a person who doubts his ability in school may be said to have low academic self-esteem and a person who thinks she is good at sports may be said to have high athletic self-esteem.”(p.2). In addition to that, task self-esteem refers to the way people evaluate their various abilities and attributes in particular circumstances such as, in scholar education.

1.6. Relations among the three levels of self-esteem

Although these three levels of self-esteem differ from one another; however, they are highly correlated. High self-esteem people evaluate themselves more positively and experience higher feelings of self-worth than do low self-esteem people (Brown, 1998). These correlation led researchers to wonder how these levels are related.

1.6.1. A Cognitive (Bottom-Up) Model of Self- Esteem

Most researchers in social psychology assume that these levels are related in a bottom-up fashion. The evaluative feedback (e.g., success or failure, interpersonal acceptance or rejection), effects task self-esteem then it determine situational and global self-esteem as shown in figure 1. As well as, global self-esteem related to the one's beliefs of certain qualities. If the individual thinks in a positive way about himself, he will raise his self-esteem and he will have high self-esteem.

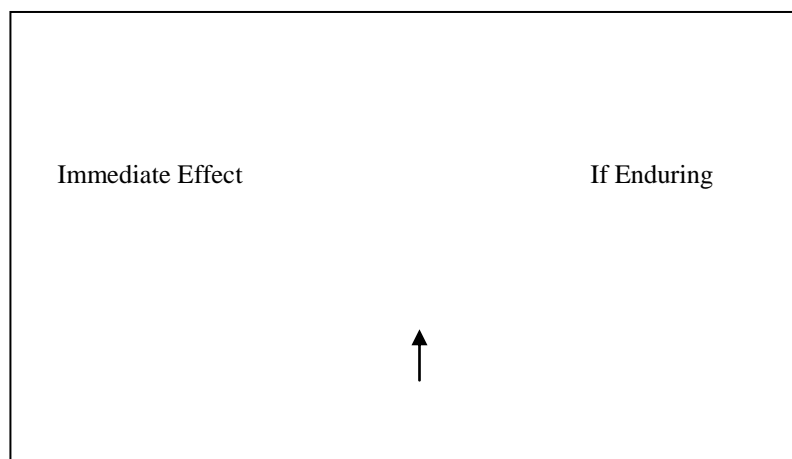


Figure 1: A Cognitive (Bottom-Up) Model of Self-Esteem Formation and Functioning

The researchers assume that not all task self-esteem influence on global self-esteem. Task self-esteem in high personal importance domain has a strong effect on global self-esteem but in task self-esteem; however, in low personal importance domain it does not.

1.6.2. An Affective (Top-Down) Model of Self- Esteem

According to the top-down approach, when the temperamental and relational factors are formed, they influence on self-evaluation and feeling of the self-worth which effects on the development of self-esteem.

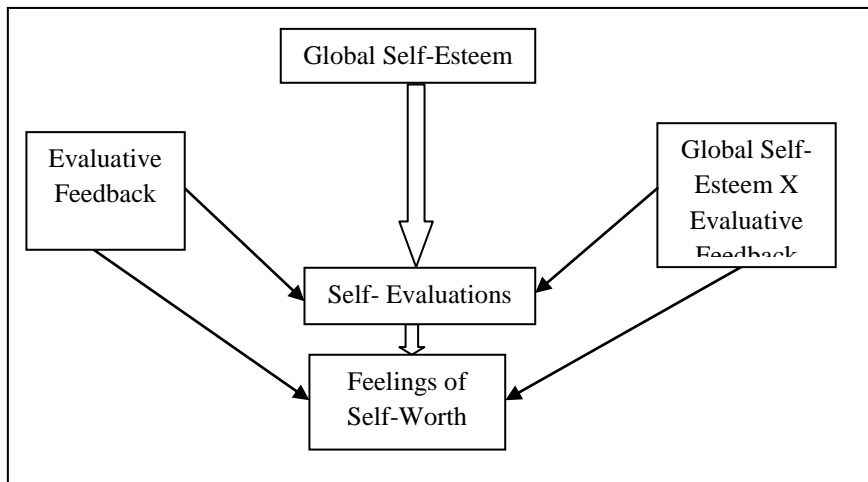


Figure 2: An Affective (Top-Down) Model of Self-Esteem Formation and Functioning

According to schema above, there is a lack of an arrow between global self-esteem and evaluative feedback this shows that evaluative feedback does not affect on global self-esteem, however, global self-esteem and evaluative feedback are combined together in order to influence self-evaluation and feeling of the self-worth. This effect appears when people face negative feedback such as failure in the achievement domain or interpersonal rejection. When low self-esteem people face negative feedback this effects on their self-evaluation which becomes more negative, as well, it affects their feeling of self-worth which falls. When high self-esteem people face negative feedback they maintain their high self-evaluations and protect, or quickly restore their feelings of self-worth, in this case, they fail without affecting on their self-worth or feeling bad about themselves.

1.7. Types of Self-esteem

Self-esteem is a factor that can be positive or negative in the field of language learning and it has a high effect on learning a foreign language. Moreover, not all students have the same level of self-esteem; however, the level of self-esteem differs from one student to another. There are three types of self-esteem such as inflated, high and low self-esteem.

1.7.1. Inflated Self-esteem:

People with inflated self-esteem think that they are better than everybody, and they do not care about understanding someone else. This level of self-esteem is negative because it has a needed count of self-esteem. People with that level of self-esteem, their competitiveness are always raised, and always see themselves at the top. Furthermore, they find their happiness in achieving success, and have a win-win attitude.

- People with inflated self-esteem have some characteristics such as:
- Inability to listen to others
- Do not take responsibility for their actions and blaming others for everything
- They are incapable to correct their own errors
- Critique themselves most of the time
- They undervalue others and see themselves better than everyone
- They always see people around them as competition

1.7.2. High Self-esteem

High self-esteem is a vitally important and helpful factor in foreign languages' learning. It is a positive type of self-esteem which makes the person satisfied with their life and accepts who they are. Students with high self-esteem feel pleasant and passionate to learn. These types of students of accept and value themselves, they have confidence and courage to accept challenges and face life problems. In addition to that, they believe in themselves and are satisfied with who they are, they trust their abilities and skills and they do not let the negative circumstances break them down. Fontana (1995) states that, "children with high self-esteem consistently perform better than children of similar ability with low self-esteem. Moreover, they set themselves higher goals, are less deterred by

failure, and they have a more realistic view of their own abilities” (p.148). In other words, high self-esteem students have better academic achievement.

1.7.3. Low Self-esteem

Low self-esteem is a negative factor that most students are suffering from. According to Reddick (1996) “low self-esteem will also mean the development of a poor or negative self-image. Such beliefs can become a self-fulfilling prophecy of expecting to fail.” (Cited in Larson, 2009, p.12). In other words, students with low self-esteem feel unworthy and incapable and they do not value themselves because they do not trust themselves and their abilities to learn. They have negative thinking either about themselves or their environment and their circumstances. Furthermore, they are always scared to fail or from messing up, this fear holds them back from having a better achievement. This type of students is easily influenced by others' opinion and thoughts. As well as, they do not participate or interact in their class because they are scared of being ridiculed, and scared of taking risks.

1.8. Fostering learners' self-esteem

Teachers play an important role in enhancing students' self-esteem which plays a crucial role in improving academic achievement. Teachers can give students high expectation about the foreign language, as a result, students' self-esteem will be improved because students will trust their abilities and skills to succeed. Battle (1992) claims that “self-esteem refers to the perception the individual possesses of his or her own worth. An individual's perception of his self develops gradually and becomes more differentiated as he or she matures and interacts with significant others.” (Cited in Larson, 2009, p.22)

Students who trust themselves are likely to use their abilities and skills. The first step that teachers should use to help students and improve their self-esteem is to discern

interests and talents. When the teacher Motivates and encourage students to pursue their interests and talents their confidence will be increased. In addition to that, teachers can use effective praise for the efforts of their students which create a mind-set. This mind- set creates motivation; as a result, students' self-esteem will be increased, as Kirby and McDonald (2009) states:

For example, praising youth for their intelligence alone tends to create a fixed mind-set in which students focus on how they are perceived (smart or not smart). Students with a fixed mind-set do not handle challenges well (...). On the other hand, praising young people for their efforts creates a growth mind-set. Students learn that they overcome challenges through their efforts, not their fixed intellect. This mind-set creates motivation and resilience. Young people understand that if they increase their efforts when tasks are difficult, the chances are high that they will be successful (p. 75)

Furthermore, teachers should maintain a positive attitude towards their students because when the learners feel that the teacher cares and believes in them, they become more confident, put farther efforts and participate more. Also; the teachers' feedbacks should always end on positive notes which encourage students and give them the passion to keep working hard. As well as, recognizing students' accomplishments and appreciate their efforts will motivate them toward foreign language and increase their self-worth.

Abraham Maslow's Hierarchy of Needs is based on five needs. The most important needs for having self-actualized are through having self-esteem. Students must develop their sense of self-esteem in order to achieve self-actualization as the diagram below shows.

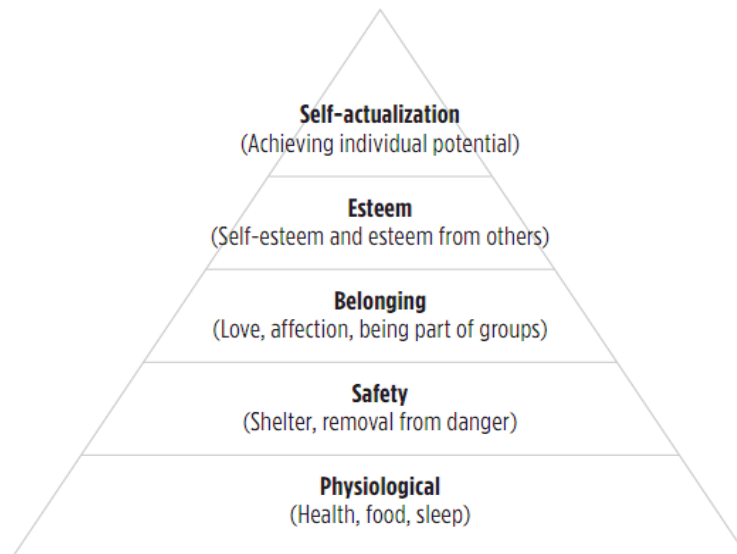


Figure 3: Maslow's Hierarchy of Needs (done by Kirby and McDonald, 2009, p.9)

Another step teachers should use is examining students' situation to know the reason behind the low self-esteem because it has a connection with other aspects. Brophy (2010) mentioned a strategy that teachers should follow to meet the learners' needs, he asserts that:

They (needs strategies) include making sure that students are physically comfortable and free from fear and anxiety, establishing a collaborative learning environment and being encouraging rather than critical in responding to students, structuring learning experiences and arranging for creation of products that support students' sense of identity and self-esteem, and including divergent thinking and explanation elements that appeal to students' needs for self-actualization (2010.p 315)

Conclusion

Self-esteem is an important psychological factor which plays a crucial role in foreign language learning. Based on the previous discussion; teachers should enhance learners self-esteem and appreciate the efforts that students make; because it is the key to success and the way to have better achievement in learning. On the other hand, students should trust their abilities and skills in order to motivate themselves and have effective learning.

CHAPTER TWO

Oral presentations

Introduction

Speaking skill is one of the important skills that students of EFL class must improve. It is the ability to introduce a message or thoughts to others. However students' psychology is a part from speaking. When the student has a high self-esteem, he/she will be confident of what is saying and trust on his thoughts and ideas; but if he/she is not, he/she will be influenced by others thoughts.

Oral presentation project have a great importance in learning a language and become a part from teaching EFL. Oral presentations strategy is one of strategies and techniques used by teachers in order to help students improving their skills and developing their personalities. It used by teachers inside the classroom in order to help students expressing their ideas and thoughts, sharing knowledge and information, and learning from each others. In addition to that, Oral presentations not only helps students improve their speaking skills such, pronunciation, as will, enriching their vocabulary, but it also helps learners in their personal side. It helps them reducing fear and anxiety and experiencing speaking in public, as well as, developing some psychological factors such as self-worth and self-confidence.

2.1. Definition of speaking

Speaking is a productive skill that involves using speech to express meaning and message to other people, “ the process of building and sharing meaning through the use of verbal and non -verbal symbols in a variety of contexts.” (Chaney, 1998, p.13). It is an act of performing and producing the oral language to convey a message in different situations and in appropriate context. It is an interactive process, “an interactive process of constructing meaning.”(Brown.1994,Burns & Joyce.1997), and interaction is two-way

communication that involves using language and body language to keep the listener involved in what the speaker is saying and to check that he understands the meaning.

In addition, Florez (1999) define speaking as “an interactive process of constructing meaning both its form and meaning depends on the context, the participants, their experiences, the environment and the purpose for speaking.”(p.01). these interactive strategies may include. Making eye contact, using facial express, asking check questions, clarifying meaning, tone of the voice, stress-intonation. All these features make a fluent and accurate speech.

When the speaker speaks, he/she uses different aspects of speaking, depending on type of speech he is involved in. According to Luama (2004) “speaking a foreign language is very difficult and competence in speaking takes a long time to develop.”(p.1). Speaking a foreign language is conceded as a difficult task and to have fluency and being competent needs a long period of time.

2.2.Definition of communication

Communication is means to achieve different personal and social goals. In everyday life, people communicate information, ideas, thoughts and feelings. A guiding principle in communication is to train learners to use language forms appropriately in a variety of contexts and for a variety of purposes. Revell (1979) defined communication as “An exchange between people, of knowledge, of information, of ideas, of opinions and of feelings” (p.01).

What matters in communication are the presences of some key components. According to Gamble and Gamble (2002) there are seven components for human communication, namely: people, message, channel, noise, context, feedback and effect. In

addition to that, a key to the enhancement of a communicative purpose and the desire to communicate is the information gap.

2.3. The Nature of Speaking

Many researchers have been discussing the nature of speaking, where Byrne (1986, p.8) states that: "Oral communication is two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding)".

According to him, both speaker and listener participate in the communication process, by using the speaking as a productive skill and listening as a receptive skill because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Also it is an activity considered as a multisensory activity since it demands the paralinguistic features for instance: eye contact, facial expressions, body language, voice, quality change, and pitch variation. (Thornbury, 2005, p.9) which affect flow of conversation in this vein, culture seems as an integral part in the process of constructing speaking that has association with the manner English language is learnt and taught .. As well as, Brown and Yule (1983, p.13) show a difference between two functions of language. Stated as follows, one only concerned with transfer of information and knowledge which is the **transactional function** Meanwhile, the **interactional function**, in which the primary purpose of speech is the maintenance and management of social relationships.

Henceforward, another variation in developing the speaking skill is that the distinction between **dialogue** and **monologue**. The ability to deliver an uninterrupted oral presentation is not the same as interaction with another person or an audience for transactional and interactional purposes. Brown and Yule (1983, p.19-20) suggested that

language teaching is mostly focused on developing skills. Thus, it is interactional exchanges where the learner is only asked to make one or two speeches at once.

To sum up, the nature of speaking should be stated to know what the speaker needs to focus on and what type of speech production is going to be. Determining the nature of speaking helps a lot in shaping the way the utterance is delivered.

2.4.Functions of Speaking

In theory; speaking skill has been argued as a core concept which is related to human various speech performances; by the same token several investigations related to this notion have been shown such as remarkable contributions within categorization of the speaking functions through the human speech situations. More specifically Brown and Yule have mentioned two central functions which are the interactional role which stands for keeping and boosting social relationships in addition to the transactional process which is aimed at the main focus interchange that would extended into three parts respectively: talk as an interaction; talk as transaction; and talk as performance

2.4.1. Talk as interaction

In fact; this notion is regarded as the same meaning as conversation by its social mechanisms to apply such a contextual speech activities as long as people are more concentrated about the manner of their speech acts more than the form. In this respect it may come in both ways formal and informal up to the surrounding speech atmosphere; then talk as interaction provides a skilled speaker who can make the perform professionally with such effective skills for instance: conversation tips like opening and closing; take turns; joking and so forth.

- ❖ It is essentially based on social mechanisms.
- ❖ It stands for the performer identification.

- ❖ It comes to light as formal along with informal

All language units must be unified.

2.4.2. Talk as transaction

Contrary to the previous concept; this function is dealt with the message itself if there is a verbal or non-verbal realization of the performances acted by the interlocutors as they reacted among each other; thus the speech had better come to light clearly in ways of: classroom discussion; restaurant ordering menu; describing focused matters; and problem-based solving.

- ❖ This way of activities shed light on information analysis.
- ❖ Concentrating on repetitive and comprehensive questions for the sake of clear flow of talk.
- ❖ This phase of conversation linked into the fluency devices with neglecting of accuracy. It is focusing beyond the message for better flow of successful interaction.

2.4.3. Talk as performance

This notion is regarded as the most advanced level of competency in speaking abilities in which the performer can talk publically for transferring specific messages to audience. By the same manner this concerned idea is being delivered as a way of monologue format that can be accessed on the basis of its effectiveness among listeners with such significant criteria

The main concern in each activity is related among both the message and the audience.

- ❖ Well-designed scripts and prepared sectioning.
- ❖ Accuracy and fluency have equal significance.

- ❖ It is almost regarded as an academic writing unity in form of monologue.

2.5.Functions of spoken language:

According to Torkey, (2006) that have made differentiated among five language roles as follows:

2.5.1. Social functions

As means of speech acts like requesting; giving opinion; greeting and so forth.

2.5.2. Informative functions

Regarding as truths and dilemmas are expected to be presented in terms of personal information; describing; and narrating prose works.

2.5.3. Giving opinion functions

In terms of debating such a remarkable issues with exchanging opinions among talkers for the sake of achieving objectives.

2.5.4. Requesting

As a mean of demanding things politely; accepting; in addition to refusals.

2.5.5. Directing

As means of speech acts roles like persuading; proposing; advising and so forth.

2.6.Definition of Project Based Approach

Various traditional approaches to language teaching and learning focus on practicing language for its own sake. However, recent approaches are more interested in involving

and engaging learners meaningfully with language and context learning. One of these approaches is the Project-Based-Approach (PBA) to learning.

According to Bell (2010) (PBA) is a "(...) student driven, teacher-facilitated approach to learning"(p. 39), that gives the learners the opportunity to work on their own to complete a given project and the teacher has major roles supporting and guiding the learners. In addition to that, Project-Based-Approach is seen as a versatile vehicle for fully integrated language and content learning. A project work focuses on both fluency and accuracy. It is interesting, engaging, motivating and challenging. It usually requires results in building student confidence, self-esteem, and autonomy, as well as, improving students' language skills, content learning and cognitive abilities.

A project usually follows a plan

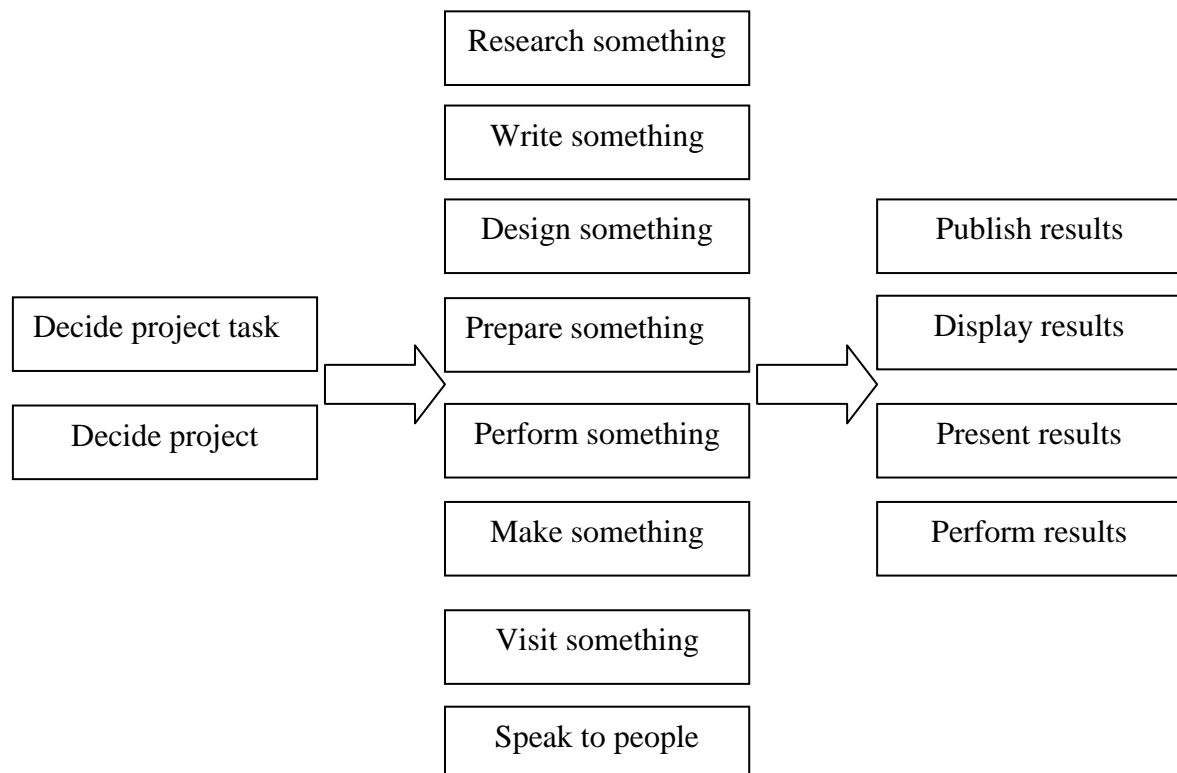


Figure 4: Project Planning
(Adapted from Scrivener, 2005, p. 365)

Project usually starts by making decision about how to hold the project (individual, in pairs, or in groups). A project work is a process: time limitation, looking for information, writing the project, preparing the presentation, training and rehearsing. Finally, it ends with an oral presentation.

2.7. Definition of Oral Presentation

According to Chen (2011) academic oral presentation is the most common way that students should do in English class at the university because of the role that English plays in the world now.

Oral presentation is a speech someone deliver in front of an audience to express his ideas and orally communicate his message. It is an extension of oral communication skill. Furthermore, oral presentation is where the presenter shows their knowledge on a particular subject. The presenter is giving the most important information first, leaving the detail for last. According to baker (2000, p.15) oral presentation is like a formal conversation, speaking to group as a natural activity.

Oral presentations is usually appears in formal and organizational setting with time limits. Furthermore, Chivers and Shoolbred (2007, p.5) claim that “doing presentation is very good learning experience.” In another word, oral presentations are prepared and structured in a way that teachers and learners benefit from. Moreover, Mandal (2000) claims that oral presentation is “speech that is only given in a business, technical, professional, or scientific environment. The audiences are likely to be more specialised than those attending typical speech events.” (p.8). in addition to that, Mallete and Clare (2011) defined oral presentation as “(...) the most common method for presenting information and are usually done with a computer and a projector” (p.161).

2.8.Types of Oral Presentation

Type of oral presentation is according to the aim of the presentation, the speakers can decide the type of their presentation. Among these types the following:

2.8.1. Informative oral presentation

This type of presentation has a primary goal, which is to make the audience learning something new. Chivers and Shoolber (2007) claims that “**this** type of presentation, informative presentation is used in many organizations where students or employees are expected to report progress at key stages of a project” (p.05).

2.8.2. Controlled oral presentation

Controlled oral presentation used with students whose language proficiency level is from beginners to elementary in which the teacher assigns topics related to the textbook or whatever s/he can see that can be presented with ease by his/her learners. This kind of presentation is used to give a chance for young students to develop a confidence, to take the floor, and to maximize meaningful participation in classroom

2.8.3. Guided oral presentation

It is used with lower-intermediate or intermediate students' language proficiency level where the students are guided by topics that best suit their language level. Students are not expected to use very complex vocabulary or high lexical items and they are expected to make language errors. However they do not need to be totally controlled and they use visual aids, “Research has shown that oral presentations that use visuals are more persuasive, more interesting, more credible, and more professional—i.e., more effective than presentations without such aids” (Race university, 2010, Para 1)

2.8.4. Free oral presentation

It is used by upper-intermediate and advanced levels of students who are expected to choose topics what they want to talk about and language they want. In addition to that,

they plan them appropriately using a variety of sources and the debate start when the presentation is over.

2.9. Structure of oral presentation

The purposefulness of an oral presentation requires serious preparation of both content and language. In addition to that, Oral presentation needs an organized outline or structure so that the listeners understand well the key points. According to Chivers and Shoolber (2007) “a clear structure usually helps the audience to gain a quick understanding of the content of the presentation” (p.24). It means that the content should be well-structured in order to help the audience to understand easily and to pay more attention to the topic. When the presentation is structured it makes the listeners more interested in the topic. Hence, the good structure of presentation contains an introduction, body and conclusion. There is a limited range of moves in the introduction, but there exist more complex situation in the middle where he moves depend on the type and the purpose of the presentation. In addition to that, a summary of the main points, recommendations are usually what most conclusions in oral presentation consist of.

2.9.1. Introduction

It is the essential part in the presentation since it introduces the topics and gives a short explanation about the content to the audience. A good introduction has for points:

- Attracts and focuses the attention of the audience
- Put speaker and audience at ease
- Explains the purpose of talk
- Gives an overview of the key points of the talk

2.9.2. Body

It is to be presented in logical order that is easy for the audience to follow and natural to the topic. The speaker tried to explain his/her main ideas about the topic with clear explanations

2.9.3. Conclusion

The speaker has to finish his speech with a conclusion. According to Storz and Al(2002),“the end of the conclusion of the talk should include four parts: a brief reminder of what the speaker tried to show in his/her speech and how s/he tried to do so, a short conclusion makes comments or opens a discussion”(p.11)

The presenter makes his/her conclusion as a choice for the audience to ask questions at the end or give comments on the topic. The conclusion deals with two points.

- Reinforcing the audience about the key points
- Reinforcing the message.

2.10. Key Features of Oral Presentation

Clear objectives, language, behavioral skills such as: eye contact and confidence are the elements that make effective oral presentations. However, some other key features may be included, as the following:

2.10.1. Structuring a presentation

It is like structuring written communication in which is learner needs a map to follow with a start, middle and an end. It is viewed as a key stage.

2.10.2. Visuals

They come in a variety of forms such as: graphs, tables, charts, text or photograph; and diagrams

2.10.3. Voice

As a presenter, the ability to pace your speech and use your voice to create impact is the single most important skill a presenter needs.

2.10.4. Advance signaling

Advance signaling or signposts are considered important feature academic presentations. They help following the structure of the information. They may include words such as: first, then, next...or expressions like: I would like to talk about, would like to finish by saying that.

2.10.5. Language:

It requires a selection of an appropriate vocabulary to report the situation.

2.11. Importance of Oral Presentations

An oral presentation is significant when it is designed and prepared in an effective way. It is a good example of learners-centeredness, King (2002, p.207) “teacher move from the traditional role of teacher as an authorities expert to the new role of facilitator of learning”. Moreover, it helps students not only to prepare them for possible future and academic careers, but above all, to help them function well in their professional setting. To be communicatively competent, students need a lot of practice and guide instruction through implementing oral presentations in their classrooms.

Oral presentation technique plays a major role in EFL class that is why teachers are trying to make their class more communicative by using different methods and techniques. According to Apple (2006, p.26) “to interact with other members of the discourse community remain outside the language community, and therefore fail to learn the language”. So, effective teachers should apply different tasks of oral presentations to their students in the classroom in order to interact with each other and this will help them to exchange ideas and opinions to succeed in their learning

Furthermore; oral presentation helps learners to improve their anatomy. King (2002) stated the using oral presentation requires language learners to use the four skills and this strategy supports students to become more active, motivated and autonomous. In another word students required to use language four skills when they are preparing their presentation, as result, their skills improve.

2.12. The Role of Teacher in preparing oral presentation

Implementing oral presentation project in EFL classroom is not as easy as one may think. It requires from teacher much efforts and much time for planning and preparation. However, in this kind of activities, the teacher is a facilitator rather than a controller, thus, learning become learner- centered. The role of teacher is also to assist learners to develop interaction skills; cooperative learning skills to create a relevant learning atmosphere. According to Xinaming (2005) “teachers still play a key role in the background as a facilitator, research guider, ultimate references, and source of encouragement” (p.120)

The teachers' active role in preparing successful presentations can be seen in the following:

- Providing guidelines
- Grouping and scheduling students presentation
- Selecting topics and gathering information
- Handling technical problems
- Managing question answer sessions
- Preparing peer and teacher assessment.

2.13. Benefits of Oral presentations

Effective oral presentation skill is essential in education, social and professional life because students needs more practice in English before they graduate. According to Baker (2004), “developing the abilities to speak to an audience is one of the greatest benefits

you'll ever get from your time in further or higher education.”(p.1). It helps students experience public speaking and overcome fear of facing audience.

Oral presentation makes a relation between language study and language use. Moreover, it helps students to collect, inquire, organize and construct information. It also allows the anatomy between students. It helps students to use all four skills in natural integrated way.

Another benefit of oral presentation is that it helps the learners develop their confidence and autonomy. As a matter of fact, communicative language teaching aims to accomplish the students' ability to interact correctly and effectively in the real world since they are obliged to improve their level in speaking and to get the capacity to communicate and practice the target language by giving an oral presentation.

In addition to that, oral presentation make students involved in the process of learning and being active participants. As well as, it helps students improve problem solving skill and critical thinking. Students will benefit more from the process of learning since they are using the target language when they present their topics. Besides, it motivates students to participate and learn more.

2.14. The relations between oral presentation and students' self-esteem

Oral presentation is an activity that used in EFL class where the students are the center of learning and the teacher is a guide, motivator, and supporter. In this activity students depend on themselves to choose their topics then prepare and organize it, after that training on it and presented it at the end. All these steps make students build confidence, extend their knowledge and gain information. In addition to that, while student are presenting they are experiencing speaking in public and training themselves to face audience as a result, students overcome many negative psychological issues such as: anxiety, fear of making mistakes, fear to fail, shyness and stress, as well as, they become more motivated and

believe in themselves because they see themselves capable to speak and free to express their ideas. In addition to that, oral presentation is a way where student practice the language and learn new vocabulary and new ideas.

Conclusion

Speaking is an important skill in EFL it is the process where an individual produce a message orally to express his/her ideas. In order to improve this skill teachers adopt the Project-Based-Approach where the learner is centered. It based on oral presentation technique in order to help students practicing the language in situations similar to real life situations and improve communication skills. In addition to that, oral presentations help students to build confidence, overcome fear and to gain knowledge about various topics which makes students believe in themselves and improve their self-esteem.

CHAPTER THREE

Fieldwork

Introduction

In order to figure out the existing relationship between students' self-esteem and oral presentations, and to know how oral presentations can enhance students' self-esteem, the research was divided into two parts. The first part of the study was a theoretical part in which there is a literature review of both variables; self-esteem and oral presentations. It contains two chapters; the first chapter deals with self-esteem and the psychological factors affecting it. Furthermore, the second chapter deals with oral presentations.

The second part of the study is the practical part and it contains fieldwork results. This chapter which is the field work deals with the data collection, the methodology, and the tools that were used in this study. The data was gathered by an online questionnaire, after which it was organized and analyzed, then finally presented in tables and bar charts. In this chapter, we are going to test the hypotheses in order to find out whether they are confirmed or not.

3.1. Review of the Research Methodology

3.1.1. Research Method and Approach

This research follows a mixed quantitative approach, and due to the nature and needs of the research, we tended to select quasi-experiment methods. We select this kind of method because of the random sample selected. As we know the quasi-experiment needs a pre-test and post-test, but we do not have enough time to treat students from their first year to the third year, however, students dealt and experienced oral presentations from the first year to the third year, and we have gathered the result from them.

3.1.2. Research Strategy

In our research, we adopted a problem that exists in many previous researches. Therefore, this strategy allows us to focus more on a specific population and choose a representative random sample to treat and deal with it.

3.1.3. Population and Sample

This research dealt with the third year LMD students at Mohammed Kheider University of Biskra. This selection is due to the fact that third-year students experienced oral presentations from their first year to the third year while also having knowledge and background about self-esteem. Therefore, they may have an idea about the effects of oral presentations on their self-esteem and have a chance to reflect on it. At this level, we have selected 74 students as a sample to represent the total population of the third year which is 389 students in the English section.

3.1.4. Data Collection Method

The main tool of our research was a questionnaire which was delivered to the students of the third year LMD at the University of Mohammed kheider. Furthermore, this questionnaire has been administrated to capture their point of view concerning the relation that exists between students' self-esteem and oral presentations.

3.3. Aims of the Questionnaire

3.3.1. Students' Questionnaire

We have chosen the questionnaire as a data gathering tool to support our theses about the relationship that exists between self-esteem and oral presentations and to test the

hypothesis. This questionnaire aims to provide us with students' opinion about the relationships that exist between the variables, and if the level of self-esteem can affect their learning. In addition to that, a section from the questionnaire was devoted to measuring students' self-esteem through using Rosenberg (1965) self-esteem scale in order to combine the level of self-esteem with the number of presentations. Therefore, we gathered seventy-four responses from third-year students.

3.4. Description of the questionnaire

The students' questionnaire contains (7) close-ended questions, (2) open-ended questions and (2) semi-structured questions from a total of 11 questions. These questions are divided into three sections. The first section from Q01 to Q03 which presented generally in formations about the student such as: gender, choice of English and their level of English.

The second section was about self-esteem from Q04 to Q06 questions. The aims behind this section is to figure out participants opinion whether the level of self-esteem affects their learning. They asked to justify their answers in order to make their opinion clear, the question next is the Rosenberg self-esteem scale which consists of 10 statements about what they feel five statements are positive and five are negative in order to measure the level of self-esteem. Then the last question, the participants are asked to give their opinion about the relationship that exists between self-esteem and oral presentations and whether the oral presentation improves their self-esteem or not.

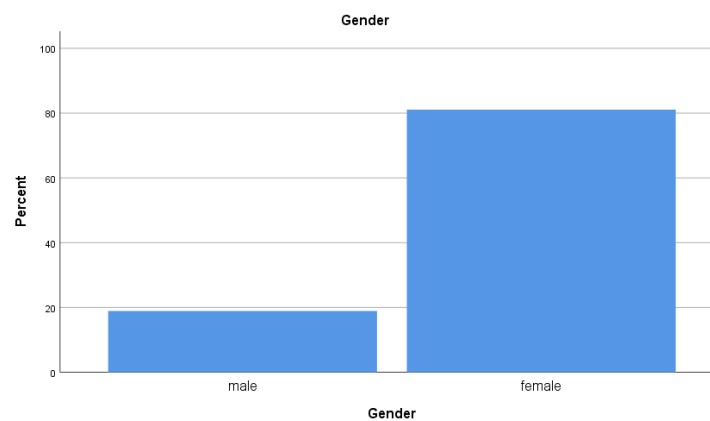
The third section of the questionnaire was devoted to oral presentations from Q06 to Q10. The participants are asked to provide their opinions about the questions, the first question was whether they like the oral presentation module or not, then whether the teacher use the oral presentations strategy inside the classroom and how if he uses this

strategy inside the classroom, after that they asked to provide their opinion if they benefit from the strategy of oral presentation or not and to justify their answers. The next question the participants asked to mention the number of presentations they presented through their three years of studying English at the university.

3.5. Analysis of the Student Questionnaire

Section one: General information

Q1: students' Gender



Graph 01: Students' Gender

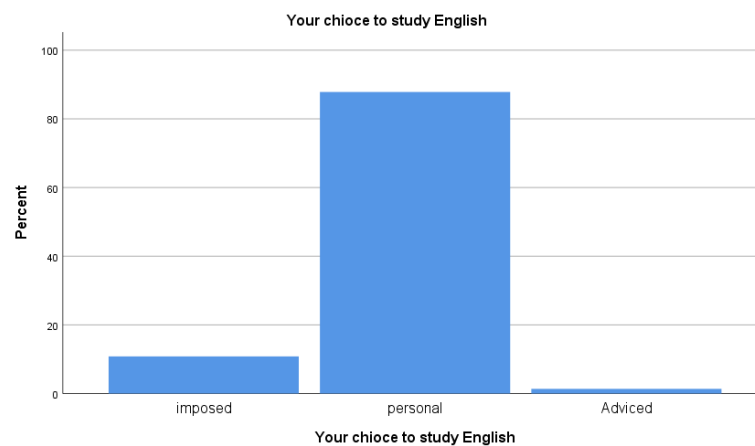
	Male	Female	Total
Participants	14	60	74
Present	18.9%	61.1%	100%

Table 01: Students' Gender

Concerning students' gender, as the table above shows, females presented the highest percentage with (61.1%) or 60 female students of the total sample 74. In contrast, male presented only 18.9%. This means just 14 male interacted in the questionnaire. The results

show that studying language is targeted more by females at the university. It would help us a lot in collecting various views about the nature of relationship that exist between students' self-esteem and the strategy of oral presentation and how can oral presentations improve students' self-esteem.

Q2: The choice of English



Graphs 02: Students' choice of studying English

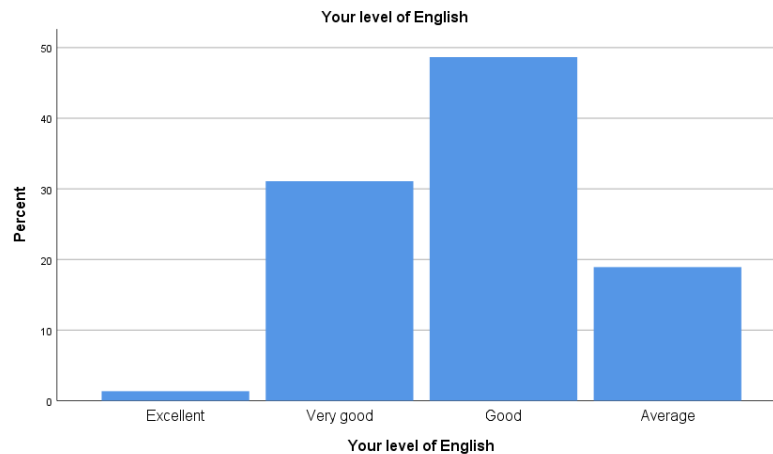
	Imposed	Personal	Advised
Participant	1	65	8
Percent	1.4%	87.8%	10.8

Table 02: Students' choice of studying English

As presented in the table above, most responses of students around 87.8% it means that 65 participants said that they have chosen to study English by themselves and this decision was because they like English language. However, 10.8% from the sample which are 8 participants said that they advised to study English from others. Whereas, 1.4% from

the sample which is one participant said that he was imposed to study English either by parents or the university due to their average in the baccalaureate exam.

Q3: Your level of English



Graph03: Students' level of English.

	Excellent	Very good	Good	Average	Poor
Participant	1	23	36	14	0
Percent	1.4%	31.1%	48.6%	18.9%	0%

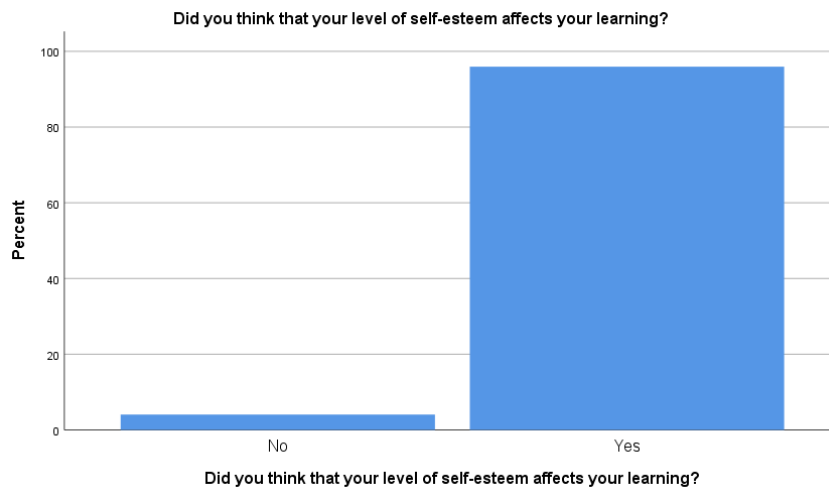
Table 03: Students' level of English

As the graph above shows, the majority of the responding around 48.6% which is 36 participants said that their level in English is good. However, 31.1% from the sample which is 23 participants said that their level of English is very good while, 18.9% represents students who indicate that their level of English is average which is 14 students. Whereas only 1.4% from the total which is one participant said that his level in English is excellent while 0% or no one of the participants said that his level in English is poor.

Section two Self-esteem

Q4: Did you think that your level of self-esteem affects your learning?

Justify your answer



Graph 04: Students' opinion about the effect of self-esteem on their learning

	Participants	Percent
No	3	4,1%
Yes	71	95,9%

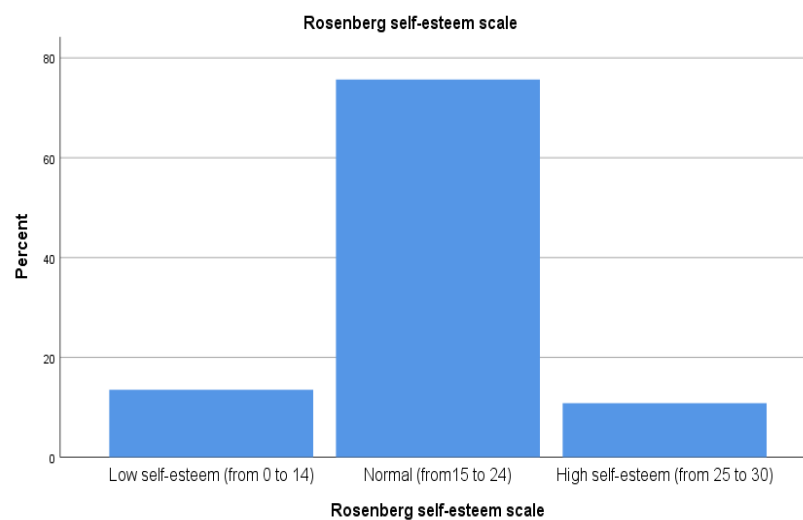
Table 04: Students' opinion about the affect of self-esteem on their learning

In this item, we explored students' opinion about the affect of self-esteem on learning. It was measured that the majority of students which is (95.9) answered with "yes" the level of self-esteem affect learning. While, only percentage of (4.1%) who answered with "no" they means that the level of self-esteem does not affect learning.

For the second part of the question, students who answered with "yes" said that, self-esteem is the key of success and it is very important in case of being a good learner. According to them, learning is not only based on students' mind it is also related to their feelings and personalities. The more self-esteem students have the more they learn. In

addition, they said that, high self-esteem helps students to develop their skills, trust their abilities and improve their language; as well as, it makes them avoiding many psychological issues and do their best efforts when they learn and the process of learning become easier. However, low self-esteem paralyses their learning and makes them never benefit from it. Low self esteem makes the process of learning difficult to them and it limits their capacities. As a result, he become afraid of engaging in learning. Whereas, students who chose “no” said that there is no relation between learning and self esteem and the level of self-esteem never can affect learning.

Q5: Students' self-esteem



Graph 05: Students' self-esteem

	Participants	Percent
Low self-esteem (from 0 to 14)	10	13,5%
Normal (from 15 to 24)	56	75,7%
High self-esteem (from 25 to 30)	8	10,8%

Table 05 : Students' self-esteem

The aims of this item is to measure students' self-esteem by Rosenberg's Self-Esteem Scale (Rosenberg, 1965) for items 1,2,4,6 and 7 (strongly agree=3, agree=2, disagree=1 and strongly disagree=0). However, for items 3, 5, 8, 9 and 10 (strongly disagree=3, disagree=2, agree=1 and strongly agree= 0) the scale ranges from 0-30. Score low than 15 means low self-esteem, more than 25 means high self-esteem and between 15 and 25 normal self-esteem. After measuring students self esteem we divided them into three groups. 56 students make-up (75.7%) presented the normal self-esteem. However, 8 students make-up (10.8%) have high self-esteem. Whereas, 10 students make-up (13.5%) which have a low self-esteem.

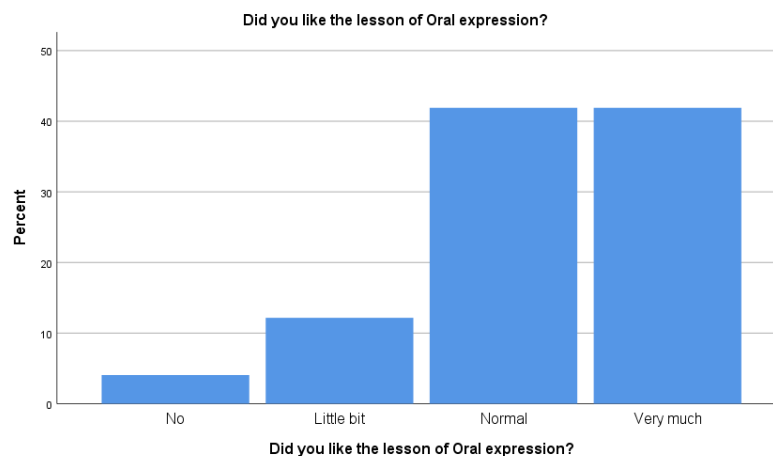
After that we named students' responses from S1 to S74. And we ranged them in the three groups as the table 10 shows.

	Low Self-esteem	Normal self-esteem	High self-esteem
Students	S1.S10.S14.S34.	S2.S3.S4.S5.S6.S7.S9.S11.	S8.S15.S18.S2
Responses	S51.S60.S61. S66.S68.S70	S12.S13.S16.S17.S19.S20. S21.S22.S23.S24.S26.S27. S28.S29.S30.S31.S32.S33. S35.S36.S37.S38.S39.S40. S41.S42.S43.S44.S46.S47. S48.S49.S50.S53.S54.S55. S56.S57.S59.S62.S63.S63.S 67.S69.S71.S72.S73.S74.	.S45.S52.S58

Table 06: Groups of students' self-esteem

Section three: Oral Presentations

Q06: Did you like the lesson of Oral expression?



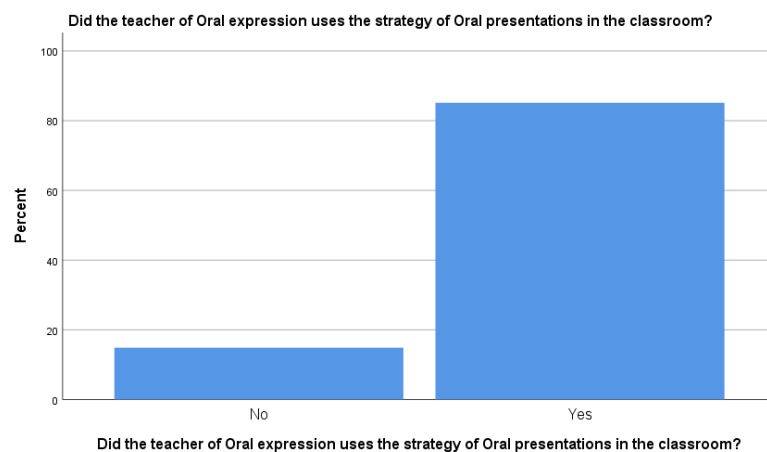
Graph 06: Students' opinion about oral expression lesson

	Participant	Percent
No	3	4,1%
Little bit	9	12,2%
Normal	31	41,9%
Very much	31	41,9%

Table07: Students' opinion about oral expression lesson

Students have different perspectives when it comes to enjoying the lesson of oral expression; according to the above table (41.9%) of the total sample which are 31 students like the lesson of oral expression very much. Also 31 of students which represent (41.9%) which represent 9 students feel normal about the oral expression lesson. While (12.2%) like the oral expression lesson a little bit. However only (4.1%) or 3 students from the whole sample which does not like the oral expression lesson at all

Q07: Did the teacher of Oral expression uses the technique of Oral presentation in the classroom?



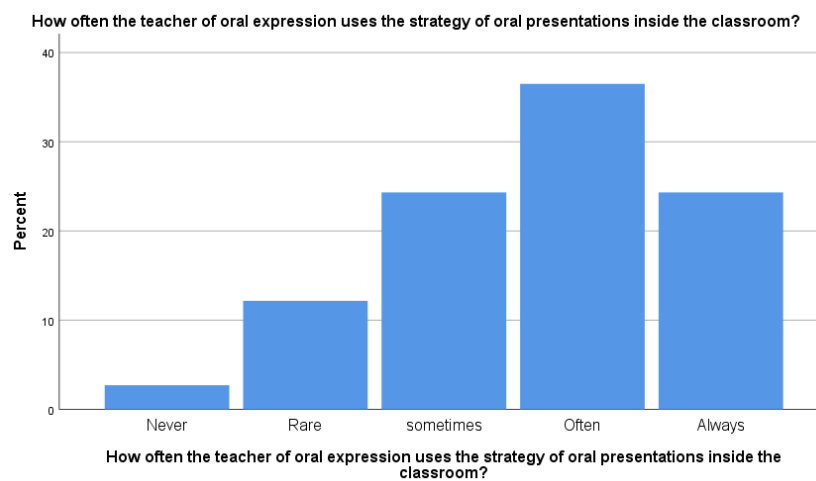
Graph 07: The use of oral presentations inside the classroom

	Participants	Percent
No	11	14,9%
Yes	63	85,1%

Table 08: the use of oral presentations inside the classroom

The results from the table above shows that the majority which is 63 students make-up (85.1%) of the total number said that, their teacher of oral expression use the strategy of oral presentation inside the classroom. Whereas, 11 students make up (14.9%) said that their teachers of oral expression do not use the oral expression strategy inside the classroom.

Q08: How often the teacher of oral expression uses the strategy of oral presentations inside the classroom?



Graph 08: How often the teacher uses the strategy of oral presentations inside the classroom

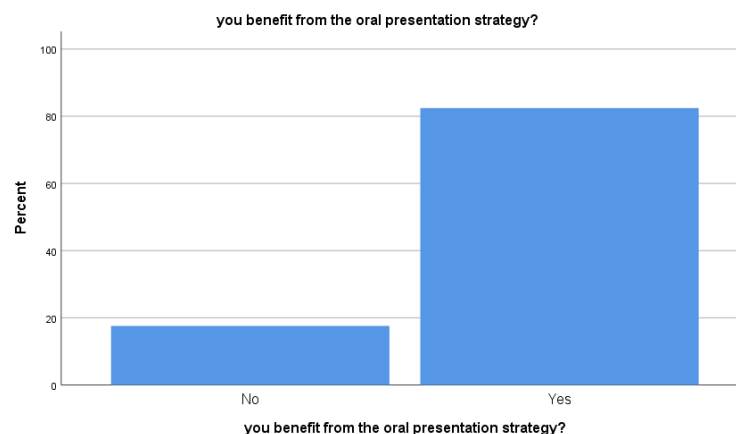
	Participants	Percent
Never	2	2,7%
Rare	9	12,2%
Sometimes	18	24,3%
Often	27	36,5%
Always	18	24,3%

Table 09: the teacher of use the strategy of oral presentations inside the classroom

The statistics in the table 06 shows that (24.3%) of students which represent 18 students said that their teacher of oral expression always uses the strategy of oral presentation. A percentage of (36.5%) of students which is 27 students said that the teacher of oral expression often use the oral presentation strategy. However, 18 student make-up (24.3%) said that their teacher of oral expression use the strategy of oral presentation sometimes. Meanwhile, a percentage of (12.2%) which represent 9 students said that, rare when their teacher use the strategy of oral expression. Whereas, only 2 students make-up (2.7%) said that their teacher never use the oral presentation strategy inside the classroom.

Q09: Do you benefit from the oral presentation strategy?

Justify your answer



Graph 09: Whether students benefit from the oral presentations or not

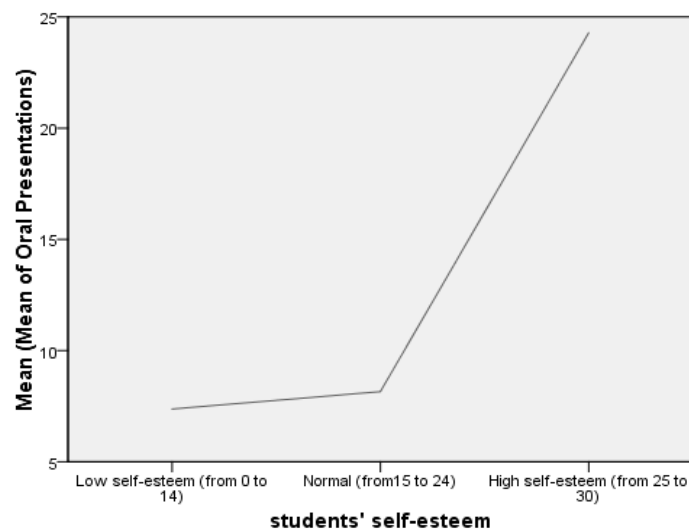
	Participants	Percent
No	13	17,6%
Yes	61	82,4%

Table 10: Whether students benefit from the oral presentations or not

Table 10 portrays whether students benefit from the oral presentations or not. The majority of them (82.4%) have answered with “yes” they benefit from the oral presentations while (17.6%) goes for the minority which represented the “no” choice, which means they do not benefit from the strategy of oral presentations. As an explanation to these answers, in one hand, students who have chosen “yes” said that oral presentations help them to improve their skills, especially speaking and listening skills. It gives them the opportunity to practice the language and gain new vocabulary. In addition to that, it helps them to overcome many psychological problems such as: fear, shyness and stress. As well as, it makes them touches with new thoughts and ideas; extend their knowledge and benefit from others’ point of view. Furthermore, they said that oral presentation is an opportunity to have courage, built confidence and enhance their self-esteem. In the other hand, students who chose “no” said that the teacher does not know the appropriate use of the oral

presentation strategy and he does not give them the opportunity to speak free. Moreover, students do not make efforts in preparing or when they presenting and most the time they chose a simple and traditional topics instead of the important topics, which makes the lesson boring and they use a basic vocabulary instead of using new words.

Q10: what is the number of oral presentations did you present in your three years at the university?



Graph 10: Relationship between Oral presentations and Students' Self-Esteem

	Low Self-esteem	Normal Self-esteem	High Self-esteem
Mean of Oral Presentations	7	8	24

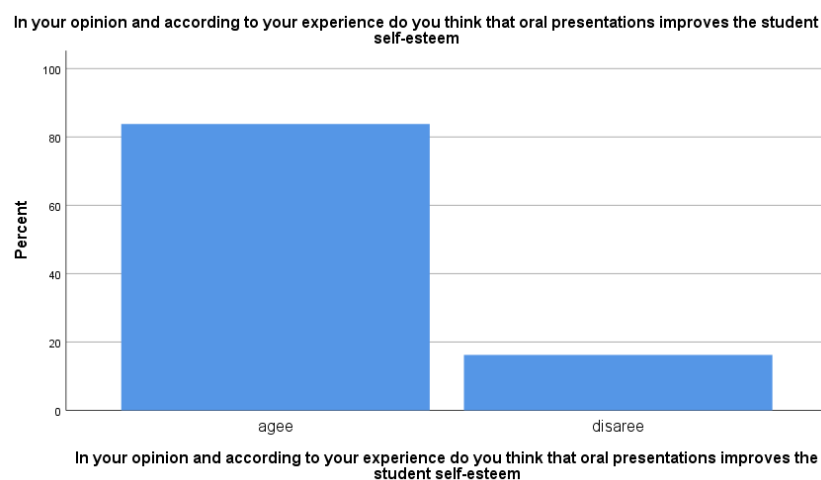
Table 11: The mean of oral presentations

We related this items to the groups of the table 10 and we calculated the mean of every group by using the programme of SPSS and the results shows in the table above.

As the results in the table 11 shows, the mean of presentations of the students who have low self-esteem is 7 presentation. However, the mean of oral presentation of students who

have high self-esteem is 24 presentations. While student with normal self esteem have 8 presentations. This means that there is a relationship between oral presentations and student' self-esteem; however, more the student present the more his self-esteem will be improved.

Q11: In your opinion and according to your experience do you think that oral expression improves the student self-esteem?



Graph 11: Students' opinion about whether the oral expression enhances students' self-esteem or not.

	participants	Percent
agree	62	83,8%
disagree	12	16,2%

Table 12: Students' opinion about whether the oral presentations enhance students' self-esteem or not.

When asked to students' about whether the oral presentations enhance students' self-esteem or not. This table displays that (83.8%) who considered that oral presentations enhance students' self-esteem. However, (16.2%) have another opinion

Students who agreed said that, most first year students were scared from the oral presentation but when they practice it many times they become brave and confident and their self-esteem increased because they have the opportunity to present in front of their classmates which helps them to overcome fear and shyness and believing in themselves. when a student prepares his/her topic and gathers information, he/she built and gains knowledge as a result his/her self-esteem improves. As well as, it helps them to improve their communicative competence and they become confident to express their thoughts and ideas in front of other. Furthermore, they said that oral presentation is the best way that makes students build his/confidence, practicing his/her speaking and controlling their fear, when their skills improved their self-esteem automatically raised and improved. However, those who disagree said that it depends on the teacher, whether the teacher uses the oral presentations in the appropriate way or not; if the students criticized by the teachers very bad they may feel worst and his/her confidence will broke, however if he praises students and make them feel that they done a good work their self-esteem will increase. In addition to that, if the teacher gives students the freedom to choose their topics and freedom to present their opinions their self-esteem will improve. However, if he makes students presenting as they introducing information and read from papers just for the sake of getting marks they will never improve their self-esteem.

Discussion of findings

The main purpose of the students' questionnaire is to find the existing relationship between students' self-esteem and oral presentations as a strategy to enhance it, as well as, whether the strategy does indeed improve students' self-esteem. In addition to that, to find out whether the level of self-esteem can affect learning. The results obtained from the analysis of students' questionnaire answer the questions of this study and confirmed the hypotheses. Additionally, we gathered different point of view from students about the strategy of oral presentation and self-esteem.

The results show that females are more interested in studying languages while males tend to be more interested in scientific domains. Since most students of English choose to study English by their own choice and they have the desire to acquire that language, the majority of them have a good level in English that means they are able to practice the language and to communicate by the target language. However, their level of self-esteem plays an important role in their learning and their academic achievement, as well as, in their society. Self-esteem is the way to success and according to students learning is not only concerned with the mind and only gaining knowledge it is concerned with the students' feelings and personalities. However, teachers should give importance to the psychology of students and to find ways to improve it. Students who have low self-esteem limit their capacities and they never be able to practice the language. They always live with the fear of failure and making mistakes. As well as, the process of learning will become more difficult for them. In contrast, students with high self-esteem do extra efforts in learning and they have a desire to work hard in order to improve themselves. They trust their abilities, believe in themselves, and always see themselves capable to learn and do better. They are not scared from failure and see that making mistakes is an opportunity to

correct them, and when they do not achieve their goals, they tend to simply keep trying. Such students also use their capacities in order to acquire new knowledge, ideas; they can trust what they are saying and what they do. The aforementioned information and discussion answer a vital question to this study; “did students’ self-esteem affect their learning?”

In addition to that, there are many negative psychological factors that many students are suffering from such as anxiety, lack of confidence, fear, shyness, and stress. These factors hinder students from having better learning experiences. Moreover, these psychological issues exist only in students who have low self-esteem because they do not believe in themselves and do not trust their abilities. This makes them incapable of developing themselves, and as a result of low self-esteem those psychological problems appear and keep students from pushing themselves forward and paralyze them from developing their skills.

According to the results and from the literature review, it is apparent that teachers have an important role to play in fostering and improving self-esteem. When the teacher gives the freedom to his students to present their ideas and to express their thoughts, their self-esteem will improve. when the teacher praises his students in a good way and appreciates their efforts when they do good work or correct their mistakes without insulting or criticizing them, their self-esteem will improve. In contrast, if teachers embarrass students for their mistakes, it would result in breaking them, and as a result, their self-esteem will fall down. Moreover, the teacher must know how to manage the strategies inside the classroom in the way that students will benefit from them.

Furthermore, the results of the questionnaire answered the first question of the study “what is the nature of the relationship that exists between students’ self-esteem and the

oral presentations?” After we measured the students’ self-esteem and calculate the mean of each group, we find that mean of low self-esteem group is 7 presentations, and the group of normal self-esteem is 8 presentations, and the group of high self-esteem is 24 presentations. As a result, we can draw a conclusion that the nature of the relationship that exists between students self-esteem and the oral presentations is a positive relationship, the more presentations students have the more their level of self-esteem will improve.

Moreover, the strategy of oral presentations improves students’ self-esteem which is the answer for the third question of the study” did the oral presentations improve students’ self-esteem.” As we find in the analysis of the questionnaire. When students participate and present in front of their classmates, they become more confident and they overcome fear and many other psychological problems. Students become more confident to express their thoughts and ideas in front of people without fear or shyness and their self-esteem improve.

The strategy of the oral presentation is an opportunity for the students to improve their skills and to build their self-esteem. When students search for topics or subjects to present, they gain a lot of knowledge and information about different subjects that lead them to improve their reading and writing skills. Additionally, when they present these topics in front of their classmate, they improve their communicative competence skills, build their personalities, become more confident, believe in themselves more, trust their abilities, and improve their speaking skills. Furthermore, when they listen to others’ presentations, students tend to acquire new vocabulary, information, and knowledge. Experiencing different aspects and points of view on different subjects in various ways would also greatly help student and allow them to practice the language they want and improve their knowledge about their topic of desire.

Suggestions and Recommendations

by the end of this research and after interpreting the students' questionnaire and based on the literature review we end up by providing some suggestions teachers and recommendations for students in order to improve their self-esteem and develop their skills to have better achievement in EFL classes.

Suggestions for teachers

- Teachers should give the opportunity for students to speak
- Teachers should attempt to improve students' self-esteem
- Teachers should give freedom to students to express their thoughts and opinions
- Teachers should praise students for their good work and appreciate their efforts in order to motivate them to keep working
- Teachers should correct students' mistakes without embracing or criticizing them
- Teachers should know the appropriate use of strategies inside the classroom and manage them in the way that students will benefit from those strategies
- Teachers should make in consideration the psychology of students and attempt to develop it in a good way
- Teachers should know the appropriate way to evaluate students.

Recommendations for students:

- Students should improve their self-esteem by following the instructions of their teachers

- Students should choose an important topic and prepare them alone before presenting them in the classroom
- Students should present a lot of presentations in order to overcome fears and improve their self-esteem
- Students should gather information about their topics from different sources in order to extend their knowledge
- Students should participate in the oral expression session because it is the module where they suppose to practice the language
- Students should benefit from the feedbacks that teachers proved them and correct their mistakes
- Students must not be scared to fail or be afraid of making mistakes because it is the best way to learn

Conclusion:

In summary, after the analysis and discussion of the results from the gathered data of students' questionnaire. It is concluded that our hypothesis which indicated that there is a relationship between oral presentation and students' self-esteem has been confirmed. Thus, the more the students present the more their self-esteem will be improved. Hence, Students who have a big number of presentations automatically they have high self-esteem. However, students with low self-esteem have a small number of presentations.

**GENERAL
CONCLUSION**

General Conclusion

Students' self-esteem is of vital importance in their learning experience and their path into benefiting the most from their education. Teachers should be aware of its importance and exert adequate care to this aspect of the students' life and experience through adopting relevant and effective strategies that tackle this side of the student's well-being and ability to learn. The aim of this paper is to emphasize on the importance of oral presentation and their role in engaging students and enhancing their self-esteem. This is supported by the findings of this research that concludes the existence of a positive relationship between oral presentation and student self-esteem. This research is divided into two major parts, the first part which is the theoretical part which is based on previous research that indicate the usefulness of oral presentation and their effect on students' psychology and self-image. The second part is collaboration to previous research conducted and published in which data from fieldwork was examined and analyzed to allow for a general conclusion.

The first part of this research was divided into two chapters. The first chapter was about self-esteem and psychological factors either positive or negative also the nature of self-esteem in additions to that fostering students-self-esteem. The second chapter was about oral presentations and speaking skill and the benefits of oral presentations. These two variables help students to benefit more from the process of learning and have more academic achievement. The second part of the research deals with the analysis of students' questionnaire. From the analysis of the questionnaire students' psychology plays a crucial role in the EFL, and it affects students learning and academic achievement students said that negative factors as shyness stress fear of making mistakes handle their learning in addition to that teachers should give a great importance to the student psychological side in order to help them improve their skills and use their abilities. Furthermore, the level of

Self-esteem effect students learning, the more students' self-esteem is high the more learning becomes easy and beneficial. Moreover, high self-esteem students have academic achievement more than low self-esteem students.

Through the analysis of questionnaire results, the strategy of oral presentations helps students in practicing their language, build-up confidence and experience, and has more knowledge about various subjects. Building confidence leads to a strong belief in the abilities of oneself which reflects positively on self-esteem, and the ability to present in front of crowds whether it was students, or a different setting with different context and target audience. Public speaking is a vital element that every student should get the chance to experience and practice during university years in order to be prepared for whatever destination and stage that comes after. It significantly improves self-esteem as shown in the results of the research and the nature of the relationship that exists between self-esteem and oral presentations is positive relationship i.e.: the more students present the more their self-esteem improves.

Finally, self-esteem is a factor that helps students improving their skills and offers them a practical view of their own work. It is the factor that helps students either in their education or outside in society.

References

AL-ISSA, A. S., & Al-Qubtan, R. E. D. H. A. (2010). Taking the floor: Oral presentations in EFL classrooms. *TESOL Journal*, 1(2), 227-246

Apple, M. (2006). Language Teaching theories and cooperative learning techniques in the EFL classroom. *Doshisha Studies in Language and Culture*, 9(2), 277-301. Retrieved April 17th, 2016 from <http://doors.doshisha.ac.jp/duar/repository/ir/13064/006009020004.Pdf>.

Baker, A. (2000). *Improve Your Communication Skill*. Kogan Page.

Baker, L., & Emden, J.V (2004). *Presentation Skill for Students*. Plogrove Macmillan.

Bandura, A.R. (1997). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*.

Baumeister, R.F., Campbell, J.D., Krueger, J.I., & Vohs, K.D. 2003, 'Does High Self-esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles?' *Psychological Science in the Public Health*, vol. 4, no. 1.

Beane, J.A., Lipka., & Richard, P. (1986) *Self-concept; self-esteem and the curriculum*.

New York, and London: Teachers College Press.

Bowlby, J. (1973). *Attachment and loss: Vol. 2. Separation: Anxiety and anger*. New York: Basic Books.

Brophy .J. (2010). *Motivating students to learn* (3rd ed.). New York and London: Taylor & Francis.

Brown, G., & Yule, G. (1983). *Teaching the Spoken Language*. New York.

Brown, H.D. (1994). *Teaching by Principles: An interactive approach to language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.

Brown, J. D., & Marshall, M. A. (2002). Under Review, *Psychological Review*.

Brown, J. D., & Marshall, M. A. (2006). *The thee faces of self-esteem*. W: MH Kernis (red.), *Self-esteem: Issues and answers* (s. 4–9). Brown, H.D. (2007). *Principles of language learning and teaching* (5th ed.). San Francisco: Pearson Education.

Byrne, D. (1986). *Teaching Oral Communication: Longman Handbooks for language* Cambridge University Press.

Chaney, A. (1998). *Teaching oral communication in grades K-8*. USA. A Viacom Company.

- Carr, M., & Browne, K. D. (2015). Measurement and conceptualization of self-esteem with Forensic clientele. *Assessment & Development Matters*, 7(3), 20-22.
- Chen, C. W. Y. (2011). Evaluating one's own oral academic presentation: A method to assist graduate students' academic discourse socialization. *Asian ESP Journal*, 7, 5-28.
- Child, D. (2004). *Psychology and the teacher*. The Continuum: The Tower Building.
- Chivers, B., & Shoolbred. (2007). *A Students' Guide to Presentation Making your Count*. SAGE Publications Los Angeles: London, New Delhi, and Singapore.
- De Grez, L. (2009). *Optimizing the instructional environment to learn presentation skills* (Doctoral dissertation, Ghent University)..
- Djebbar, Z. (2009). Pronunciation training to develop EFL learners SC, doctoral dissertation, Abant Baker Blkaid University, Tlemcen, Algeria.
- Erozkan, A., Dogan, U., & Adiguzel, A. (2016). Self-efficacy, self-esteem, and subjective happiness of teacher candidates at the pedagogical formation certificate program. *Journal of Education and Training Studies*, 4(8), 72-82.

Fontana, D. (1995). *Psychology for teachers*. (3rd ed.). Macmillan press LTD 70

(In Association with the B.P.S).

Florez, M. C. (1999). *Improving Adult English Language Learners' Speaking Skills*. ERIC Digest.

Gamble, T.K. & Gamble M. (2002). *Communication Works*. New York: McGraw Hill.

Gentile, B., Grabe, S., Dolan-Pascoe, B., Twenge, J. M., Wells, B. E., & Maitino, A.

(2009). Gender differences in domain-specific self-esteem: A Meta analysis.

Review of General Psychology, 13(1), 34–45.

Graing, C. (2007). *Creating Confidence: A handbook for professionals working with young people*. Scotland, UK.

Hall, B.(2004). *Building self-confidence*.UK: Sports coach.

Hand (2013). *Self-confidence: Unleash your confidence: turn your life around*(2ndED.)

iland business pages.

Heatheron, Todd F., and Carrie L. Wyland. "Assessing Self-Esteem." 219-33., n.d. Web.

26 Oct. 2016.

Hollenbeck, G. P., & Hall, D. T. (2004). Self-confidence and leader performance. *Organizational Dynamics*, 3(33), 254-269.

Humphries & Rebecca. "Griffith Working Papers in Pragmatics and Intercultural Communication, Language Anxiety in International Students: How Can It Be Overcome?" 4 (2011): 65-77. Web. 13 Sep. 2015.

Kent, M., & Kent, D. M. (2006). *The Oxford dictionary of sports science and medicine* (Vol. 56). New York: Oxford university press.

<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095855355>

King, J. (2002). Preparing EFL learners for oral presentations. *Dong Hwa Journal of Humanistic Studies*, 4, 401-418.

Kirby, E. ,& McDonald, J. (2009). Engage every student: Motivation tools for teachers and parents. USA: Search Institute Press.

Larson, J. E. (Ed). (2009). Educational psychology: Cognition and learning, individual differences and motivation. New York: Nova Science.

Luama, S.(2004).*Assessing Speaking*.Cambridge: Cambridge University Press.

Lawrence, D. (2006). *Enhancing self-esteem in the classroom*. Pine Forge Press.

Mallete, L., & Clare, B. (2011). Writing for conferences: A handbook for graduate

students and faculty. U.S.A: Greenwood

Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle&Heinle.

Revell, J. (1979). *Teaching Techniques for Communicative English*. London: Macmillan Press.

Richards, J. C. (2008). *Teaching listening and speaking*. Cambridge, England: Cambridge university press.

Rosenberg, M. (1965). Rosenberg self-esteem scale (RSE). *Acceptance and commitment therapy. Measures package*, 61, 52.

Ruth, A., & Wysocki, A. (2010). *Effective Oral Communication for Sales Presentations*.

Scrivener, J. (2005). *A guidebook for English language teachers*. Macmillan Education.

Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education: An International Journal of Research and Studies*, 26(4), 1059-1069.

Slavin, R.E.(2003). Educational psychology: Theory and practice (7th ed.). Pearson

Educational, I.N.C.

Solomon, S., Greenberg, J., & Pyszczynski, T. (1991). A terror management theory of social behavior: The psychological function of self-esteem and cultural worldviews.

In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 24, pp. 93-159). San Diego, CA: Academic Press.

Thornbury, S. (2005).*How to Teach Speaking*.Harmer, J. (Ed). London: Longman.

Torky, S. (2006).The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. Unpublished Doctoral Thesis.Ain Shams University.

Williams.M.& Burden.R.L.(1997). *Psychology for language teachers*. Cambridge: Cambridge University Press

Xinaming , Z (2005). Developing oral presentation skill in ELT Classroom. *Celea Journal* (Bimonthly) industry teachers College, 118-120.

Appendix A:

Students' Questionnaire

Dear learners, you are invited to fill in this questionnaire giving your opinions about the effect of oral presentation on students self-esteem. Your answers are very important for the validity of the research we are undertaking. We hope you will give us full interest and attention. Please, read the statements attentively and simply answer them by selecting the appropriate answer. I really appreciate your collaboration.

Kherbachi Abdellatif

Section One:

General information

1. Your gender :

Male Female

2. Your choice to study English was:

Personal Imposed Advised

3. Your level of English is:

Poor
Average
Good
Very good
Excellent

Section two: Self-esteem

4. Did you think that your level of self-esteem affects your learning?

STUDENTS' SELF-ESTEEM AND ORAL PRESENTATIONS

Yes No

Justify your answer please,

.....

.....

.....

.....

.....

5.

STATEMENT		Strongly agree	agree	disagree	Strongly disagree
01	I feel that I am a person of worth, at least on an equal plane with others.				
02	I feel that I have a number of good qualities.				
03	All in all, I am inclined to feel that I am a failure.				
04	I am able to do things as well as most other people.				
05	I feel I do not have much to be proud of.				
06	I take a positive attitude toward myself.				
07	On the whole, I am satisfied with myself.				
08	I wish I could have more respect for myself.				
09	I certainly feel useless at times.				
10	At times I think I am no good at all.				

Section three:

Oral presentation

6. Did you like the lesson of Oral expression: little bit

STUDENTS' SELF-ESTEEM AND ORAL PRESENTATIONS

Very much	<input type="checkbox"/>
Somehow	<input type="checkbox"/>
Normal	<input type="checkbox"/>
No	<input type="checkbox"/>

7. Did the teacher of Oral expression uses the strategy of Oral presentations in the class:

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

8. How often the teacher of oral expression uses the oral presentations inside the classroom?

Always	<input type="checkbox"/>
Often	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rare	<input type="checkbox"/>
Never	<input type="checkbox"/>

9. Do you benefit from strategy of the oral presentation strategy?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Justify your answer please,

.....

.....

.....

.....

.....

.....

STUDENTS' SELF-ESTEEM AND ORAL PRESENTATIONS

10. What is the number of oral presentations did you present in your three years at the university:

11. In your opinion and according to your experience do you think that oral expression improves the student self-esteem?

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

Thank You.

المخلص

الحالة النفسية عامل حاسم لتعلم اللغة الإنجليزية كلغة أجنبية؛ ذلك أن العديد من الطلاب يعانون من قلة تقديرهم لذواتهم مما يعرقلهم عن الحصول على تجربة تعليمية جيدة وإنجازات أكاديمية أفضل. من هذا المنطلق، يهدف هذا البحث إلى دراسة أثر تقدير الذات في العملية التعليمية، وتوضيح مدى أهمية تعزيز تقدير الذات بالنسبة للطلاب، وكيف يمكن للعروض التقديمية الشفوية أن تساعد الطلاب على تطوير تقدير ذاتهم. الهدف من هذا البحث هو تحديد نوع العلاقة الموجودة بين تقدير الطلاب لذواتهم والعروض التقديمية الشفوية. تنقسم هذه الدراسة إلى قسمين؛ الجزء الأول هو الجزء النظري الذي يحتوي على فصلين. يركز الفصل الأول على احترام الذات بينما يتعلق الفصل الثاني بالنقاط والعناصر الأساسية المتعلقة بالعروض التقديمية الشفوية. الجزء الثاني تم تخصيصه للدراسة الميدانية التي أجريت وتم من خلالها جمع البيانات. تم الاعتماد على المنهج الكمي لجمع البيانات النوعية والكمية التي استخدمت في هذا البحث. تم توزيع الاستبيان على 74 طالبًا سنة ثالثة ليسانس لغة إنجليزية، والتي تضمنت العديد من الأسئلة المتعلقة بتقدير الذات والعروض التقديمية الشفوية. اتضح من خلال نتائج الدراسة أن العروض التقديمية الشفوية لها تأثير إيجابي على تقدير الطلاب لذواتهم ونوع العلاقة الموجودة بين المتغيرين هي علاقة إيجابية أي أنه كلما قام الطلاب بالمزيد من العروض التقديمية الشفوية كلما تعزز تقديرهم لذواتهم. تكشف النتائج أيضًا أن الأساتذة يشكلون دورًا مهمًا في تحسين تقدير الطلاب لذواتهم. أخيرًا، نأمل أن تكون هذه الدراسة حافزًا مفيدًا لكل من الأساتذة والطلاب لتعزيز مستوى تقدير الذات.