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**Regular Article**

**The Effect of Self-Monitoring Strategy in Developing Pronunciation  
among EFL Majors: Links to Self-Esteem**

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**Abstract**

The present study delves into the effect of using self-monitoring strategy in enhancing pronunciation among EFL majors and explores if there is any relationship between students' self-esteem and their pronunciation performance. The participants of the study, totaling (52) were selected from the first year at the Faculty of Languages and Translation, Misr University for Science and Technology. Two instruments were required to fulfill the purpose of the study; the pronunciation test and the self-esteem scale. Results uncovered that self-monitoring strategy has significantly enhanced students' pronunciation performance. Findings also revealed that students' self-esteem is correlated with their performance in pronunciation. It is recommended that self-monitoring should be accorded attention in the EFL pronunciation programs to ensure the highest level of accuracy, stressing providing electronic feedback to minimize probability of ego-threatening face- to-face interactions.

**Keywords:** Self-Monitoring; Pronunciation; Self-Esteem; University students, Egypt

### **Introduction**

The vital role of pronunciation for effective communication exceeds uttering words correctly to expressing intent comprehensibly. Intelligible pronunciation is not confined to avoiding miscommunication and confusion, but it helps uncover the speaker's feelings, attitudes and enhances their confidence. Credibility in social and professional settings could be attributed to clear and proper pronunciation. Accurate pronunciation enables learners to express themselves confidently and participate in classroom discussions and debates (Boonkit, 2010; Köylü & Tracy-Ventura, 2022; Nazara, 2011; Seidlhofer, 2020; Si, 2019). In all professional contexts, group discussions and interviews, clear and fluent articulation gains vital importance (Brown, 2014; Levis, 2018; Levis & McCrocklin, 2018; Ulla, 2018).

Many a research underscored the significance of pronunciation for oral communication (Gilakjani & Sabouri, 2016; Marza', 2014; Tominaga, 2011). Nonetheless, research shows that pronunciation instruction is often ignored in teacher education programs. Gilakjani (2016) argues that lack of attention accorded to teaching pronunciation could be ascribed to the teachers' habituation to their students' inaccurate accent. FL students view pronunciation as a formidable challenge to overcome. The great difficulty, according to Moedjito (2016), originates from mispronunciations fossilized due to interference from the mother tongue. Nonetheless, research shows that pronunciation instruction is often ignored in teacher education programs. Attaining intelligible pronunciation, being a crucial component of linguistic competence, requires considerable time and effort (Pourhosein Gilakjani, 2016). Consistent practice of pronunciation should be given adequate attention from the very beginning of language learning to avoid communication breakdown (Pourhosein Gilakjani, 2012).

Examining literature shows that varied methods examined on interaction between teachers and learners in providing effective feedback on learners' pronunciation have been proposed, most pertinent of which is the self-monitoring strategy, where students are required to assess their own pronunciation. Fostering self-regulation and metacognitive knowledge, self-monitoring is regarded an efficient way to enhance learning outcomes and strategy use (Guo, 2022). Having a clear picture of the task at hand is crucial to enable students to evaluate their own performance (Dixon et al., 2020).

The strategy of self-monitoring relies mainly on the teachers' reactions to the learners' comments on the difficulties they face while learning pronunciation. Teachers provide students with effective feedback tackling the difficulties of articulation they may encounter (Saunders, 2020).

One of the crucial factors with far-reaching influence on language learning is self-esteem (Rubio-Alcalá, 2017). Though self-esteem is a determining variable for successful attainment of language, being latent in personality traits, there is a paucity of research in the area. Learners with high self-esteem are more confident and motivated to pronounce more accurately than those with low self-esteem who feel reluctant to pronounce. Such an attitude could be ascribed to lack of self-confidence and fear of negative evaluation in addition to shyness. When feeling negatively assessed and criticized, learners are intimidated to talk. Due to the significant effect on achieving language success, psychologists maintain that FL learners should have a particular level of self-esteem as a prerequisite to pronounce accurately.

### **Review of Literature**

The indisputable importance of pronunciation as a fundamental skill in learning a foreign language has been widely acknowledged by educators and researchers as a contributing component to successful foreign language performance. Brown (2014) points out that the teaching of articulation includes demonstrating to learners how to produce the sounds of a language. Nonetheless, the teaching of phonetics is predominantly practical, diagnosing potential difficulties learners might face and devising activities for practicing sound production both in and out of classroom with a view to enabling learners to attain an intelligible accent. Szpyra-Kozłowska (2014) stressed the importance of pronunciation as a vital constituent of language, the lack of which causes major breakdown in oral communication (p.2).

Though students may have good command of grammar or other skills, poor pronunciation represents an obstacle for them to overcome. Defining pronunciation as the production of sounds to construct meaning (Pourhosein Gilakjani, 2016), accurate pronunciation is pivotal for oral performance, successful interaction with people and gaining self-confidence, being of high priority in everyday life. Consequently, Kobilova (2022) maintained that students develop the ability to make their pronunciation intelligible and strategies to modify their speech, as these skills are essential in real life activities. Methodologists affirm that if learners are able to express themselves with native-like accent, it hastens their acquisition of the language and enhances their self-esteem.

Pronunciation of English is how written words are expressed in sounds, guided by the rules explained in dictionaries. It represents the skill used to verbalize English words simulating a native speaker. Acquiring a native-like accent in pronunciation is essential to attain proficiency in English (Khodjayeveva, 2020). Pronunciation includes articulating each sound and word accurately, bearing in mind tone and spelling (Mäkinen, 2021).

The essential role of pronunciation emanates from the fact that it significantly affects mutual understanding, communication and expression (Derwing & Munro, 2015). It also provides language users with comprehension and clarity. Speakers with accurate pronunciation are considered competent users of language. Learners suffering difficulties in pronunciation are more likely to go through miscommunication and perceived negatively by their interlocutors (Derwing & Munro, 2015; Lee & Baker, 2016). Precision in pronunciation caters for producing clearer sounds and recognizable accent while delivering speech (Celce-Murcia, 2010; Derwing & Munro, 2015; Yavas, 2011).

Pronunciation of English is regarded challenging that takes significant time to master due to the discrepancy between the written symbols and their sounds (Pourhosein Gilakjani et al. 2016). Intelligible pronunciation is a prerequisite competence that make successful communication attainable (Pourhosein Gilakjani, 2012).

Recent research on the teachability of pronunciation maintains that it plays a pivotal role in enhancing FL learners' pronunciation performance (Loewen & Sato, 2018; Nassaji, 2016). In a similar vein, Saito and Plonsky (2019) revealed that explicit instruction of pronunciation in classroom setting to adults yields consistently positive results. Pronunciation is usually taught through identifying mistakes and word repetition. To consolidate learning of sounds, teachers often show students the movements of tongue and lip shape to focus on particular words in a sentence (Foote et al., 2016). The teacher highlights the sounds students mispronounce and often supplies the accurate articulation (Couper, 2019).

The great attention accorded to pronunciation highlights the vital role it plays in language learning. Teachers assume an indispensable role of facilitating the rules that help students articulate sounds intelligibly to their interlocutors (Yates & Zielinski, 2009). Furthermore, Hismangoglu (2006) stressed the effect of pronunciation on oral performance, considering it consequential on communicative competence, but unfortunately a great number of teachers fail to do this task properly.

In a study by Rassuli (2023), the attempt was made to investigate the effective strategies for teaching pronunciation. The participants, totaling 100, consisted of 50 Male and 50 females of English majors at Sarepole University. A Likert-type questionnaire was distributed to the participants to tap their responses about effective strategies of pronunciation. Results revealed that 80% of research participants had information with pronunciation features and 20% of them did not have any information about pronunciation features and a considerable number of the participants were not familiar with English phonetic Alphabet. It was recommended that explicit phonetics and phonology should be incorporated into the curriculum of English majors.

EFL majors' awareness of the significance of pronunciation drive them to explore strategies that may help them attain a native-like natural-sounding speech (Murphy & Harding, 2016). Perceiving the strategies utilized by these students may offer insight into compelling learning strategies, content and structure-fostering systems for enhancing pronunciation.

Self-monitoring, being a component of metacognition, incorporates self-awareness in learning strategy. Learners' monitoring of their learning behavior enables them to determine their instructional objectives and needs. Along with this, Ertmer and Newby (2013, p.51) maintain that information processing theories concentrate on learning processes students perceive and tackle the concept of how upcoming data is encountered, organized, stored and retrieved by the mind. Self-monitoring, under the umbrella of metacognitive awareness should be exercised by students' will to modify their learning behavior to attain the objectives intended.

Previous studies have given prominence to classroom discussions in which teachers scaffolded, gave feedback and interacted as peers to students, thus enhancing self-monitoring (Carless & Chan, 2016; Carless et al., 2018; Hawe & Dixon, 2017). The advantage of this approach is to help students pinpoint areas of difficulty they face that may differ from those teachers focus on, thus making feedback more fruitful.

The value of using self-monitoring as a technique for teaching several skills has been widely recognized and strongly advocated in recent research (Dougherty, 2018; Hawe et al., 2019). Researchers developed several techniques for monitoring learners' performance, like the use of journals (Nuckles et al., 2009), exemplars (Hawe et al., 2021), note-taking (Kuffman et al., 2011), checklists (Arslantas & Kurnaz, 2017), and standardized diaries (Bellhauser et al., 2016).

Though self-monitoring doesn't create knowledge or skills, it can help learners adjust their behavior whether in power or recurrence. Social skills and academics are the prevalent domains in

which self-monitoring is employed (Loftin et al., 2005). Among the advantages of self-monitoring, January et al. (2023) claim, is that it provides learners with quicker feedback than that given by teachers. The use of this strategy yields significant improvement in both students and teachers' behavior. Along with this view, Sulu et al., (2023) advocate the notion that self-monitoring fosters communication with parents and enhances students' awareness of their behavior. In addition to the benefits of self-monitoring in both academic and social skills, it helps students to be in charge of their own learning. However, it could be challenging for students to monitor or accurately assess their behavior. It could be demanding for teachers to dedicate extra time to train students how to use the strategy effectively.

Though conventionally examined in psychology, self-monitoring has attracted attention of researchers in education. Several studies have probed self-monitoring to measure its contribution to the teaching method adopted. Recent research demonstrates that using self-monitoring strategies consistently yield positive results to skill development (Ariyani, 2024). In a study by Azatova (2021), primary school pupils were required to trace their academic development bearing in mind the learning goals set. Results revealed that this approach can motivate pupils to attain their objectives. Furthermore, results also indicated that 80% of the participants find self-monitoring crucial for enhancing speaking, whereas 20% think it unimportant providing that learners have confidence in their performance. Among the demerits of the study is the unavailability of data to support the participants' perceptions.

According to Miller (2001), self-monitoring is fundamental skill for enhancing self-reliance in pronunciation training. The role of the teacher, in Vitanova and Miller 's view (2002), is to inculcate independence among learners in such a way that enables them to monitor their own performance in pronunciation.

Recent research on self-esteem indicate that it significantly affects academic performance (Arshad et al; 2015; Aryana, 2010; Saadat et al., 2012). Additionally, being an affective variable, it assumes a pivotal role in learning the four language skills (Guban-Caisido, 2020) especially pronunciation performance (Abdumalikova, 2019) and linguistic knowledge (Alarabai, 2017). New roles of teachers as instructional designers have positively influenced students' self-esteem (Tarigan, 2018; Krisnawati, 2018).

According to MacKinnon (2015) self-esteem refers to the person's feeling of own value. It emanates from the person's own belief of their aptitude, capability and relationships. Being a

mental process, it involves assessment of one's own worth and affective experiences (Dornyei & Rayan, 2015). Ones' self-esteem and the mechanisms by which they are developed are viewed as part of a general concept of self that embraces self-image and the ideal self, self-esteem has a vital contribution in shaping a person's identity and moral system that are closely related to academic achievement. Learners with higher self-esteem are able to stand firm in the face of obstacles, set more challenging targets and increase their chances of success (Azizi et al., 2022; Hosseinmardi et al., 2021; Zhang, 2022). According to Faramarzzadeh and Amini (2017) self-esteem impacts the development of learners' oral performance, especially the advanced and intermediate levels. Students with high self-esteem outperform their counterparts with lower self-esteem in the number of spoken words and the total spoken turns.

The correlation between positive sentiments, self-esteem, achievement motivation, persistence and anxiety were investigated by a great number of researchers (Basco & Han, 2016; Dewaele, 2011; Hisken, 2011; Koosha et al., 2011; Leary & MacDonald, 2003; Moriya, 2019). More recently, the influence of self-esteem on learners' performance in different skills were given prominence in research such as speaking (Mandokhail et al., 2018; Satriani, 2019), reading comprehension (Piran, 2014; Stranovska & Gadusova, 2020), writing (Fahim & Rad, 2012), and listening skills (Hayati & Ostadian, 2008; Itzchakov & Weinstein, 2021).

A growing body of research was undertaken on self-esteem probing its effect on academic performance (Al-rabai, 2017; Arshad, Zaidi & Mahmoud, 2015; Caisido, 2020; Zeng et al., 2020). Results reached indicate that self-esteem is positively correlated with academic success of college students (Arshad, Zaidi & Mahmoud, 2015). In Arab EFL context, studies conducted on self-esteem indicated that a positive correlation is strongly established between Saudi students' self-esteem and their linguistic performance, stressing lack of significance between male and female students. Bidirectional relationship between academic success and self-esteem was investigated by Zeng et al. (2020). Findings revealed that high self-esteem learners attained higher grades in academic achievement and their self-concept was positively enhanced. In a study by Caisido (2020), the attempt was made to survey 20 studies on self-esteem pertinent to foreign language proficiency, emotional variables and language learning skills. A consistently positive correlation was found between self-esteem and each of the three areas.

Addressing self-esteem as an affective domain variable, Dewi and Jimmi (2018) maintained that it has aroused considerable attention due to the fact that it has long term influence on academic

success. Having a pivotal role on making decisions by individuals and perceiving their potentials, self-esteem enables learners to attain their targets and hopes.

Moradi and Ghafournia (2024) examined the relationship between Iranian EAP hotel-management students' language performance and their self-confidence. The participants consisted of 100 BA students at Darvishi and Pardisan Universities in Iran. Two instruments were required to fulfill the purpose of the study; language learners' self-confidence questionnaire based on Moradi et.al's (2014), and an EAP language achievement test based on Rashidi (2017). Results showed that learners' scores on language performance test and self-confidence were positively correlated. Self-confidence scores positively predicted language proficiency

Many a research was undertaken to probe the relationship between oral performance and self-esteem of EFL majors (Mandokhail et al., 2018; Satirani, 2019; Wullur, 2014). Mandikhaik et al. (2018), and Satriani (2019) pointed out in their study that there is a noteworthy correlation between students' oral performance and self-esteem. In a similar vein, Wullur (2014) in his study uncovered a positive and compelling relationship with several components of language; vocabulary, pronunciation, and grammar whereas a feeble correlation was found between learners' self-esteem and their speaking performance and fluency.

In a literature review by Moradi and Ghafournia (2023) self-confidence and self-esteem have been widely recognized as fundamental factor that affect English language performance. Current research indicates that learners with high self-esteem and confidence are more likely to be successful in language learning and proficiency. Self-confidence is associated with other affective constructs such as willingness to take risks in language learning, motivation and persistence. Consequently, students with high self-esteem and confidence perform better in grammar, vocabulary and pronunciation. To enhance successful language learning, effective interventions like goal setting, self-reflection, and positive feedback are critically required.

Pronunciation instruction research has been accorded adequate attention, highlighting the crucial role of pronunciation in fostering students' intelligibility, motivation, successful communication and self-confidence (Derwing, 2019; Kochem, 2022; Murphy, 2017; Nagel et al., 2018; Uchida and Sugimoto, 2020). Nonetheless, research results reveal that there is a troubling gap between the admitted contribution of explicit pronunciation teaching and the current practices prevalent in EFL classrooms. To bridge this gap, it is necessary to explore effective strategies that may enhance pronunciation of EFL majors. The present study advocates examining the effect of



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adopting self-monitoring strategy in developing pronunciation among EFL majors and explore if there is any relationship between students' self-esteem and their pronunciation performance.

### **Statement of the problem**

A significant number of the English majors at the Faculty of Languages and Translation, Misr University have difficulty pronouncing sounds adequately. The current curriculum adopted focuses on theoretical part offering minimal opportunities for students to practice. The present study investigates the effect of self-monitoring strategy on developing pronunciation using audio recordings spoken by a native speaker and finds out if there is any relationship between students' self-esteem and their pronunciation.

### **Questions**

The following questions are raised:

- (1) What is the effect of training EFL majors on self-monitoring strategy to develop pronunciation?
- (2) To what extent are students' self-esteem and their pronunciation performance correlated?

### **Purpose**

The purpose of the present study is twofold:

- (1) To examine the effect of a suggested training program on self-monitoring on students' pronunciation.
- (2) To Examine if there is any significant relationship between self-esteem and pronunciation performance of EFL Majors.

### **Hypotheses**

The present study hypothesized the following:

- (1) There is a statistically significant difference between the mean scores of the experimental group and those of the control group on the post administration of the pronunciation test in favor of the experimental group.
- (2) There is a statistically significant difference between the mean scores of the experimental group on the pre and post administrations of the pronunciation test in favor of the post administration.

- (3) There is a statistically significant relationship between EFL majors' self-esteem and their pronunciation performance.

### **Significance**

Significance of the present study appears in the following points:

- (1) The primary importance of this study may lie in perceiving how affective variables like self-esteem influence students' performance in pronunciation. Probing such a relationship between self-esteem and pronunciation performance, this research offers some insight for curriculum planners and teacher educators.
- (2) The self-monitoring-based training may help empower students to develop their pronunciation of English through independent practice.
- (3) The instruments developed for this study, including a pronunciation test, self-esteem questionnaire, and training program, can be valuable resources for other researchers and curriculum designers.
- (4) The results to be obtained may serve as a foundation for exploring urgent issues like the interplay between suprasegmentals and affective variables.

### **Delimitations**

The training program was delimited to the EFL first year majors at the Faculty of Languages and Translation, Misr University for Science and Technology - owing to their poor attainment in the pronunciation of segmentals. Duration of the program was delimited to the second term of the academic year 2023/2024.

### **Definition of Terms**

#### **- Self-Monitoring Strategy**

Self-monitoring strategy, according to Ariyani (2024) refers to a personalized approach in which learners document, keep track and assess their own academic, social behaviors, sentiments and ideas to enhance awareness and performance in different disciplines. Guo (2022) defines self-monitoring as the process of assessing one's grasp of the input encountered, or evaluating the correctness and propriety of one's oral or written output while being expressed. In the present study, self-monitoring is defined as a strategy that helps EFL students to detect and register their advance in English pronunciation to improve their skills in pronunciation and self-confidence.

#### **- Pronunciation**

According to Kobilova (2022), pronunciation refers to the habits formed by speakers of a language to articulate sounds through repetition and practice. Mäkinen (2021) explained that pronunciation is the delivery of intelligible sounds, operating as part of a language's system to transfer meaning in context. In the present study, pronunciation refers to the manner in which English majors articulate English sounds.

**- Self-Esteem**

Satriani (2019) defines self-esteem as the ability to manage life's primary challenges. Tarigan (2018) expounds it as a cluster of feelings that mould behavior, inspire attitudes, and energize motivation. Abdumalikova (2020) describes self-esteem as one's personal assessment of their abilities whether positively or negatively. In this study, self-esteem refers to learners' satisfaction and confidence of their pronunciation, emphasizing that one's success is highly influenced by their self-esteem.

**Method**

To carry out this research, a quasi-experimental design was adopted, using Nonequivalent Pretest-Posttest control group design. A random procedure was utilized to assign the participants to either experimental or control groups. The research also meant to explore if there is any relationship between students' self-esteem and their pronunciation performance.

***Design and Participants***

Participants of the study, totalling 52 EFL majors, were selected from the first year at the Faculty of Languages and Translation, Misr University for Science and Technology. They were randomly distributed to two groups, the experimental group (comprising 26) who were exposed to self-monitoring strategy training to enable students to evaluate and record their progress in pronunciation, and the control group (comprising 26) who were exposed to the regular content and method. The treatment lasted for 14 weeks, two hours a week.

***Instruments***

To fulfill the purpose of the study, two instruments were constructed, namely, the pronunciation test and the self-esteem scale.

***The Pronunciation Test***

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A test of pronunciation was created to assess students' pronunciation performance prior to administering the 14 weeks self-monitoring-based training program. The test included seven questions. In the first question, students were required to identify the consonant or vowel sound that is silent in three out of four distracters. In the second question, students were asked to match the vowels and diphthongs in column A with the symbols in column B. In the third question, students were required to identify the word that has a different final sound. In the fourth question, students were asked to identify the phonetic symbols in the underlined words or parts of words. In the fifth question, students were required to circle the odd one out of -ed ending – in each line of words. In the sixth question, students were required to read an English prose intended to evoke a specimen of connected speech that is more matching with self- monitoring than spontaneous speech. Finally, in the seventh question, students were asked to express to their lecturer a happy time they remember with cheerfulness.

### *The Self-Esteem Scale*

The self-esteem scale employed in this study consists of 40 items that measure a person's self-image. Participants' responses reflect their understanding of how others see them. It focuses on the influence of the background in which a person lives. It highlights the person's image or idea represented in mind. The scoring scheme ranging from 5, representing strongly agree to 1, representing strongly disagree was adopted.

### ***Treatment***

#### *Description of the Treatment Program Based-on Self-Monitoring Strategy*

The self-monitoring based program administered familiarized students with describing the sound being trained on followed by several examples with their phonetic transcription to be written underneath during the lecture. The features followed, according to Layden et al. (2022) included:

- Awareness: learners' awareness of their pronunciation level of accuracy by listening carefully to themselves.
- Feedback: using native audio-recordings, peers and lecturer as feedback to determine errors.
- Adjustment: reflecting on their own progress.
- Self-Evaluation: to check improvement and modify practice accordingly.

The practice time starts with playing audio- recorded material spoken by a native British teacher of English. Adopting the Action Replay Technique, students are required to read

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short sentences paying more attention to their pronunciation and record their own performance. In the end of the task, they are asked to compare their pronunciation to their partner's and to that recorded on their mobile. In most of the practice exercises, students are asked to compare the descriptions with the actual articulation of the sounds to decide if their pronunciation is native-like or they need more training with feedback given by the partner or the lecturer.

### *Procedures*

The pronunciation test and the self-esteem scale were administered to both the control and the experimental groups before and after the treatment that lasted for fourteen weeks. The experimental group was exposed to the treatment based on a suggested self-monitoring strategy training program, which was prepared and taught by the researcher. Basically, the practice exercises of the program were audio-recorded by a British native speaker. The activities implemented provided students with intensive practice of using the articulation organs to produce the sounds in addition to the opportunity to compare their pronunciation with that of peers, the lecturer and the native speaker. The control group received the regular theoretical - focused content and method. On finishing the treatment, the research groups were administered the post pronunciation test and the post self-esteem scale.

## Results and Discussion

### *The first hypothesis*

To verify the first hypothesis of the study stating that, "There is a statistically significant difference between the mean scores of the experimental group and those of the control group on the post administration of the pronunciation test in favor of the experimental group", t-test paired sample was employed to determine the difference between the two groups in pronunciation performance on the post-test as shown in table 1.

Table 1. The "t" Value of the Experimental Group and the Control Group on Pronunciation of the Post Test

Test	Group	N	Mean	Std. Deviation	t	Sig. (2 tailed)	Effect Size ( $\eta^2$ )
Post	control	26	13.96	1.58	27.24	0.01	0.81
	experimental	26	24.45	1.80			

Inspection of table (1) shows that there is a significant difference between the control group's performance in pronunciation adopting the regular method with a mean score of (13.96), and that of the experimental group's performance adopting the self-monitoring strategy with a mean score of (24.45). The t-value of (27.24) exceeds (2.44) at the (0.01) significance level, indicating that the self-monitoring strategy was effective in improving students' pronunciation compared to the regular method. Furthermore, the effect size of the self-monitoring strategy on pronunciation was (0.81). These results reveal that the experimental group outperformed the control group on the post-test, maintaining that using the self-monitoring strategy significantly enhanced pronunciation. To conclude, using the paired sample t-test revealed a statistically significant difference favoring the experimental group who were exposed to the self-monitoring strategy training program and consequently, the first hypothesis was verified.

### ***The second hypothesis***

To verify the second hypothesis of stating that, "There is a statistically significant difference between the mean scores of the experimental group on the pre and post administrations of the pronunciation test in favor of the post administration", t-test paired sample was employed to determine the difference between the mean scores of the experimental group on the pronunciation test pre and post administration as shown in table 2.

Table 2. Results of t-test Comparing the Pre and Post-Test for the Experimental Group in the Pronunciation Test

Group	Test	N	Mean	Std. Deviation	t	Sig. (2 tailed)	Effect Size ( $\eta^2$ )
experimental	Pre	26	13.05	1.48	29.88	0.01	0.79
	Post	26	24.45	1.80			

Table (2) illustrates the students' mean score in the pronunciation pre-test that amounted to (13.05), whereas their mean score in the pronunciation of the post-test amounted to (24.45), demonstrating a significant improvement in pronunciation having been exposed to self-monitoring strategy training. A paired sample t-test uncovered a statistically significant difference in favor of the post-test scores, with a calculated t-value of (29.88). Additionally, the effect size for the effectiveness of self-monitoring strategy on pronunciation was (0.79), indicating a great effect on the experimental group students' pronunciation on the post-test compared to the pre-test, indicating that the second hypothesis was verified.

***The third hypothesis***

To verify the third hypothesis stating, "There is a statistically significant relationship between EFL majors' self-esteem and their pronunciation performance". The mean scores of the students' pronunciation performance and their self-esteem were compared using the t-test as shown in the following table:

Table 3. Descriptive Statistics of the Study's Variables

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Self-Esteem</b>	52	36.21	5.72
<b>Pronunciation Performance</b>	52	15.68	4.24

Table (3) presents descriptive statistics of pronunciation performance and self-esteem of EFL majors. The average of self-esteem scores, having amounted to (M=36.21) and Std. Deviation (SD=5.72) illustrates that the subjects have had a slightly high self-esteem, which affects their pronunciation performance.

A Pearson-product moment correlation analysis was conducted to investigate link between participants' self-esteem and their pronunciation performance as illustrated in Table 4 below:

Table 4. The Correlation between Self-Esteem and Pronunciation Performance Score for the Whole Participants

		<b>Self-esteem</b>	<b>Pronunciation</b>
<b>Self-esteem</b>	<b>Pearson Correlation</b>	1	0.737
	<b>Sig. (2-tailed)</b>		0.000
	<b>N</b>	52	52
<b>Pronunciation</b>	<b>Pearson Correlation</b>	0.737	1
	<b>Sig. (2-tailed)</b>	0.000	
	<b>N</b>	52	52

Close inspection of table (4) indicates a positive correlation coefficient ( $r=0.737$ ,  $p<.001$ ) between students' self-esteem and their pronunciation performance scores. It could be concluded that the more students' self-esteem increases, the more their pronunciation scores improve as well. In addition, the correlation coefficient attained exceeds the critical value of (0.393) to (0.737) for a Pearson product-moment correlation coefficient with (50) degrees of freedom, confirming the third hypothesis.

The fundamental concept of self-monitoring in pronunciation lies in the learners' tracing of their pronunciation progress and identifying their weaknesses that need improvement. The native audio recordings of the program enabled the experimental group to perceive, repeat and compare their pronunciation to that of the native pronunciation and make the effort to be as similar as possible to such level of accuracy, resulting in significant difference in their favor.

Self-monitoring strategies are especially advantageous for independent learners who take charge of their own learning. The metacognitive dimension of self-monitoring offers learners the opportunity to evaluate their progress and adjust efforts with a view to attaining the highest level of accuracy in pronunciation. This is consistent with Brown and Deterding (2015); Chen and Hung (2015) maintaining that the immediate feedback from teachers and peers characterizing self-monitoring help learners recognize pronunciation mistakes and correct them, ultimately fostering accuracy and fluency. According to Brown and Deterding (2015); Darcy et al. (2012); Gao and Zhang (2016), self-monitoring strategies boost motivation and self-efficacy, as they enable learners to assume control over their learning process and enhance self-awareness and metacognitive growth.

Making use of the reflective and analytical features characterizing self-monitoring strategy, the participants might have got involved in recording and analyzing their pronunciation, seeking feedback from others and setting native-like pronunciation performance as a goal, all these factors could have helped the experimental group students to improve their pronunciation performance and consequently outperform the control group. This is consistent with the results reached by Goh & Kwok (2019), maintaining that the use of higher-order thinking skills of goal setting and self-monitoring enable learners achieve better performance.

This finding is in accordance with that reached by Sintayani and Adnyayanti (2022), maintaining that self-monitoring can significantly foster students' oral performance. Students' advancement occurs in consequence of identifying both their weaknesses and strengths, thus enabling learners to gain confidence. Taking charge of their self-development, students' speaking performance improves, having overcome their feeling of shyness and fear.

The results obtained are in harmony with those reached by Al-Khayyat (2021); Anber and Jameel (2020); Jwad (2022); Kim, Min, & Yongseok (2017); Sánchez & Karime (2012), indicating that adopting self-monitoring strategies is effective in enhancing FL learning. Additionally, self-



monitoring enables learners to evaluate their pronunciation performance and get immediate feedback on their ongoing progress.

Learners enjoying self-esteem, self-initiation and enthusiasm to handle pronunciation difficulties are more likely to achieve better performance in their pronunciation. These traits can energize their motivation and solve problems of learning language.

Self-esteem enables learners to gain confidence and foster self-image with respect to pronunciation competence. This is consistent with recent research indicating that learners with higher self-esteem often achieve academic tasks more successfully, whereas students with lower self-esteem may lack enthusiasm to overcome problems encountered (Hisken, 2011).

The results reached by the present study could be explained by the fact that self-esteem strategy involves adopting attainable goals that may help learners gain a sense of achievement and confidence. This can be especially beneficial for students who feel frustrated by the challenge of enhancing their pronunciation. The fact that learners can develop pronunciation performance through feedback and support of working with a language partner proved effective with the experimental group students when comparing performance with partners and the audio recordings of the training program.

Results reached by the present study are in harmony with those reached by Gunawan (2017) indicating a significant correlation between learners' self-esteem and oral performance. It was particularly stressed that even varying degrees of self-esteem significantly influenced oral performance and speaking ability.

The current research on pronunciation learning strategies maintains that self-monitoring and self-confidence boost pronunciation learning (Himdad & Othman, 2018). Using monolingual dictionary, listening to recordings by native speakers, practicing repetition and self-correction were often used by the participants as they provided valuable ideas for learning pronunciation.

The findings of the present study are in harmony with what Jiang and Lian (2018) proposed about the aid self-esteem bring to pronunciation. They argue that learners who feel at ease and tension free while speaking pronounce more accurately and fluently, emphasizing the need to enhance self-confidence through positive self-talk like focusing on strengths and desensitization such as engaging in situations that are likely to cause anxiety.

The results obtained by the present study confirming the role of self-esteem in enhancing pronunciation accuracy are consistent with those reached by Navita (2016) maintaining that students with high self-esteem are enthusiastic to speak accurately.

The findings obtained reveal that self-monitoring strategies interact with self-esteem features as an affective variable to yield better pronunciation performance. Practising listening to own pronunciation and comparing it to that of a native speaker proved effective to make standard pronunciation attainable. The findings showed that self-esteem represents a scaffolding that boost confidence in learners' own ability to produce the English sounds precisely and consequently outperform their control group counterparts.

### **Conclusions**

The conclusions drawn from the study show that the self-monitoring strategy proved effective in fostering English pronunciation performance of English majoring students. Prominence is given to feedback provided, being contributory to increasing accuracy to the extent of students' taking pride in the progress they have successfully achieved. Moreover, the function of self-monitoring bore fruit, resulting in significant improvement particularly of the shy students through the security they felt while learning without being embarrassed of mispronunciations or fear of negative evaluation by the lecturer or the peers. Besides, the findings uncovered a strong tie between self-esteem and pronunciation, indicating that the more learners develop high self-esteem, the more accurately they perform in pronunciation. Overall, the study offers valuable insights to maximize the use of self-monitoring strategy across various language skills

### **Recommendations**

Based on the results of this study and the above mentioned conclusions, the following recommendations seem pertinent:

- (1) Self-Monitoring should be accorded attention in the EFL pronunciation programs to ensure the highest level of accuracy.
- (2) The audio recordings selected for improving pronunciation should be of high quality and spoken by a native speaker.
- (3) Boosting students' self-esteem is of high priority to maximize performance overall and pronunciation in particular.
- (4) Visual elements should be incorporated into the pronunciation training material to maximize accuracy, effectiveness and engagement.

- (5) Pronunciation training program should cater for providing electronic feedback to minimize probability of ego-threatening face-to-face interactions.

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