People's Democratic Republic of Algeria

Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of English Language and Literature

MASTER THESIS

Letters and Foreign Languages

Science of The language

The importance of self-confidence in enhancing students speaking skill

Case Study of first Year Students of English Division at

Mohamed Kheider University of Biskra

Dissertation Submitted in Partial Fulfillment for the Requirements of the

Master's Degree **in Sciences of language**

Submitted by   **Supervised by:**

HELOUA Rafika   Dr. GUETAF Temam Abdelhak

Board of examiners

Mr. Bechar Maamar	University of Biskra	**Examiner**
Dr. Guetaf Temam Abdelhak	University of Biskra	**Supervisor**
Dr. Salhi Ahlem	University of Biskra	**Chairperson**

Academic year: 2023/2024

Declaration

I hereby declare that the study entitled "The importance of self-confidence in enhancing students speaking skill: Case Study of first Year Students of English Division at Mohamed Kheider University of Biskra" and supervised by Dr. Guettaf Temam Abdelhak from Mohamed Kheider university of Biskra. This study is purely my own research and study and has not been submitted beforehand to any other university or any academic institution. I also declare that information and data used are properly referenced according to the standards of the University of Biskra.

Ms. Heloua Rafika

Date

Signature

Dedication

I would like to begin by expressing gratitude to Allah for granting me the strength to overcome the obstacles encountered on my journey toward completing this endeavor. I extend my deepest appreciation to the Queen of my life, my mother, whose unwavering support and encouragement have fueled my determination to excel. I am also immensely grateful to my father, my pillar of support, for his relentless encouragement in pursuing my studies. I extend my thanks to my entire family, including my sisters and brothers, for their enduring love and support. Additionally, I am grateful to my dear friend, whose steadfast assistance has been invaluable during challenges.

Finally, this year is one of my favorite and best years rather than others because of achieving my dream and my happiness to complete studying in this level and look at myself and say, "I did it despite all challenges"

Acknowledgment

I would like to express my great thanks and gratitude to my supervisor Dr. GUETAF TEMAM Abdelhak for his guidance, support, help and patience.

I would like also to express my gratitude and respect to the board of examiners for their efforts, guidance, and advice.

I am thankful to all teachers and first year LMD students for their help and seriousness in answering the questionnaires.

My special thanks go especially to my previous teachers, my classmates, and all who helped me in one way or another to realize this work.

Abstract

This study examines the effect of confidence on the development of first-year English as Foreign Language (EFL) students' speaking abilities during oral expression sessions at Mohamed Khider University of Biskra's Department of English. To collect comprehensive data from two semi-structured questionnaires that were distributed to students and teachers. The teachers' questionnaires investigated teaching practices and perceptions of student confidence, whereas the student survey sought to ascertain students' speaking difficulties and attitudes toward self-confidence in speaking abilities. Confidence and enhanced speaking abilities are significantly correlated. Self-assured students generated more speaking opportunities for themselves by being more engaged, proactive, and motivated in their oral expression activities. In contrast, diminished motivation and participation were observed in individuals who lacked self-confidence. Instructors emphasized the significance of cultivating a nurturing and participatory classroom atmosphere to encourage students' self-confidence and consequently increase their oral communication skills. More effectively facilitating language learning outcomes, the research highlights the importance of developing individualized teaching strategies targeting intrinsic and extrinsic factors influencing students' confidence. These insights are crucial for developing effective pedagogical practices that seek to improve the oral communication skills of EFL students.

Key words: EFL students, Self-confidence, speaking skills. Oral communication

Table of Content

List of Tables

List of Figures

General Introduction

English language has become widely used in different settings. Learners all over the world strive to achieve competency and fluency in English language. EFL students seek to learn language skills and become smooth speakers. Self-confidence is one of the fundamental qualities that impacts' students learning. Self-confidence refers to the belief in oneself and one's Skills. It is a person's trust in their own judgments, abilities, and decisions. Its impact resonates across various aspects of learning. Self-confidence shapes academic performance and a person's interactive skills growth. Therefore the effectiveness of this study is to examine the role of self-confidence in enhancing students' speaking abilities. Furthermore, the study aims to explore the connection between self-confidence and the development of speaking skills. Moreover, the research investigates the ways in which educators can promote and foster self-confidence within their students. Consequently it facilitates establishing an environment favorable to successful communication and academic success. We hypothesize that high self-confidence raises the chances to speak English fluently and enhances speaking abilities.

2) Statement of the problem

Speaking is one of the English language skills that are considered crucial to master. EFL learners consider speaking skill a very important aspect that reflects their English language level. They aim to become confident when using English to communicate. Self-confidence represents students' faith in their abilities and capacities in English language. The interconnection between having self-confidence and being able to speak English is crucial aspect to determine the level in English language learning. This study aims to contribute to the existing knowledge by offering an expanded view of how self-confidence affects students' speaking skill. Its primary objective is to identify approaches and procedures that teachers can use to encourage and improve students' speaking confidence, resulting in an increasingly positive educational atmosphere favorable to successful interaction.

A variety of factors influenced the selection of the topic at hand. For first of all, scientific evidence points to a strong positive relationship between self-confidence and speaking ability. A lot of researches show a favorable association between self-confidence and speaking skills. Bandura emphasizes the relevance of self-belief in communication skills, whereas Seligman's study on optimism and resilience focuses on the role of psychological processes in shaping self-confidence.

Drawing on Bandura and Seligman's ideas, this study seeks to investigate the subtle relationship between psychological characteristics and speaking skills, offering insight into successful techniques for enhancing student self-confidence. This study investigates the relationship between self-confidence and speaking skills in educational contexts, making practical recommendations for educators to help students improve their communication skills. Its goal is to enhance knowledge in communication education and guide resolution based on research that will help students grow comprehensively and succeed academically and professionally.

3) Aims of the Study

This study aims to examine the effectiveness of self-confidence in enhancing EFL students' speaking skills. The aim is to analyze the different strategies employed by EFL teachers for enhancing oral proficiency, examine the advantages of self-confidence, and investigate the potential of self-confidence in enhancing students' speaking abilities. The findings can establish valuable resources for teaching speaking skills through classroom activities, potentially shifting the focus from teacher-centered to learner-centered approaches. This change has the potential to promote dynamic learning, drive, and involvement among English as Foreign Language (EFL) students, thus improving their oral communication abilities

4) Research Questions

Throughout the current study, the researcher seeks to answer the following raised the following questions:

RQ1: How do EFL teachers develop their students' speaking skills?

RQ2: What are the benefits of self-confidence?

RQ3: Do self-confidence have a positive effect on EFL students' speaking skills?

5) Hypotheses

If students have high level of self-confidence, their speaking production would increase.

6) Research Methodology

6.1. The choice of the method

The research utilizes quantitative approach to examine the role of self-confidence in enhancing speaking abilities for EFL learners. The research is based on two data collection tools, teachers' questionnaire and students' questionnaires for EFL students at Biskra University. These methods would help establishing comprehensible data and results quantitatively selected to achieve research objectives.

6.2. Population and sample

The sample of this study have used first year EFL students (N=280) as the population of our study because they just have started studying oral expression courses. Therefore, their views and insights would help the objective of our research. A sample of thirty (N=30) students are chosen randomly, in addition to seven (N=7) teachers of oral expression at Biskra University whose opinions may help enrich this research study with valuable data

5.3. Data collection tools

Since we are going to follow a quantitative method approach for gathering the needed data, this research study will be based on two data gathering tools: two questionnaires, one with teachers for the sake of exploring their attitudes towards speaking skills in EFL classes and questionnaire for students in order to know their speaking difficulties and their attitudes towards Self-confidence in the Speaking Skill.

7) Structure of the Dissertation

This work is divided into two basic parts: a theoretical part, which is composed of two chapters. The first chapter provides an overview and a historical background of self-confidence, its definitions, types, etc. The second chapter deals with speaking skill, its definitions, its functions, its importance, etc. However, in the second part of the dissertation, the researcher is going to describe all the data gathering tools, analyze and discuss the data gathered through these tools.

Chapter one: General consideration of self-confidence

Introduction

While anyone in the world may have the expression, "I can do that and will try again," it's important to remember that nothing is impossible. By improving one's abilities and believing in others, one can continue towards success. This is what we refer to as self-confidence, as life presents a multitude of paths, and it's your responsibility to choose positive ways to express your skills, ideas, and abilities.

What's interesting about self-confidence is that EFL students often struggle with speaking a second language due to various affective factors that influence the learning process, whether positive or negative. This self-confidence is considered the biggest problem for EFL students in their speaking skill performance for English as a foreign language. It's not a mistake when EFL students have a low level of self-confidence before speaking, but when there's a significant lack of confidence it becomes the most attractive quality that learners can possess.

In this chapter, we discuss various aspects related to self-confidence, including its various definitions, the significance of this factor for EFL students, and its impact on their speaking skills performance. Additionally, this chapter explores the significant relationship between the terms self-confidence and self-esteem, the enhancement of speaking skills performance, and the role of teachers in this process..

1.1. Definitions of self-confidence

In general, self-confidence refers to an individual's belief and trust in their own abilities to successfully accomplish tasks. According to (Murray 5), "Confidence is defined in my dictionary as 'firm trust'. If you are confident about something, you don't worry about its outcome, you just take it for granted that it will go well" self-confidence is a significant factor in personal development and achievement.

In the same context, self-confidence can be understood as the assurance or belief that a particular outcome or endeavor will be successful. It is the positive mindset and trust in one's abilities to navigate challenges and achieve desired results.

Adalikwu proposed another definition, "Self - confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past" (Adalikwu 6) Therefore, when students possess self-confidence in their abilities, irrespective of their past experiences, they are more likely to succeed in their learning endeavors. Regarding the definition of self-confidence an alternative perspective was put forth. "----- confidence, which is basically a set of beliefs about your talents and capabilities" (Lawrence, Enhancing self-esteem in the classroom (3rd Ed.) 18)

In this context, self-confident students' exhibit success in their learning journeys because they possess a belief in their abilities and maintain a persistent attitude, refusing to give up. Burton & Platts argued that "confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others" (Burton et Platts 10). Therefore, self-confidence can be understood as an individual's belief in their own abilities and skills, perceiving themselves as capable and valuable.

1.2. The importance of self- confidence

High self-confidence plays a significant role in the realm of foreign language learning, with successful students frequently exhibiting this quality. "Confidence was as important as competence in speaking and listening", previous studies investigating the influence of self-confidence on English as Foreign Language (EFL) learning have indicated a significant correlation between self-confidence and success in various aspects of EFL learning. Specifically, self-confidence has been found to be closely linked to achievements in oral communication skills and overall academic performance. (Cole et All 20)

In addition to this, "Confidence is an essential aspect of any good presentation. It provides an impetus to speakers to communicate his or her ideas effectively" (Kakepoto 71). Kakepoto stated that self-confidence is a fundamental component that aids students in expressing their ideas and communicating effectively. It is crucial for students to recognize the significance of self-confidence as it greatly influences their learning process and extends to all aspects of their lives. (Kakepoto). "Confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in everything you do" (Preston 7)

1.3. The effects of high and low self-confidence

In his book, "Building Self-Confidence with Encouraging Words," (Wright 24) highlights certain attributes of students, who possess low self-confidence, including: Students with low self-confidence exhibit a fear of change and a preoccupation with potential negative outcomes, leading to passive reactions and a negative attitude towards their abilities. They tend to view situations pessimistically, attributing responsibility to external factors and expecting unfavorable results. Expressing genuine desires and setting clear goals becomes challenging as they lack specificity and perceive everything as difficult to attain. Moreover, pleasing others takes precedence over personal growth, highlighting their struggle to prioritize their own needs and aspirations.

In the same vein, (Wright) outlines additional attributes of students with high self-confidence: Students with high self-confidence exhibit ambition, viewing life as an opportunity for success and growth rather than mere survival. They are goal-oriented individuals who set specific objectives and strive for excellence, maintaining a clear vision of success and remaining resilient in the face of challenges. Their positive attitudes and unwavering determination contribute to their visionary thinking, fostering optimism about the future. Additionally, they prioritize effective communication, actively listening and seeking advice, and understanding the importance of fostering healthy relationships. Their confidence radiates, attracting positive experiences and like-minded individuals while creating a supportive social environment conducive to personal and collective growth.

Juhana (2012) proposed a solution for addressing the negative impact of low self-confidence on EFL learning, emphasizing that: "The possible solution to overcome those psychological factors, most students believed that motivating them to be more confident to speak English is worth considering. This finding suggests that the teachers should be more aware of their students' hindrance to speak in English class."

1.4. The difference between self-esteem and self confidence

1.4.1. Motivation

Motivation holds significant importance in the language learning process, as highlighted by (Dörnyei, Motivational strategies in the language classroom), who considers it a key factor. Furthermore, (Dörnyei et Ushioda) emphasize that the term "motivation" originates from the Latin verb "movere," which means "to move." Additionally, Blerkom highlighted

that ''Motivation can be described as something that energizes, directs, and sustains behavior toward a particular goal" (Blerkom 17). This implies that motivation serves as the driving force and encouragement to take action towards achieving a particular goal. Furthermore, Goldsmith (2010) define that "motivation is what propels us to the next level of life". Harmer added another definition "motivation is some kind of internal drive which pushes someone to do things in order to achieve something". (Harmer, The practice of English language teaching 51)

Extrinsic motivation is characterized by engaging in activities with the intention of attaining external rewards or outcomes. Initially, these behaviors may not arise spontaneously and may require external prompts or promised consequences, as noted by (Kernis et All). On the other hand, intrinsic motivation stems from within the individual, driven by the enjoyment of the learning process itself or the desire to enhance personal well-being.

Motivation and self-confidence are closely intertwined. When students possess high levels of motivation to learn, it naturally boosts their self-confidence. Burton and Plattes mentioned that "if you can increase your motivation, you automatically increase your confidence" [Burton et Platts]

1.4.2. Autonomy

Autonomy is the student's power of controlling and regulating his/her learning. Autonomous students are able to make judgments about their goals in learning. "in language learning, the ability to take charge of one's own learning and to be responsible for decisions concerning the goals, learning processes, and implementation of one's language learning needs" (Richards et Schmidt, Dictionary of language teaching & applied linguistics (4th Ed.) 44). Moreover, autonomy empowers learners to take control of their own actions, indicating their competence and capability to manage their performance. Students with high self-confidence tend to exhibit greater autonomy in the classroom, confidently expressing themselves in the foreign language.

(Dembo 25) Stated "Successful learners use specific beliefs and processes to motivate and control their own behavior".   "the self-confidence gained in achieving a degree of autonomy, however fleeting, can be a powerful incentive for taking further risks in this direction" (Thornbury 90)

Therefore, autonomy plays a crucial role in the success of every student and enhances their performance in oral communication. By fostering autonomy, students can maintain and strengthen their self-confidence, leading to improved outcomes and achievements.

1.4.3. Self-esteem

Self-esteem is a vital emotional aspect that significantly impacts the learning process, as it plays a substantial role in students' academic achievements. It refers to the sense of contentment and satisfaction with one's own character and abilities. Richards and Schmidt defined self- esteem as "a person's judgment of their own worth or value, based on a feeling of 'efficacy', a sense of interacting effectively with one's own environment" (Richards et Schmidt, Dictionary of language teaching & applied linguistics (4th Ed.) 517).

(Lawrence 67) Stated that "self-esteem is an attitude towards oneself", Wong said "self-esteem is the perception you have of yourself as a human being" (Wong 134). Both Lawrence and Wong define self-esteem as an individual's perception and evaluation of their own character and qualities. It encompasses the way a person thinks about themselves and their self-worth.

Self-concept

Self-image   ideal self
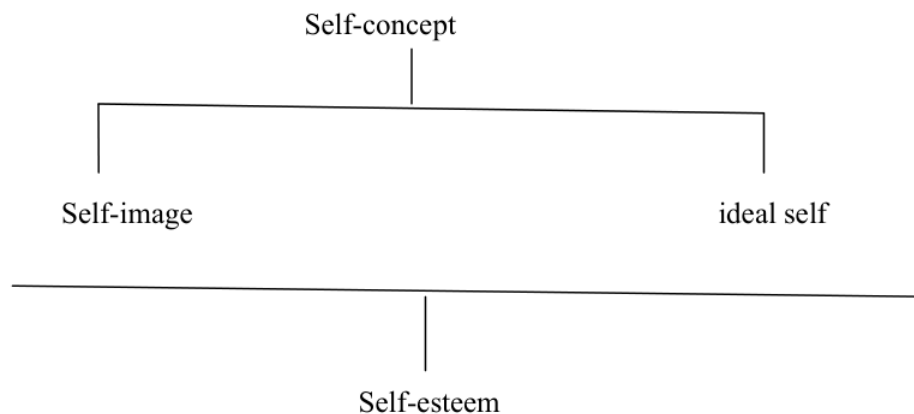
Self-esteem

Figure 1.1 Self-esteem as an umbrella term (Lawrence, 2006, p.3)

Lawrence conceptualized self-esteem as a comprehensive term that encompasses various aspects. Self-image refers to how students perceive themselves, while ideal self reflects their aspirations and desires. Self-esteem encompasses both self-image and the desire to attain an ideal self, encompassing how students perceive themselves and their aspirations for personal growth and development.

As (Lawrence 5) viewed that "self-esteem is the individual's evaluation of the discrepancy between self-image and ideal self".

In summary, self-esteem and self-confidence are interrelated and complement each other. When a student possesses self-confidence, it indicates a high level of self-esteem. Azmandian highlighted that "your entire character is shaped by your self-esteem, which is a prerequisite for self-confidence. Self-confidence is the manifestation and expression of self-esteem to the outside world". (Azmandian 97). Liand Mentioned that "Perhaps the word that is most commonly interchanged with self-confidence is self-esteem", (Liand)also compared "To simply put it, self-esteem is your view about you or your internal rating of yourself. On the other hand, confidence is how much faith you have on yourself and the degree which you trust yourself" (Liand 12)

In essence, self-esteem refers to how students evaluate themselves, while self-confidence pertains to their belief in their own abilities. Self-esteem focuses on the overall perception and evaluation of oneself, whereas self-confidence specifically relates to one's belief in their capabilities.

1.4.4. Self-efficacy

(Richards et Schmidt, Dictionary of language teaching & applied linguistics (4th Ed.) 517) Defined self-efficacy as "a person's belief in their own capabilities and their ability to attain specific goals". In addition, (Adalikwu 7) suggested another definition, "self-efficacy is an individual's evaluation of their own ability to be successful in attaining as specific goal".

Hence, self-confidence involves the assessment of an individual's capacity to accomplish specific goals successfully. (Bandura 218) Stated, "self-efficacy is a context-related judgment of personal ability to organize and execute a course of action to attain designated levels of performance"

According to (Bandura), students who possess a strong belief in their efficacy to accomplish educational tasks are more likely to actively participate, exert greater effort, and persist in the face of challenges compared to those who doubt their capabilities. This belief in one's ability to successfully complete tasks is commonly referred to as self-efficacy. While self-confidence is a broader term encompassing belief in one's abilities across various tasks, self-efficacy is a specific component of self-confidence. (Liand) Emphasized that self-confidence encompasses multiple qualities characterized by belief and faith, whereas self-

efficacy represents a particular aspect of it. Students often set various goals, and self-efficacy enables them to be more adaptable and adept at achieving these objectives. Therefore, fostering students' self-efficacy contributes to the enhancement of their overall self-confidence.

1.5. Steps to develop students' self- confidence

To navigate through life's challenges and overcome obstacles, having a strong sense of self-confidence is crucial. It empowers individuals to believe in themselves and their abilities, enabling them to find solutions to difficulties they encounter. In order to develop and enhance self-confidence, there are four important steps to follow in building a resilient and successful personality.

1.5.1. Do not compare yourself with others

An Emphasis on the importance of self-awareness as a foundation for building confidence was established to facilitate this process. Assert your intention to be confident: Make a personal commitment to change and become more confident, Use your imagination: Visualize yourself as a confident student, engaging in successful interactions, and Act as if you are already confident: Adopt behaviors and mannerisms associated with confidence. By speaking and behaving in a confident manner, you can gradually develop authentic confidence (Preston 14).

1.5.2. Stop talking negative about you

Some people have negative traits, in their personalities and each time they always feeling pessimists and criticize themselves, this effects on their level of self-confidence and will face many difficulties one of them lack of relationships; less experiences. "Self-talk negatively is the stream of thoughts and dialogue in your mind". It may take serval roles such as your inner critic. "What this meant about the negative side of self-lack it is often linked to negative thoughts and feeling, because the role said respect yourself authors respecting you". According to (Preston), students should first identify the negative aspects of their personality that contribute to their lack of confidence.

- Change your thinking: Challenge and transform passive attitudes and beliefs that undermine your confidence.

- Use your imagination: Visualize yourself as a confident student, engaging in successful interactions.

1.5.3 Read aloud and speak up

Numerous researchers have dedicated their efforts to uncovering strategies and approaches for building and cultivating self-confidence. Among them is (Carnegie 15) who distilled four key principles for developing self-confidence: The first principle proposed by (Carnegie)emphasizes the importance of starting with a strong and persistent desire. It suggests that students should actively cultivate and nurture a deep and unwavering desire for self-improvement, as their progress and growth will greatly rely on the strength of this inner drive. Carnegie also emphasizes the significance of preparation as a key element in building self-confidence. This involves students actively preparing themselves by considering what they are going to say or do before engaging in a task or situation. Additionally, students are encouraged to act confidently and consciously manage their fears and anxieties. Finally, practice is highlighted as an essential component in developing self-confidence. Regular practice allows students to refine their skills and abilities, as a lack of practice can lead to a lack of confidence (Carnegie 15).

1.7. Type of confidence

There are three types of confidence

1.7.1. Self- centred- confidence

Self-confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life. You know your strengths and weakness well, and have a positive view of yourself. You set realistic expectations and goals, communicate assertively, and can handle criticism.

Self-Centered Confidence, this term suggests a type of confidence that is primarily focused on oneself. It may indicate an individual's strong belief in their own abilities, qualities, and self-worth, but with a tendency to prioritize their own needs and desires above others. It can also imply a sense of self-assuredness and assertiveness (Curran and Hill).

1.7.2. Perfection- seeking confidence

A perfectionist has "excessively high personal standards and overly critical self-evaluations". They insist on perfection and accept nothing shy of flawlessness. This can manifest as criticism of self and others and in attempts to control situations and people (Curran and Hill).

This form of confidence often links to the notion that excelling across different domains and projecting unyielding self-assurance can render one unbeatable. It's a mindset frequently embraced during middle school, where individuals perceive that consistent effort and steadfast confidence can lead to an indomitable self-belief.

1.7.3. Faith- filled confidence

Faith-Filled Confidence: This term suggests a type of confidence that is rooted in faith, whether is be religious or spiritual. It implies a strong belief in a higher power or a guiding force that provides support and assurance. Faith-filled confidence can give individuals a sense of purpose, trust, and security, as they rely on their faith to navigate challenges and overcome obstacles.

Faith-filled confidence is a unique type of confidence that is not solely based on one's thoughts, actions, or abilities. It is a confidence that stems from a deep sense of faith and belief. It is characterized by a peaceful understanding that one can overcome challenges and trust in oneself. This type of confidence transcends personal limitations and is rooted in the belief that everything will eventually work out for the best. It provides a sense of calm and assurance, carrying individuals through difficult times. Faith-filled confidence is not centered solely on oneself, but rather on the belief in the goodness of the world, the support of friends and family, and perhaps even a higher power. It acknowledges that, like wine, one's abilities and strengths will improve and mature with time.

Conclusion

Self-confidence is pivotal in students' learning journey, influencing their progress significantly. This chapter endeavors to outline different researchers' interpretations of self-confidence, highlighting its importance and delving into the traits associated with high and low levels of self-assurance. Furthermore, it examines how self-confidence intersects with other concepts and suggests strategies for nurturing and bolstering students' confidence. Notably, it underscores the crucial role teacher's play in cultivating students' self-assurance. Ultimately, both educators and learners should acknowledge the paramount importance of self-confidence in enhancing the foreign language teaching and learning experience.

Chapter Two: Overview of Speaking Skills Performance

Introduction

In foreign language education, teachers often strive to replicate real-world scenarios in classrooms to facilitate students' demonstration of speaking abilities, aiming for effective communication in the target language. However, achieving this goal requires educators to grapple with the multifaceted nature of oral proficiency, which serves as the central focus of this chapter. The chapter begins by defining and examining perspectives on speaking skills, and then moves on to explore speaking functions and their educational implications. Furthermore, it delves into the intricacies of speaking performance, the interconnectedness of listening, speaking, reading, and writing, the curriculum of speaking courses, and instructional models for teaching spoken language, all emphasizing the crucial role of educators in fostering oral competence among learners

2.1. Definition of speaking skills

(Bailey 2) Provides one of the pertinent definitions to speaking as "speaking is the productive, oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. ''Utterances are simply things people say." Speaking is a dynamic skill that requires the cognitive process of constructing and expressing language, where meaningful statements are formed to effectively convey intended messages. Similarly, (Bygate 51) defines speaking, as "Speaking is definitely not writing that we say aloud. It is greatly conditioned by the time factor, it involves language produced spontaneously with false starts, repetitions, self-corrections and under normal circumstances, and it disappears, leaving no record but traces in memory". Speaking in a foreign language presents challenges as it occurs in real-time and often lacks predictability. Consequently, even with preparation, hesitations and repetitions may occur, differentiating speaking from writing.

2.2. The importance of speaking skills performance

To enhance language proficiency, it is essential for language learners to engage in practice across the four core language skills: listening, speaking, reading, and writing. Among these skills, developing proficiency in speaking holds utmost importance for both native and non-native language learners. Speaking is an "activity requiring the integration of many subsystems…all these factors combine to make speaking a second or foreign language a formidable task for language learners…yet for many people, speaking is seen as the central skill" (Segura Alonso 21). Numerous researchers have emphasized the significance of the

speaking skill in their studies due to its pivotal role in the foreign language teaching and learning process. Moreover, speaking is a fundamental skill that individuals rely on in their everyday lives. In our society, speaking serves as a primary means of communication and interaction. Insufficient speaking ability can present significant challenges, whereas the ability to articulate oneself effectively in public can help resolve various intricate issues.

"An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life" (Qureshi 3). Speaking is an essential skill that enables students to effectively convey and share knowledge. It plays a crucial role in facilitating effective communication and allows individuals to express their thoughts and ideas in a clear and impactful manner. In addition, Richards summed up that: "In sum, the development of good speaking skills is no longer a bonus for language learners, but an essential aspect of their language-proficiency development because it has a direct impact on the personal and professional success of many of them" (Richards 21).

2.3. Affective factors that hinder oral performance

Due to the complexity of the speaking skill, many students learning a foreign language encounter challenges in classroom speaking activities due to language-related issues, including anxiety, inhibition, and insufficient practice in listening.

2.3.1. Lack of vocabulary

Without a comprehensive grasp of vocabulary, regardless of whether it pertains to the first language or a second language, language acquisition is generally unattainable, This issue is primarily brought on by students' lack of desire to communicate or their selection of dull things to talk, which makes them reflect on the difficulties of speaking activities during the learning process (Graham). For instance, when the learners are unable to think of anything to say in a classroom speaking practice, they simply say: "I do not know", "word order and vocabulary don't always flow into my mind", or "I need a bit of time to translate into English"

2.3.2. Shyness

According to Crozier, shyness was described as "state of discomfort or inhabitation in interpersonal situations that interfere with pursuing one's interpersonal or professional goals". (Crozier 2) Shyness is often regarded as an emotional hurdle that affects certain students, particularly when prompted by teachers to speak. Psychologists widely recognize shyness as a significant barrier in communicative classroom activities. The underlying issue can cause learners to experience speech difficulties and impede their ability to think clearly.

According to (Saurik), the reserved nature of certain learners is often cited as the primary cause of their shyness. These individuals tend to feel hesitant when speaking English because they anticipate making mistakes during conversations. Additionally, they harbor a fear of being ridiculed by their peers. The study's findings further support this observation, indicating that students' shyness is closely tied to their self-perception of their English-speaking ability. Consequently, they worry about being laughed at by their friends due to their perceived lack of proficiency in English communication.

2.3.3. Personal factors

Affective factors refer to emotional and attitudinal aspects that can influence oral performance. Here are some common affective factors that can hinder oral performance:

-Anxiety:

Anxiety is commonly defined as a psychological state characterized by a sense of unease or fear that is not directly linked to a specific object (Scovel, 1978, p 134) defines anxiety as a multifaceted emotional concept linked to sensations of uneasiness, frustration, self-doubt, apprehension, or worry (Bekhairi 16). Anxiety is a significant factor that can hinder oral performance. When individuals feel anxious, they may experience nervousness, fear, or worry, which can negatively impact their ability to speak fluently, express themselves clearly, and engage in effective communication.

-Lack of self-confidence

Lack of self-confidence is one of the psychological factors, which effect the students' achievement negatively, and it reduces their performance in the oral language. (Murray 53) Argued that, "Confidence is defined in my dictionary as 'firm trust '. If you are confident about something, you don't worry about its outcome; you just take it for granted that it will go well". Low self-confidence can hinder oral performance. When individuals doubt their abilities or feel insecure about their language skills, they may struggle to speak up, hesitate, or become self-conscious, leading to reduced fluency and effective communication.

-Fear of making mistakes

Ur claims that: "learners inhibited about trying to say things in a foreign language in the classroom Varied about making mistakes, fear full of criticism or loosing face or simply shy of the attention that their speech attracts" (Bekhairi 28). The fear of making mistakes can hinder oral performance. Some individuals may be overly concerned about grammar errors, pronunciation mistakes, or using the wrong words, which can result in hesitations, self-corrections, or avoidance of speaking altogether

-Negative past experiences

According to (HEWITT et STEPHENSON), negative feedback and ridicule can have detrimental effects on individuals' willingness to communicate orally. These experiences can create a fear of judgment, leading to a reluctance to engage in conversations or public speaking situations. The fear of experiencing similar negative reactions or being seen as incompetent can further contribute to anxiety and avoidance of oral communication.

-Lack of motivation:

Insufficient motivation or interest in the topic or language being spoken can hinder oral performance. When individuals lack enthusiasm, they may not invest effort in preparing or delivering their speech effectively, resulting in reduced engagement and impact on the audience. According to (Juhana) "motivation is a strong energy lead students to care about the activities. Teachers here play a crucial to encourage them to speak".

Motivation plays a crucial role in improving learners' speaking skills as it serves as a key factor in their ability to communicate effectively.

-Cultural factors:

Cultural factors, such as different communication styles, norms, or expectations, can hinder oral performance for individuals from diverse cultural backgrounds. They may struggle to adapt their communication style, resulting in misunderstandings or difficulties in conveying their intended message. According to (Harmer, The practice of English language teaching 247) speakers from the same cultural background know how to speak with each other, any kind of language they can use. Such cultural habits that shared by all people determine behaviors in such conversation situation.

2.4. Teacher's role in developing student's oral proficiency and participation

In foreign language classes, teachers frequently employ various activities to encourage increased student interaction. These activities commonly include pair-work, group-work, simulations, and role-plays. These engagement techniques aim to foster communication and collaboration among students in the language learning process.

2.4.1. Role play

Role-play is a speaking activity often conducted in the classroom, known for its enjoyable nature. Its primary purpose is to improve oral fluency among students. In Harmer's work, he provided the subsequent definition: "role play activities are those where students are asked to imagine that they are in different situations and act accordingly" (Harmer, The practice of English language teaching 92).

Role-playing is often carried out in pairs or groups, which helps alleviate students' fear of public speaking and assists in overcoming their anxieties. Consequently, each student is assigned a specific role to play during the activity.

2.4.2. Games

According to (Harmer, The practice of English language teaching 272), communication games are activities that foster increased interaction among learners. These games typically involve talking to one another to solve puzzles, draw pictures, arrange items in a specific order, identify similarities and differences between pictures, and more.

According to (McCallum 4),

"When one considers the importance of communicative competence in the TL, a major goal of all language acquisition and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives. Students in the formal atmosphere of game play are less self-conscious and therefore more apt to experiment and freely participate in using the foreign language. Additionally, games automatically stimulate students" interest and properly introduced game can be one of the highest motivating techniques." (McCallum 4)

In summary, these activities offer valuable opportunities for authentic language usage across various communicative functions that are likely to be encountered in real-life situations. Furthermore, they help boost students' self-confidence, leading to increased participation in class interactions. As a result, their oral proficiency is noticeably enhanced through these tasks.

2.4.3. Group work

The teaching strategy mentioned is known as group work or group activities, where students are organized into small groups, typically consisting of around five students. This approach offers numerous benefits for language learning and development.

(Harmer 117) States that: "if the task we wish our 15 students to be involved in necessitates oral interaction we will probably put students in groups, especially in a large class". Brown Defines a group works as "a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language" (Brown 117). Finally group work also enhances students' interpersonal skills and teamwork abilities. By collaborating with their peers, students develop essential skills such as effective communication, negotiation, problem solving, and decision-making. These skills are not only beneficial for language learning but also valuable for their future academic and professional endeavors.

2.4.4. Assessing speaking

Assessment encompasses a range of activities used by both teachers and students to evaluate progress and provide feedback on teaching and learning activities. It plays a crucial role in measuring the effectiveness of educational efforts.

(Rost 169) Pointed out "assessment is an integral part of instruction, in that, it suggests appropriate starting points for instructional design and allows for feedback on learner performance".

2.5. The Four speaking skills

2.5.1. Fluency

Fluency is the primary characteristic of speakers' performance and serves as the fundamental objective that teachers aim to accomplish in teaching speaking skills. Hedge defined fluency as "the ability to link units of speech together in a smooth way without interruption or inappropriate slowness or hesitation, and thus, it is reserved to the speech production only" (Hedge 54). In other words, learners should possess the ability to select appropriate language and assemble it swiftly to convey a coherent message that aligns with the pace of a conversation. Fluency is determined by two crucial factors: speech rate and speech continuity. To maintain fluency, learners must adjust their expression to match their language proficiency level and employ strategies to navigate around linguistic limitations.

(Thornbury 52) Suggested that These "Production Strategies" or "Tricks" referred to by the speaker include the use of filler words like "uh," "um," "er," and "erm." Additionally, speakers employ "Vagueness Expressions" such as "I mean" and "sort of," along with the repetition of specific words. These linguistic devices are utilized to fill pauses and maintain the flow of speech. To put it simply, speaking fluently entails using language spontaneously and confidently, expressing ideas, thoughts, or opinions freely across various contexts. It involves speaking without excessive concern for making errors, minimizing pauses and breaks, and avoiding the need to think extensively before speaking. Fluency ensures that the speech sounds natural and engaging to both the speaker and the listener. Ultimately, being fluent means being capable of responding in a timely manner in real-time conversations.

2.5.3. Grammar

As stated in the Encyclopaedia Britannica, grammar encompasses the set of rules within a language that governs the organization and interpretation of sounds, words, sentences, and other linguistic elements, as well as their combination.

Similarly, (Thornbury 42) argued that the grammar of spoken language differs from written language and proposed certain criteria for the grammar of spoken language. These criteria include the following:

- The clause is the fundamental unit for constructing meaningful utterances.

- Clauses are typically coordinated with each other.

- Tag questions are frequently employed.

- Direct speech is preferred.

- The structure often follows a pattern of head + body + tail.

- Syntactic features such as blending, incompletion, false starts, hesitation, and so on are common in spoken language.

2.5.4. Vocabulary

During oral performance, students often struggle to effectively articulate their thoughts due to the improper use of vocabulary. Consequently, it is crucial for them to focus on maintaining accuracy in their choice and utilization of lexical items within specific contexts, rather than solely relying on word synonyms.

According to (Harmer), students require exposure to words in context to fully comprehend their usage. For instance, Lackman (n.d) proposed that engaging in activities centered on pre-planned conversations would assist students in thinking and practicing accuracy prior to producing oral language. In a classroom setting, students could be provided with a broad topic and then assigned in pairs or groups to discuss grammar rules, appropriate vocabulary, and correct pronunciation.

According to Lessard Clouston (2013), vocabulary can be defined as "the words of a language, including single items and phrases or chunks of several words which convey a particular meaning" (BRAHMIA 10). According to (Lessard-Clouston) vocabulary can be defined as the repertoire of words and phrases that individuals possess and utilize in a particular language. It encompasses the lexical resources that individuals employ to convey meaning, express ideas, and communicate effectively. Building a rich and diverse vocabulary

is essential for language learners to enhance their linguistic competence and express themselves with clarity and precision.

2.5.5. Pronunciation

Pronunciation holds significant significance in spoken language. As defined by Wikipedia, the free encyclopedia, pronunciation refers to the manner in which words or languages are spoken. Different individuals or groups may speak the same word or language in various ways, influenced by factors such as cultural exposure during childhood, current place of residence, ethnic background, and level of education. These factors contribute to the diverse variations in pronunciation that exist within a language.

According to (Harmer), having a proper understanding of the various phonological rules, articulation points, and sound characteristics is crucial for English language learners to achieve accurate pronunciation. Additionally, being able to identify stress patterns and use appropriate intonation helps enhance their overall proficiency level, enabling them to comprehend others' speech effectively. By focusing on these aspects, foreign language learners can strive for accurate pronunciation, which in turn facilitates their comprehension of spoken language.

According to the Oxford dictionary, pronunciation is defined as "the way in which a language, particular word, or sound is spoken." English is often perceived as a challenging language due to its pronunciation, whether individuals are fluent in speaking it or not.

Conclusion

This chapter focused on the various aspects of the speaking skill during oral sessions. When designing a speaking course, it is essential for teachers to familiarize themselves with the key aspects of speaking performance, including different definitions and considerations related to oral fluency and accuracy, as well as strategies for development. Furthermore, teachers should recognize the significance of fostering students' speaking abilities and provide appropriate activities that not only encourage students to speak but also help them maintain oral fluency and accuracy. By doing so, the ultimate objective of successful oral communication can be achieved.

Chapter Three: Field work

Introduction

In the initial two chapters, we have presented an extensive literature review that highlights the significance of self-esteem in enhancing the speaking skill of foreign language learners. These chapters encompass diverse perspectives from various books. The focus of this third chapter will be on presenting and analyzing the data gathered through the implementation of our research. The analysis primarily revolves around two questionnaires: one for teachers and another for learners. Through these analyses, we aim to develop our viewpoints regarding our hypothesis on whether a high level of self-esteem contributes to improved foreign language speaking proficiency. The primary purpose of using the questionnaires for both learners and teachers is to gather information about how learners perceive their abilities and are willing to take risks in speaking the foreign language. Additionally, we seek to understand the influence of affective factors on oral production in a foreign language and to gain insight into teachers' attitudes towards the role of self-esteem in the development of speaking skills.

1. Learners' Questionnaire

1.1. Description of the questionnaire

The questionnaire is composed of fifteen multiple-choice questions, which have been categorized into three distinct sections.

Section one: personal information

General Information (Q1 – Q3) is to know the gender of the students, to see if the choice of learning English was a personal choice, and to know there level in English

Section two: the importance of self confidence in the speaking skill

Questions (Q1- Q11) aim to assess learners' comfort levels in speaking with both their teachers and classmates, their sense of pride in themselves and their abilities, as well as their perception of their teachers' motivation to encourage them to speak.

1.2. Administration of the questionnaire

This questionnaire was administered to a sample of thirty first-year learners, selected randomly from the Department of English at Mohammed Kheider University in Biskra.

1.3. Analysis of the questionnaire

Section one: General information

Item one: personal information

Sex	Number	Percentage
Male	3	10%
Female	27	90%
Total	30	100%

Table 3.1: Students' Gender
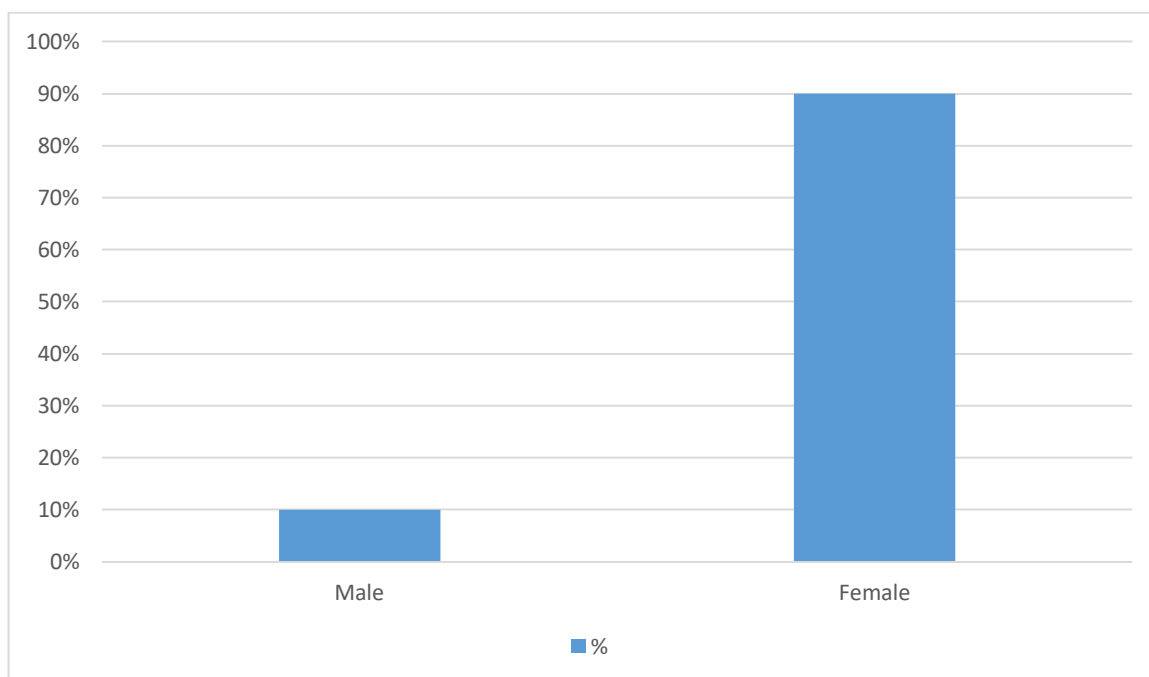
Figure 3.1:Students' Gender

It appears that item one of the questionnaire collected personal information related to the gender distribution of the participants. The data shows that 10% of the respondents identified as male, while 90% identified as female.

Item two: The choice of studying English

The choice of studying English	Number	Percentage
Personal choice	25	83,3%
Imposed	5	16,7%
Total	30	100%

Table 3.2: The choice of studying English
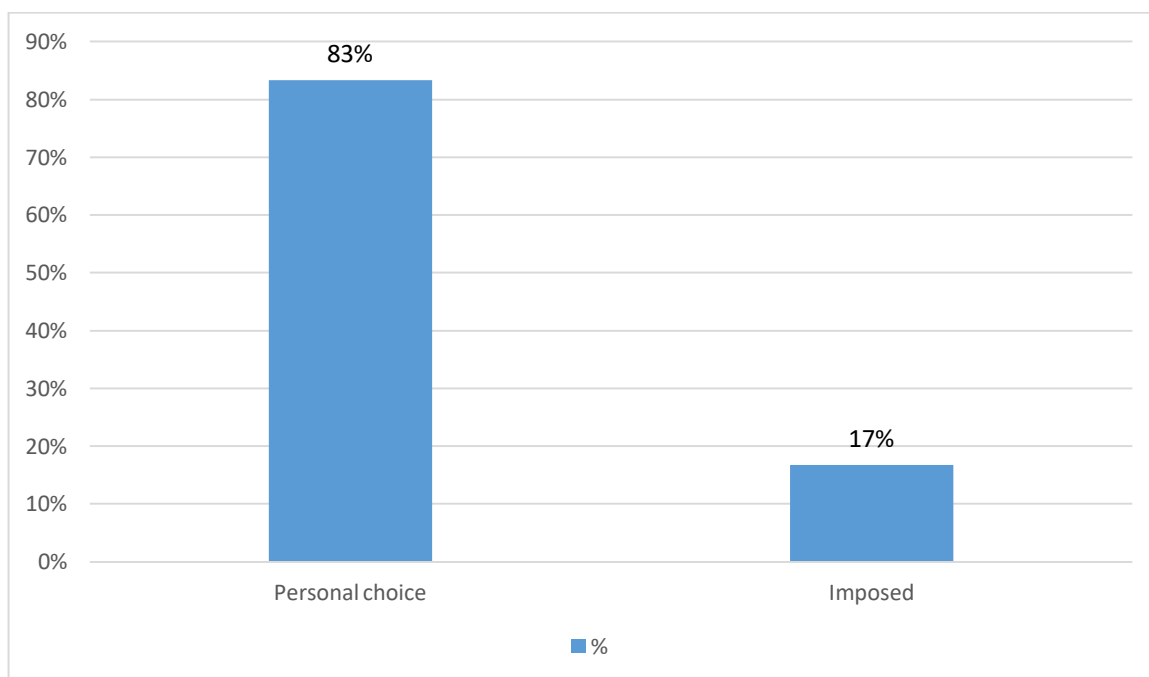
Figure 3.2: The choice of studying English

Based on the data provided, it can be observed that studying English at the university was primarily a personal choice for 83.3% of the participants. Conversely, 16.7% reported that studying English was imposed upon them.

Item three: Rating level in English

Level of English	Number	Percentage
Very good	3	10,0%
Good	18	60,0%
Average	8	26,7%
Less than average	0	0%
Weak	1	3,3%
Total	30	100%

Table 3.3:level in English
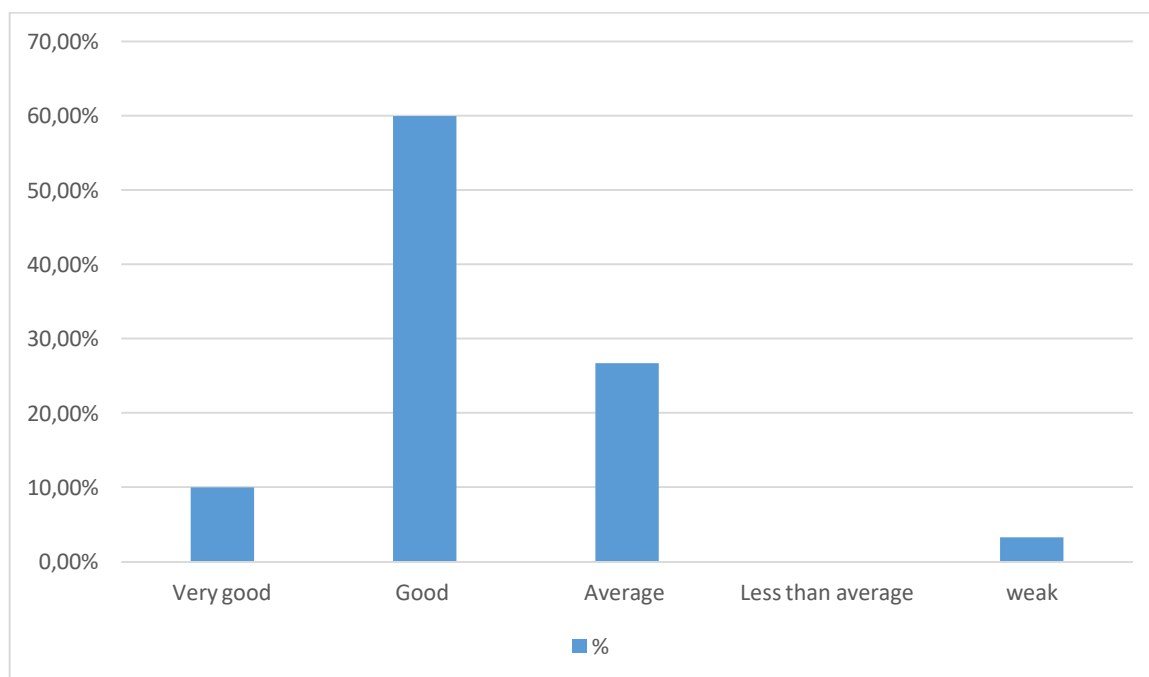
Figure 3.3: level in English

Based on the participants' self-perception of their English language proficiency, the results indicate that 10.0% considered their level in English to be very good, 60.0% rated themselves as good, 26.7% described their level as average, and no participants considered their level to be less than average. A small percentage, 3.3%, perceived their level in English to be weak.

Section Two: the importance of self-confidence in the speaking skill

Item one: Speaking English

Speaking English	Frequence	Pourcentage
An easy task	20	66,7%
A difficult task	10	33,3%
Total	30	100%

Table 3.4: Speaking English
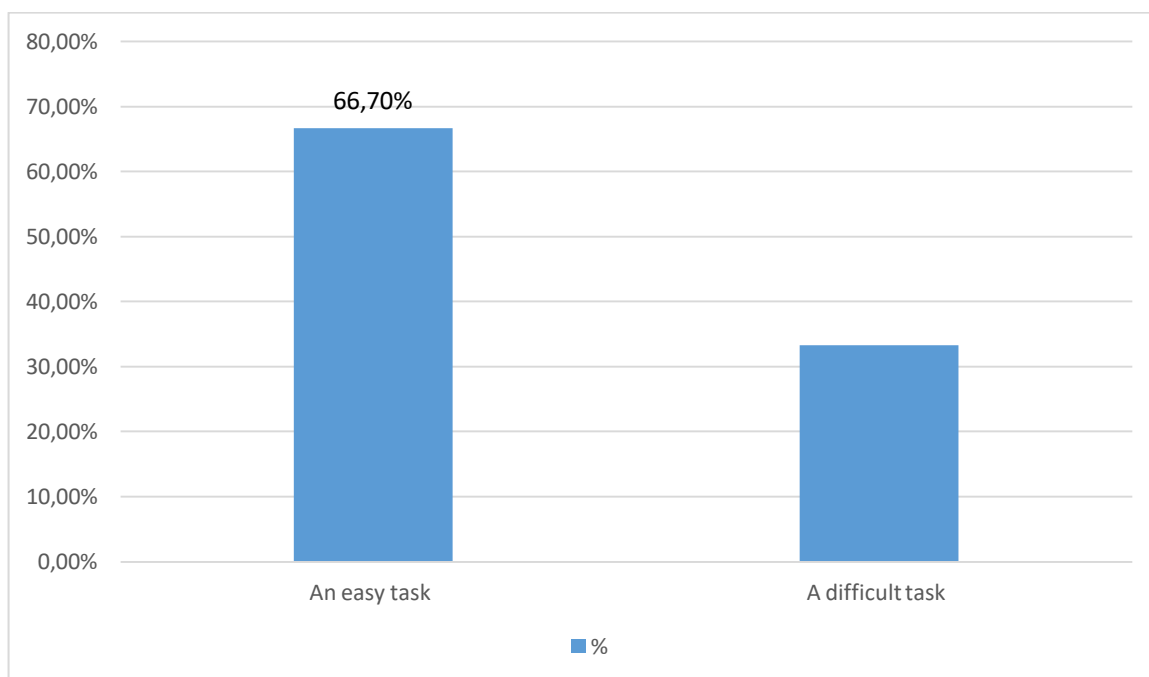
Figure 3.4: Speaking English

According to the responses, the perceived importance of self-confidence in developing speaking skills was considered an easy task by 66.7% of the participants, while 33.3% found it to be a difficult task.

Item tow: Speaking English in the classroom

Speaking English	Frequency	Percentage
Yes	25	83,3%
No	5	16,7%
Total	30	100%

Table 3.5: speaking English in the classroom
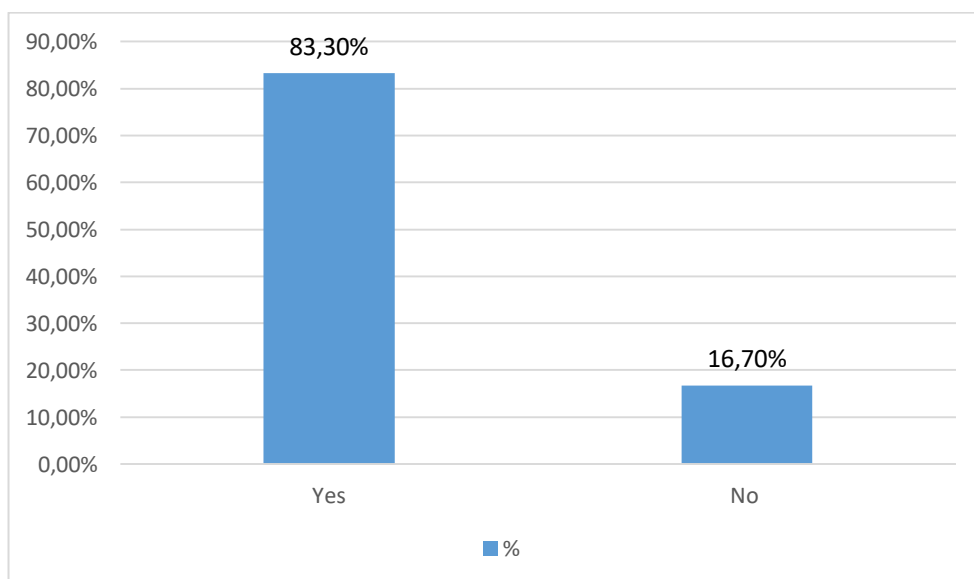
Figure 3.5: speaking English in the classroom

Based on the responses, it is evident that 83.3% of the participants actively attempt to speak English in the classroom, while 16.7% do not engage in speaking English during class.

Item three: Avoiding speaking English

	Frequence	Pourcentage
Yes	17	56,7%
No	13	43,3%
Total	30	100,0%

Table 3.6: Avoiding speaking English
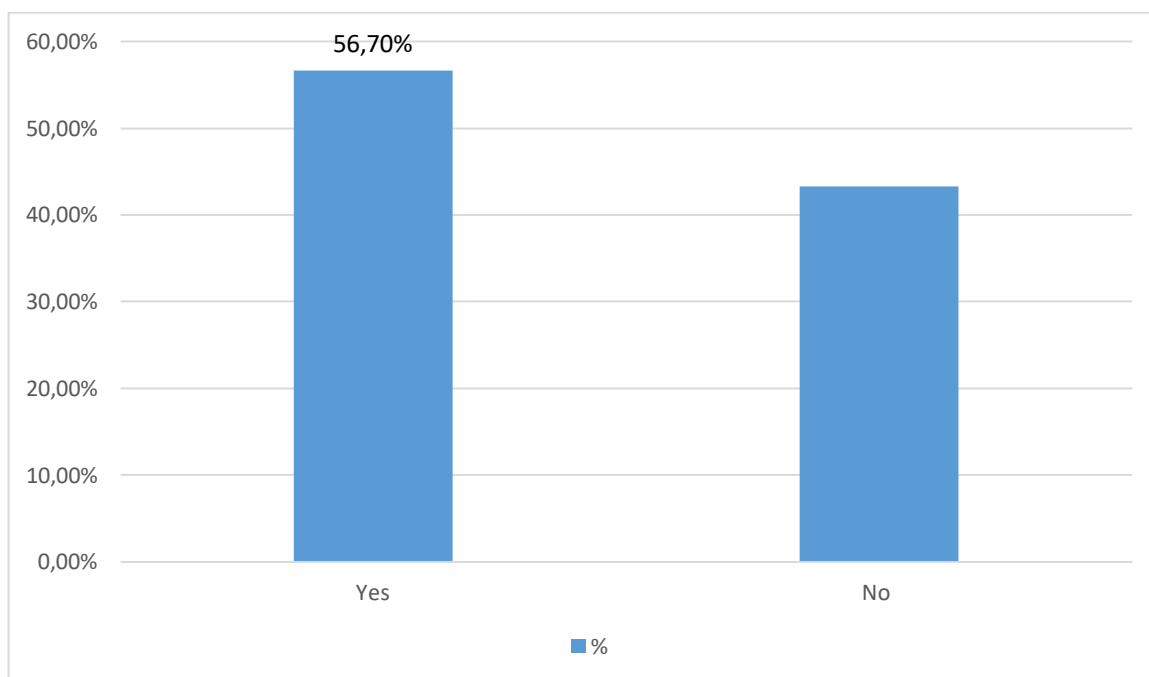
Figure 3.6: Avoiding speaking English

Based on the responses, it appears that 56.7% of the participants choose to remain silent even though they are capable of speaking English. On the other hand, 43.3% of the participants indicated that they do not remain silent and actively engage in speaking English.

If yes, because of

	Fréquence	Pourcentage
Lack of motivation	6	20,0%
Shyness	3	10,0%
Lack of self-confidence	2	6,7%
Fear of making mistakes	6	20,0%
Total	17	56,7%

Table 3.7:The causes of keeping silent
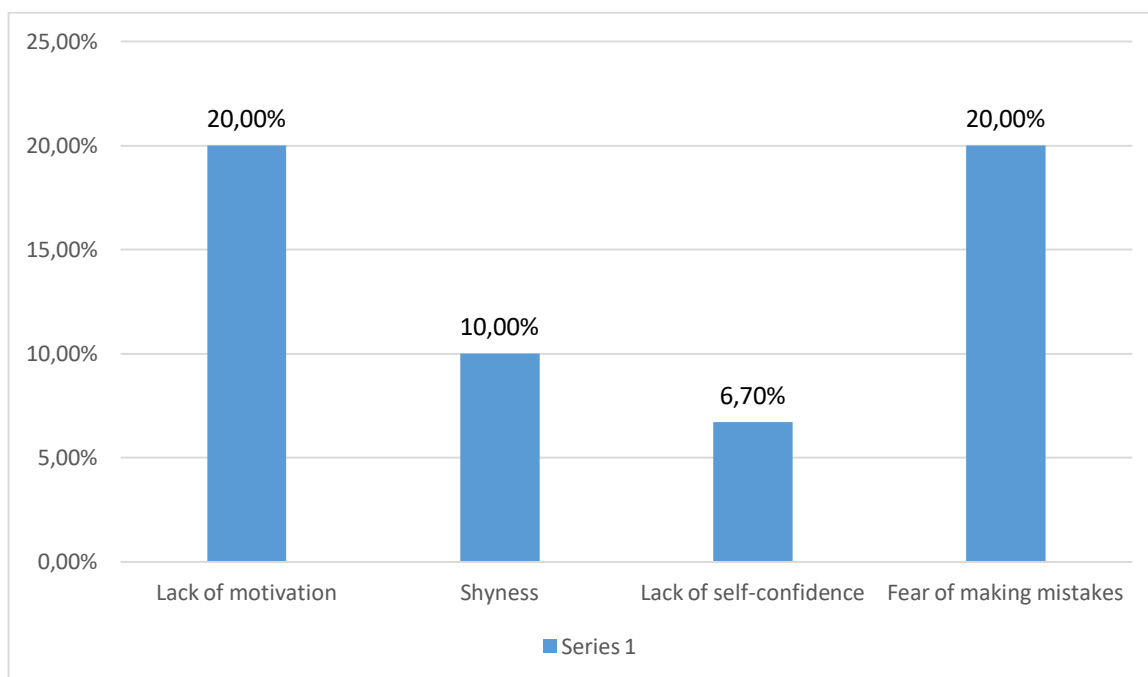
Figure 3.7:The causes of keeping silent

Based on the responses, when participants choose to remain silent despite being able to speak English, the reasons for their silence are as follows: 20.0% attributed it to a lack of motivation, 10.0% cited shyness, 6.7% mentioned a lack of self-confidence, and 20.0% indicated fear of making mistakes.

Item Four: Feeling self-confident in the classroom when speaking English

	Frequence	Pourcentage
Yes	21	70,0%
No	9	30,0%
Total	30	100,0%

Table 3.8: Feeling self-confident in the classroom when speaking English
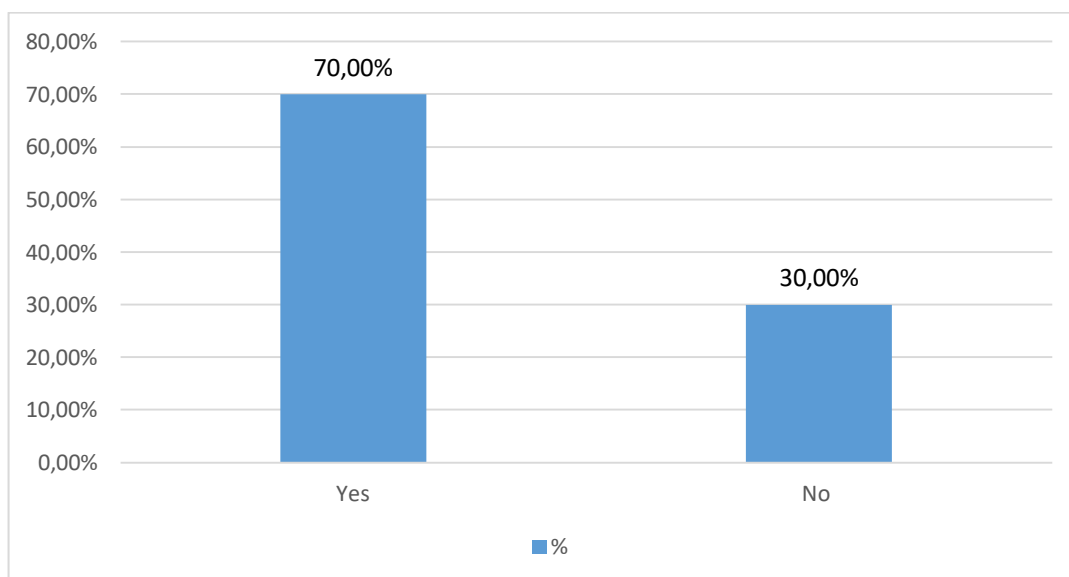
Figure 3.8: Feeling self-confident in the classroom when speaking English

Based on the responses, it can be observed that 70.0% of the participants feel self-confident when speaking English in the classroom, while 30.0% do not experience a sense of self-confidence.

Item Five: activities they feel more self-confident

The activity that you feel more confident	Fréquence	Pourcentage
Role-play	4	13,3%
Discussion	6	20,0%
Information gap activities	6	20,0%
Acting from script	3	10,0%
All of them	11	36,7%
Total	30	100,0%

Table 3.9: the activity that you feel more confident
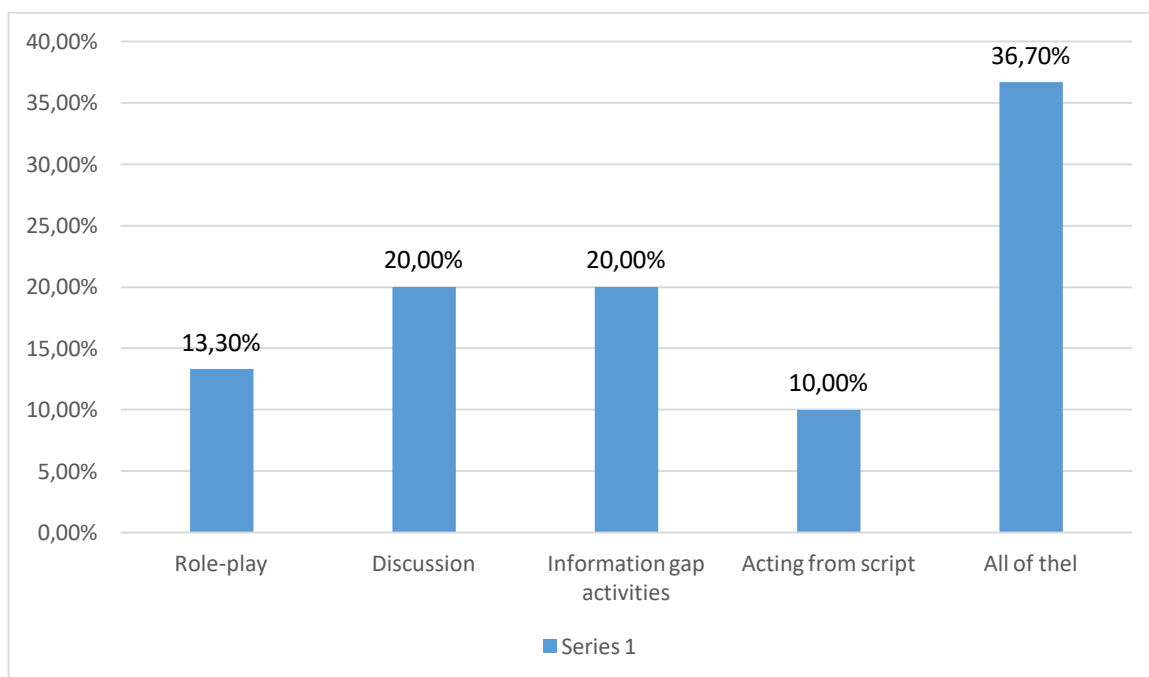
Figure 9: the activity that you feel more confident

According to the responses, the participants' self-confidence varied across different activities. 13.3% felt more self-confident in role-play activities, 20.0% in discussions, 20.0% in information gap activities, 10.0% when acting from a script, and the majority, 36.7%, felt self-confident in all of the mentioned activities.

Item six: teacher role to raise self-confidence to speak English for the students

teacher try to raise your self-confidence to speak English in the classroom	Frequence	Pourcentage
Yes	17	56,7%
No	13	43,3%
Total	30	100,0%

Table 3.10: teacher role to raise self-confidence to speak English for the students
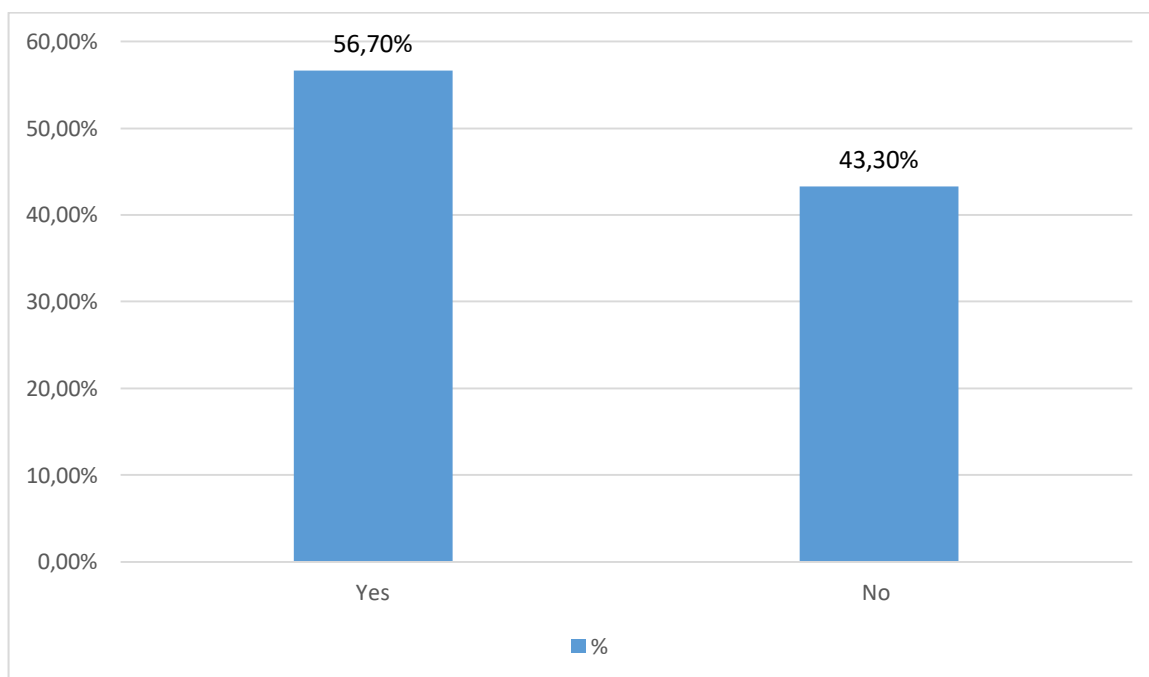
Figure 3.10: teacher role to raise self-confidence to speak English for the students

Based on the responses, it appears that 56.7% of the participants perceive their teacher as actively trying to raise their self-confidence to speak English in the classroom. However, 43.3% of the participants indicated that their teacher does not make efforts to enhance their self-confidence in speaking English.

Item seven: feeling comfortable when speaking in front of the teacher and classmates

comfortable when you speak in front of your teacher and classmates	Frequence	Pourcentage
Yes	23	76,7%
No	7	23,3%
Total	30	100,0%

Table 3.11: feeling comfortable when speaking in front of the teacher and classmates
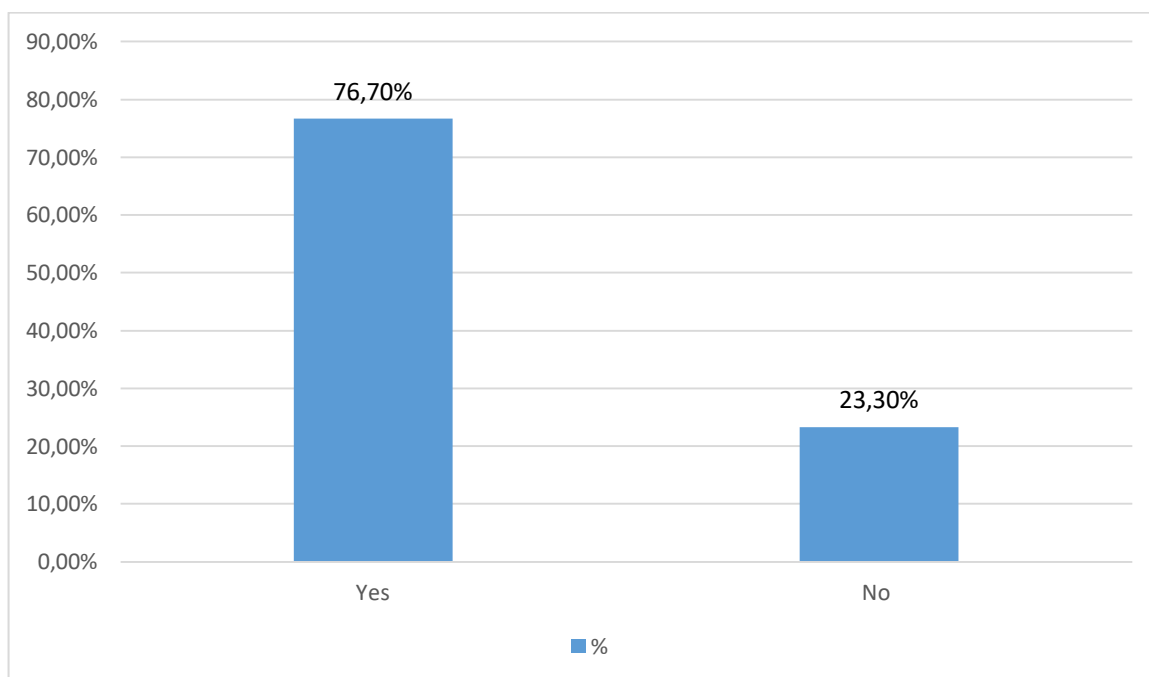
Figure 3.11: feeling comfortable when speaking in front of the teacher and classmates

Based on the responses, it is evident that 76.7% of the participants feel comfortable when speaking in front of their teacher and classmates. However, 23.3% of the participants do not feel comfortable in such situations.

Item Eight: Cases That The Students Feel More Confident During Oral Expression Session

confident during oral expression session	**Fréquence**	**Percentage**
Your teacher motivates you	14	46,7%
Your classmates support you	4	13,3%
You take risks by yourself even difficulties	12	40,0%
Total	30	100,0%

Table 3.12: Cases That The Students Feel More Confident During Oral Expression Session
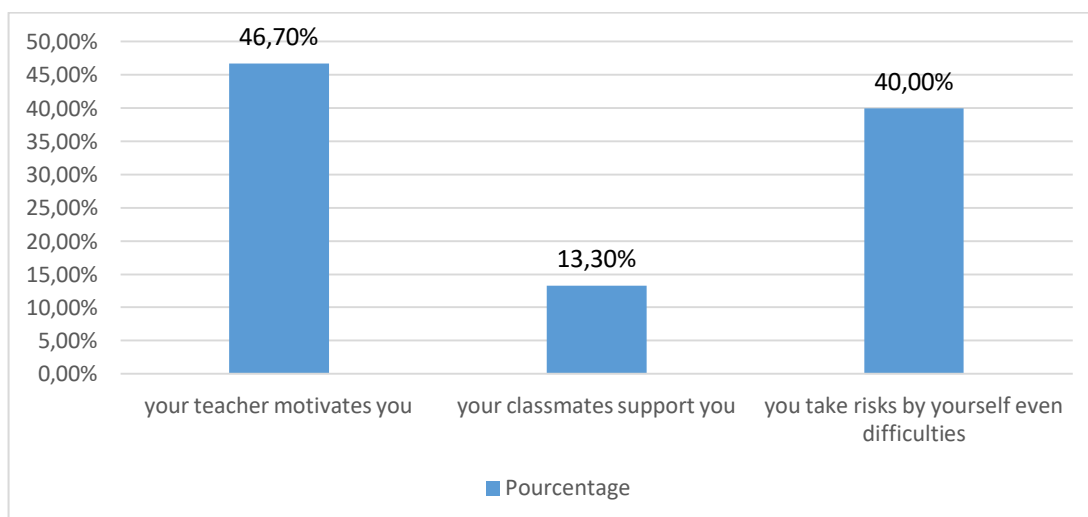
Figure 3.12: Cases That The Students Feel More Confident During Oral Expression Session

Based on the responses, it can be observed that participants feel more confident during oral expression sessions under different circumstances. Specifically, 46.7% of the participants feel more confident when their teacher motivates them, 13.3% when their classmates support them, and 40.0% when they take risks independently even when faced with difficulties.

Item nine: high feeling of self-confidence as an enhancement to speaking skill in English

	Frequence	Pourcentage
Yes	28	93,3%
No	2	6,7%
Total	30	100,0%

Table 3.13: high feeling of self-confidence as an enhancement to speaking skill in English
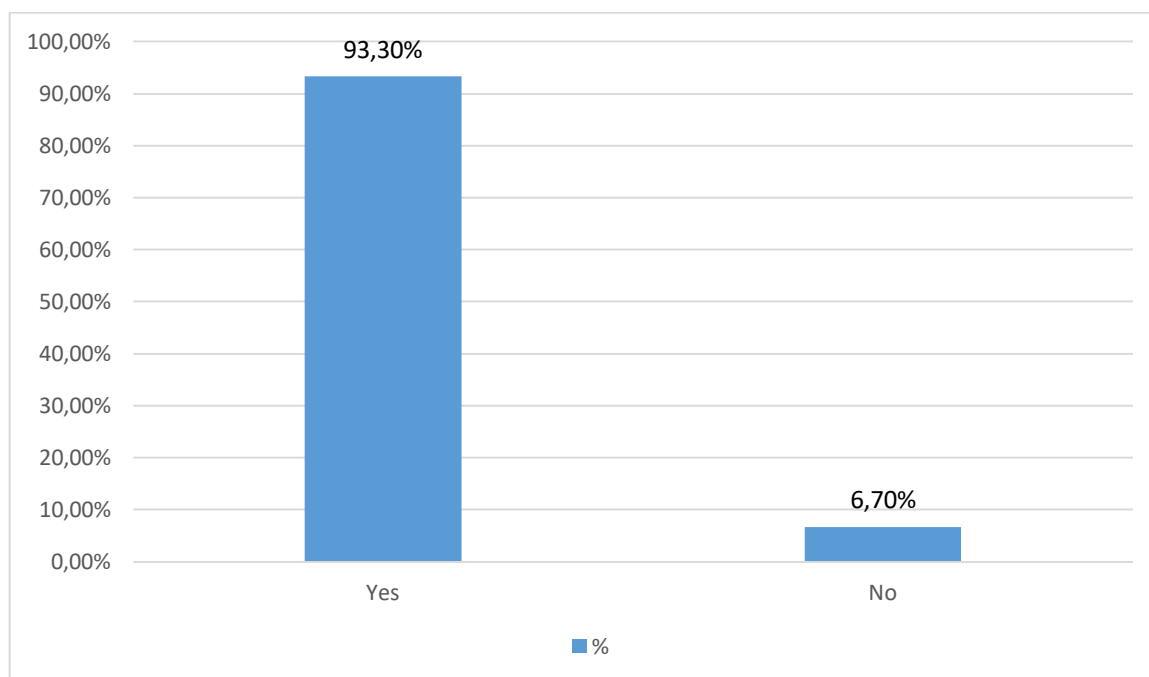
Figure 3.13 high feeling of self-confidence as an enhancement   to speaking skill in English

Based on the responses, it is clear that the majority of participants, 93.3%, believe that a high level of self-confidence will enhance their speaking skills in English. Only 6.7% of participants expressed a different opinion, indicating that they do not think self-confidence has a significant impact on their speaking skills.

Item ten: Improving English Level In The Future

Do you think that in the future you will be good speaker of English	Frequency	Percentage
Yes	28	93,3%
No	2	6,7%
Total	30	100,0%

Table 3.14: Improving English Level In The Future
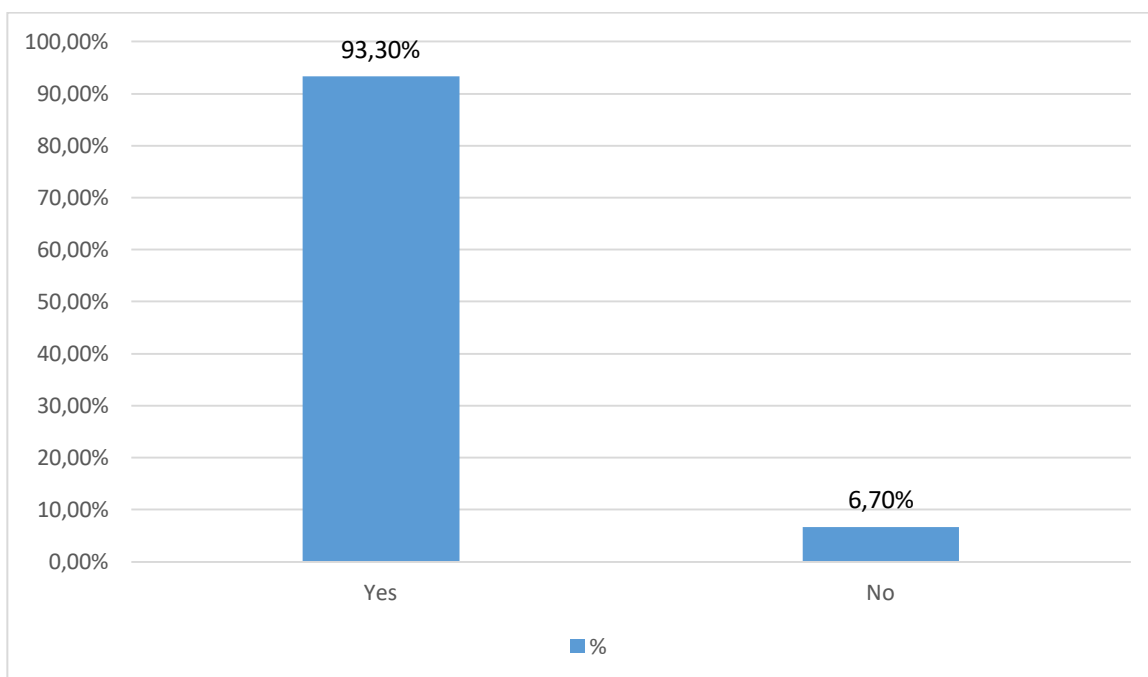
Figure 3.14: Improving English Level In The Future

Based on the responses, it is evident that 93.3% of the participants believe that they will become good speakers of English in the future. Only 6.7% expressed a different perspective, indicating that they do not think they will become proficient English speakers.

Item eleven: speaking English confidently in public

	Frequence	Pourcentage
Yes	21	70,0%
No	9	30,0%
Total	30	100,0%

Table 3.15: speaking English confidently in public
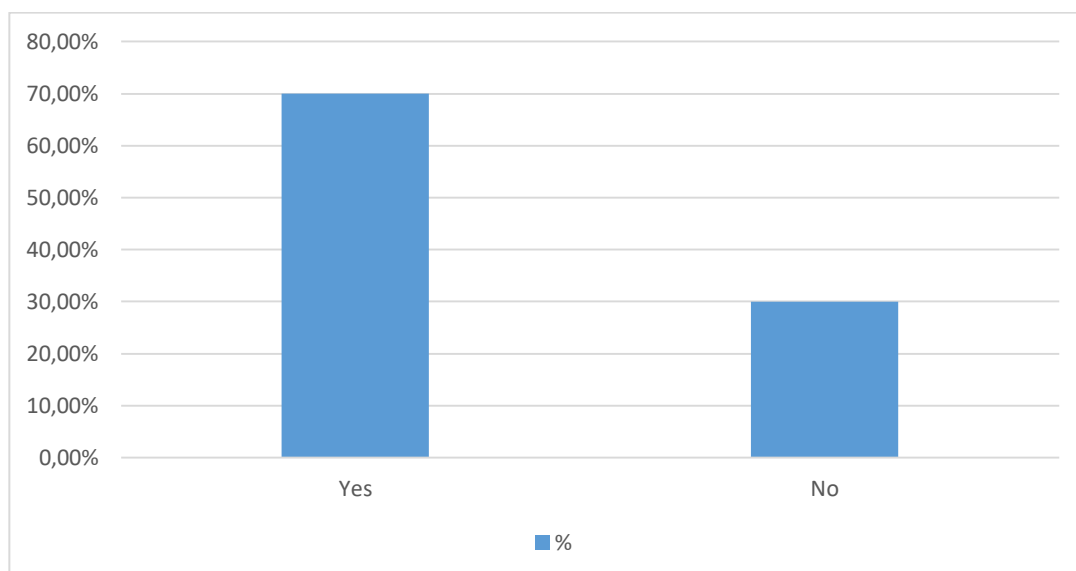
Figure 3.15: speaking English confidently in public

Based on the responses, 70.0% of the participants indicated that they speak English with confidence in public settings. However, 30.0% expressed that they do not speak English with confidence in public.

1.4. Discussion of the results

The participants' responses provide valuable insights into various aspects of teaching oral expression and the importance of self-confidence in developing students' speaking skills. Let's address each point mentioned in the discussion:

- The more self-confident the students are, the more involved they become in the teaching and learning process: Self-confidence plays a significant role in student engagement and participation. When students feel confident in their speaking abilities, they are more likely to actively participate in classroom activities, contribute to discussions, and take risks in using English. Self-confidence can enhance their motivation to learn and engage in the learning process.

- Self-confidence motivates engagement and seeks in the classroom: When students feel self-confident, they are more motivated to participate in classroom activities and seek opportunities to practice their speaking skills. This motivation drives them to actively engage

with the content, interact with their peers, and seek feedback and improvement in their speaking abilities.

- Lack of self-confidence leads to demotivation and limited seeking: If students lack self-confidence in their speaking skills, they may become demotivated and hesitant to participate in oral sessions. This lack of confidence can hinder their progress and limit their seeking of opportunities to practice and improve their speaking abilities. It is essential to address and support students' self-confidence to prevent demotivation and promote a positive learning environment.

- Self-confident students create more speaking opportunities for themselves: Students who are more self-confident in their speaking abilities are likely to create more opportunities to practice speaking, both in oral sessions and in other contexts. Their confidence enables them to take the initiative to engage in conversations, ask questions, and express their thoughts and opinions in English. This increased practice and exposure contribute to the further development of their speaking skills over time.

In addition

- Consulting Otter Online questionnaires: It can be beneficial to explore existing questionnaires and research instruments related to oral expression and self-confidence to create a more comprehensive questionnaire tailored to the specific context. This can help gather a broader range of data and insights.

- Teaching oral expression requires preparation and suitable materials: Teaching oral expression is indeed a complex task that requires careful preparation. It involves selecting appropriate materials, designing engaging activities, and considering the students' level and individual needs. Providing students with suitable resources and creating a supportive learning environment are crucial for their speaking skill development.

- Self-confidence as a positive component of one's personality: Self-confidence is generally considered a positive attribute that empowers individuals to approach challenges with a problem-solving mindset. By fostering self-confidence in students, teachers can contribute to their overall personal and academic growth, not just in speaking skills but also in various aspects of their lives.

In summary, the participants' responses highlight the importance of self-confidence in students' speaking skill development, emphasizing its role in engagement, motivation, and creating speaking opportunities. The discussion also acknowledges the challenges faced by students who lack self-confidence and suggests the need for comprehensive questionnaires, adequate preparation, and supportive learning environments in teaching oral expression.

2. Teachers' Questionnaire

2.1. Description of the questionnaire

The questionnaire at hand consists of questions divided into two parts the first section consist of general information(Q1-Q3) that helps creating background about the respondents. The second section (Q1-Q10) focuses on the objectives of the study. Questions were posed concerning self-confidence significance in speaking skill.

General information

1. **Age**
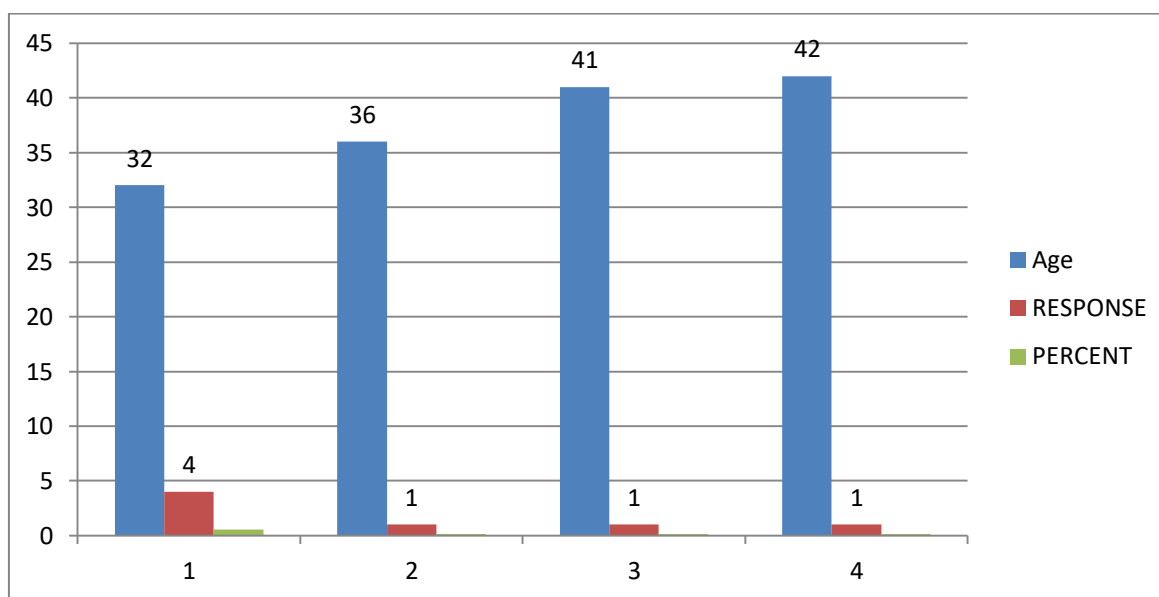
Figure 3.16: Age

Based on the responses of the participants, four teachers answered that their age is 33 (58%) the remaining three teachers one 36, one 41, and one 42 which equals 14 percent for each response. The age responses indicate that university teachers have experience in teaching at the university depending on the ages indicated.

2. Gender

Gender	male	female	total
Number	6	1	7
percent	86%	14%	100%

Table 3.16:Gender
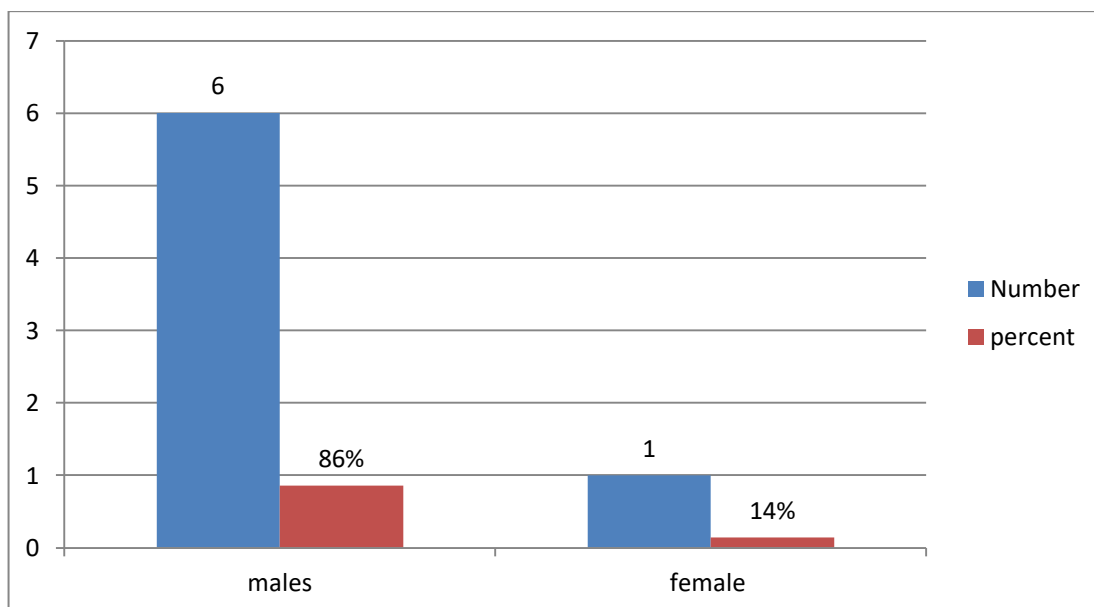
Figure 3.17:Gender

Based on the responses, the majority of the surveyed respondents are males, accounting for 6 (86%). Females account for a lower fraction, at 1(14%). This distribution indicates a gender imbalance in the examined population.

3. How long have you been teaching oral expression module?

Years of teaching	1-3 years	3-5 years	More than five years	Total
Responses	4	1	2	7
Percent	57%	14	29	100%

Table 3.17:Years of teaching oral expression module
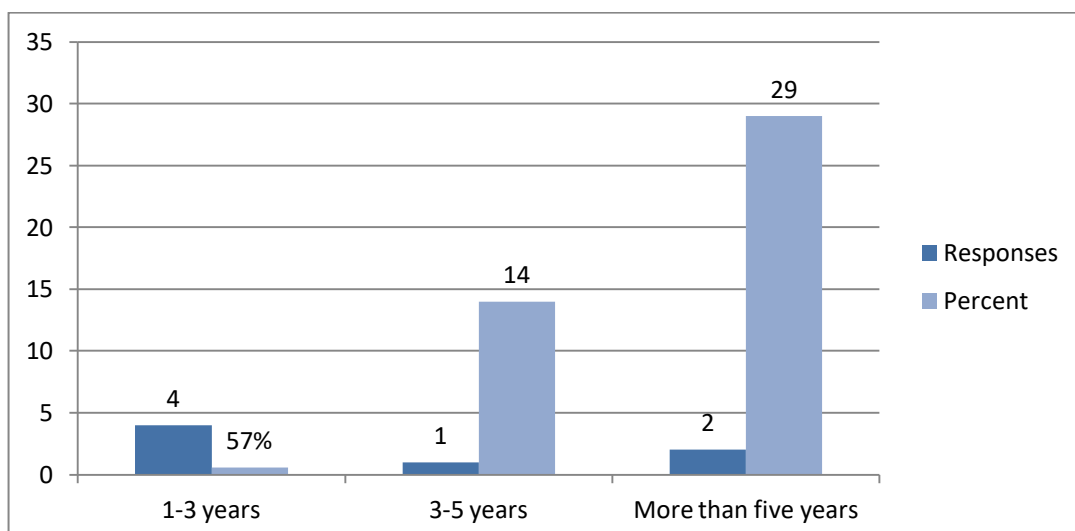
Figure 3.18:Years of teaching oral expression module

Based on the results, the group of 1-3 years of teaching has four replies, representing 57% of the total. This suggests that most responders have a relatively limited amount of experience, ranging from 1 to 3 years in teaching oral expression. Out of the total respondents, just one person, accounting for 14%, has 3-5 years of teaching experience. This implies fewer participants possess teaching experience ranging from 3 to 5 years. With over five years of teaching experience, this group consists of two respondents, accounting for 29% of the total. Results indicate that a significant proportion of responders possess substantial teaching experience, surpassing five years.

Section 2: speaking skill

4. **What makes a good speaker?**

Factors Contributing to Good Speakers	Respondents' Choices	Other Responses	Total
Confidence	6 (35%)		6
Rich Linguistic Background	6 (35%)	1	7
Teacher's Style	5 (29%)		5
Constant Practice	1 (6%)		1
Positive Learning Environment	1 (6%)		1
Total	19	1	20

Table 3.18:Factors Contributing to Good Speakers
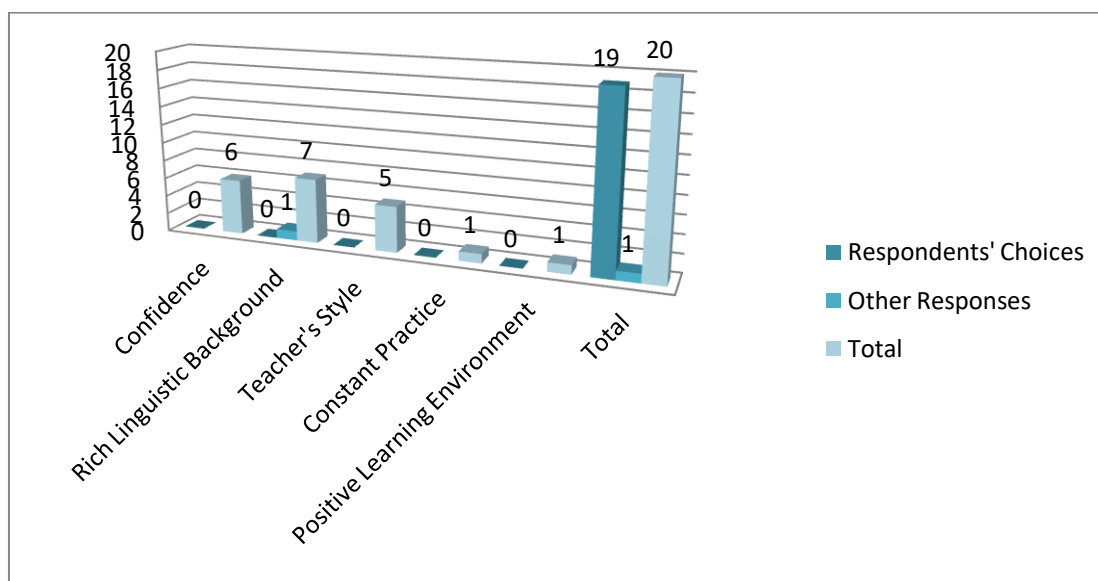
Figure 3.19:Factors Contributing to Good Speakers

Based on the results from the respondents, Confidence is seen as the primary factor that contributes at fostering good speakers, as acknowledged by 85.7% of the respondents (6 out of 7). The teachers' broad consensus highlights the need for confidence in effective oral communication. Importance of diverse linguistic background: Likewise, most participants (6 out of 7, or 85.7%) emphasized the significance of having a wide range of language skills. Proficiency in language skills is usually regarded as a vital component for improving speaking talents. Teacher's Style: Although still deemed significant by most respondents (5 out of 7, or 71.4%), it is mentioned slightly less frequently than confidence and linguistic background. However, it emphasizes the influence of instructional methods and presenting style on the development of good speakers. The component of constant practice was given less recognition, as only one responder (14.3%) highlighted its importance.

Nevertheless, despite its rare mention, it still emphasizes the conviction in the imperative nature of regular practice in honing oral communication abilities. Positive Learning Environment: A mere 14.3% of the respondents recognized a positive learning environment as a significant component. Although not frequently mentioned, it indicates the importance of supportive educational environments in fostering proficient communication abilities. The findings significantly focus on internal characteristics such as self-assurance and language competency. At the same time, external elements such as instructional approach and learning setting are also considered relevant, albeit to a significantly lesser degree. Due to the small sample size, it is essential to be cautious when applying these findings to a larger population. However, they provide valuable insights into the factors that are believed to contribute to becoming a good speaker within this particular group of participants.

5. Why?

The question aimed to explore more about the factors contributing to good speaking performance. The respondents answered differently to the question. First, one noted that Confidence is crucial for capturing attention and sustaining focus during speeches. Another example is that insufficient language proficiency might result in a decline in self-assurance and impede the progress of speaking skills. Teachers are recognized for their substantial impact on student interaction and Confidence, ultimately leading to enhanced speaking ability. Second respondent: The text discusses the concept of strategic competence, as described by Canale and Swain's model of communicative competence. It emphasizes the significance of strategic competence in achieving effective communication. Furthermore, Preparation was recognized to emphasize the significance of sufficient Preparation, which involves extensive research and meticulous structuring of ideas to produce refined speeches.

Moreover, respondents recognized that a speaker's genuine and sincere nature allows them to establish a connection and substantially impact the audience. Also, a Participant mentioned Adaptability as crucial to effective communication since it involves adjusting to various audiences and speaking contexts. Nevertheless, the Participant said storytelling stresses using narrative techniques to captivate and establish a connection with the audience, enhancing the memorability of presentations. Listening Skills: Acknowledges the significance of possessing proficient listening abilities and adapting the delivery of information based on input from the audience. Empathy was another response to underline the importance of comprehending the viewpoint and requirements of the audience, enabling presenters to customize their message accordingly. Stresses the need to adhere to time limitations and effectively convey the message within the designated timeframe.

Finally, proficiency in managing Q&A sessions is recognized as a vital talent for proficient speakers, as it involves effectively and respectfully addressing questions and difficulties posed by the audience. Overall, each Participant provides distinct perspectives on the elements contributing to successful verbal communication. These include personal qualities like self-assurance, linguistic Proficiency, and environmental characteristics like readiness, flexibility, and understanding.

6. Do all your learners participate in the speaking activities?

Response	Frequency	Percentage
Always	03	43%
Sometimes	03	43%
Never	01	14%

Table 3.19: participation in the speaking activities
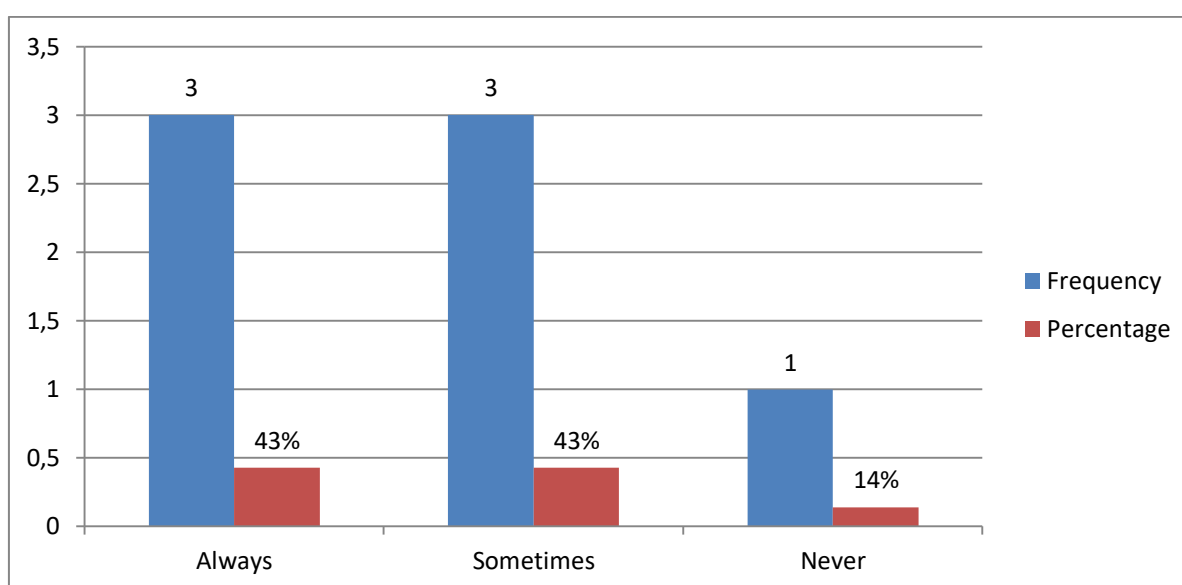
Figure 3.20:Participation in the speaking activities

According to the results, the option "Always" was chosen by three teachers. Approximately 43% of the respondents reported that all their students consistently participate in speaking activities. This indicates that a significant proportion of the survey participants experience a considerable degree of involvement and active involvement from their students during speaking exercises. The effectiveness of the teaching methods or classroom atmosphere in generating active involvement is positively reflected. Similarly, 43% of the respondents reported that their learners occasionally engage in speaking activities. This suggests that although not all learners or activities have constant participation, there is still a notable degree of engagement throughout speaking tasks. It may suggest differences in student motivation, confidence levels, or teaching approaches. No respondent chose this option. Approximately 14% of the participants indicated that learners never engage in speaking activities. This indicates that minority learners do not participate in speaking activities. Possible factors contributing to this situation may include timidity, linguistic

obstacles, or inefficient pedagogical methods that fail to encourage active engagement sufficiently.

If your answer is "sometimes or never", why do you think so?

The replies presented offer insights into the factors that may hinder the full participation of some learners in speaking activities. We received diverse perspectives from the professors. In addition, the responders supported their findings with logical arguments. First, shyness or lack of confidence can cause learners to feel reluctant to participate as they may doubt their speaking ability. They could exhibit hesitancy to communicate in public due to apprehension about being evaluated or humiliated. Language Proficiency: Individuals with lower proficiency may be reluctant to participate due to apprehension about making errors or being misunderstood. The absence of linguistic proficiency might contribute to uneasiness and hesitancy in verbal interactions. Personality Differences: Introverted individuals may prefer passive listening rather than actively engaging in speaking activities.

Furthermore, various learning styles can influence learners' tendency to engage in verbal communication. Insufficient Motivation: Certain learners may lack the desire to engage in speaking exercises. Motivation in engaging pupils is vital, with internal drive frequently recognized as the most effective driving force for active involvement. Learners may encounter feelings of fear and low self-confidence, especially when required to speak in front of their peers or professors. The source of this worry can be attributed to a range of causes, such as inadequate command of language and difficulties in pronunciation, resulting in diminished self-assurance. Inadequate Linguistic Competence: The unwillingness of learners to engage in speaking activities can be attributed to a mix of issues, including a poor level of competency, insufficient vocabulary knowledge, and improper pronunciation. dditional Factors: The ultimate response acknowledges a broad recognition of multiple elements contributing to learners' insufficient engagement, such as insufficient self-assurance, drive, and understanding.

To summarize, the factors contributing to limited engagement in verbal exercises are complex and might differ from person to person. To overcome these obstacles, adopting a comprehensive strategy that considers learners' language skills, self-assurance, drive, and unique ways of learning is necessary. To promote active engagement in speaking activities, fostering internal motivation, offering language development support, and establishing a friendly learning environment are crucial.

7. What are the oral expression activities you think your students are more confident in?

Oral Expression Activities	Respondents' Choices	Percentage	Total
Role-play	5	71.4%	5
Presentations	5	71.4%	5
Dialogues	1	14.3%	1
Storytelling	1	14.3%	1
Games	2	28.6%	2

Table 3.20:Oral expression Activities you think your students are more confident in
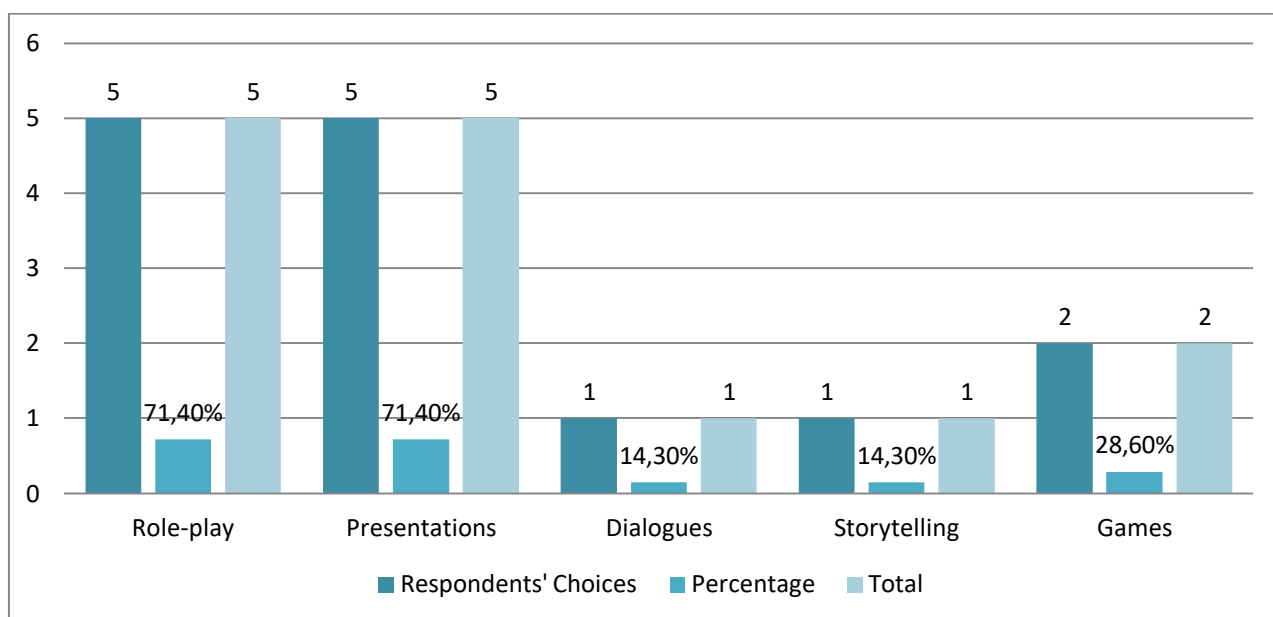
Figure 3.21:oral expression activities you think students are more confident in

Role play and presentation are the oral expression activities that most respondents like, with 71.4% expressing confidence in these activities. These findings indicate that students are expected to experience a sense of ease and self-assurance when participating in interactive role-plays situations and giving presentations. Dialogues and storytelling are selected by fewer participants, with only 14.3% expressing confidence in each activity. Although these activities may not be frequently used, they still give students excellent opportunities to

enhance their oral communication abilities and cultivate creativity in articulating ideas and narratives. Games are approximately 28.6% of participants' demonstrated confidence in utilizing games to engage in oral expression activities. Games offer a captivating and entertaining method for students to enhance their speaking abilities while encouraging collaboration and teamwork. The results indicate that instructors acknowledge the significance of offering diverse oral communication exercises to accommodate varying learning preferences and capabilities. Although role-play and presentations are often preferred, integrating dialogues, storytelling, and games into classroom activities can give students a wide range of chances to enhance and perfect their oral communication abilities.

Would you please clarify why they are not confident in other activities?

This question was created to get more details about students' lack of self-confidence and the root of this problematic for learners. Teachers explained that students' low self-confidence and difficulties because of impromptu nature of discourse. Without a script, students may encounter difficulty sustaining a spontaneous and fluid exchange of dialogue, resulting in a sense of uneasiness and unease. Several issues can contribute to a lack of confidence in storytelling activities, including challenges with verbal fluency, a restricted vocabulary, and difficulty structuring thoughts into a coherent narrative. These obstacles can impede pupils' capacity to convey a narrative proficiently and even lead to emotions of self-doubt. Furthermore, in games some students need more confidence in some games, especially those that demand rapid cognitive processing or a competitive mindset. For students who experience apprehension about making errors or feel uneasy in high-stress circumstances, the competitive aspect of certain games can intensify worry and self-doubt.

Preparation and individual activities, such as individual preparation and presentation, might undermine students' confidence. Standing in front of an audience without the assistance of a team or the security of pre-planned materials can intensify one's anxiousness or lack of confidence.

Group dynamics and preparation are crucial in enhancing confidence in oral expression activities. Collaborating with others and engaging in extensive preparation are vital factors boosting confidence. Collaboration offers assistance and motivation, while preparation fosters preparedness and assurance while confronting communication assignments. Inadequate experience and apprehension towards addressing an audience are prevalent elements that contribute to pupils' need for self-assurance in verbal communication tasks. To conquer these concerns, gradually exposing oneself to them may be necessary, as well as seeking out supportive situations and engaging in opportunities for practice and feedback.

Students' lack of confidence in oral expression activities can be linked to various variables, including difficulty in spontaneity, language proficiency, competitiveness, anxiety related to individual presentations, and lack of experience. Comprehending these variables is essential for educators to customize educational methods and offer assistance to help students develop confidence and expertise in verbal communication.

8. Do you motivate your students to speak in the classroom?

Motivation to speak in classroom	Yes	No
Responses	07	0
Percentage	100%	0

Table 3.21:Motivation to speak in classroom
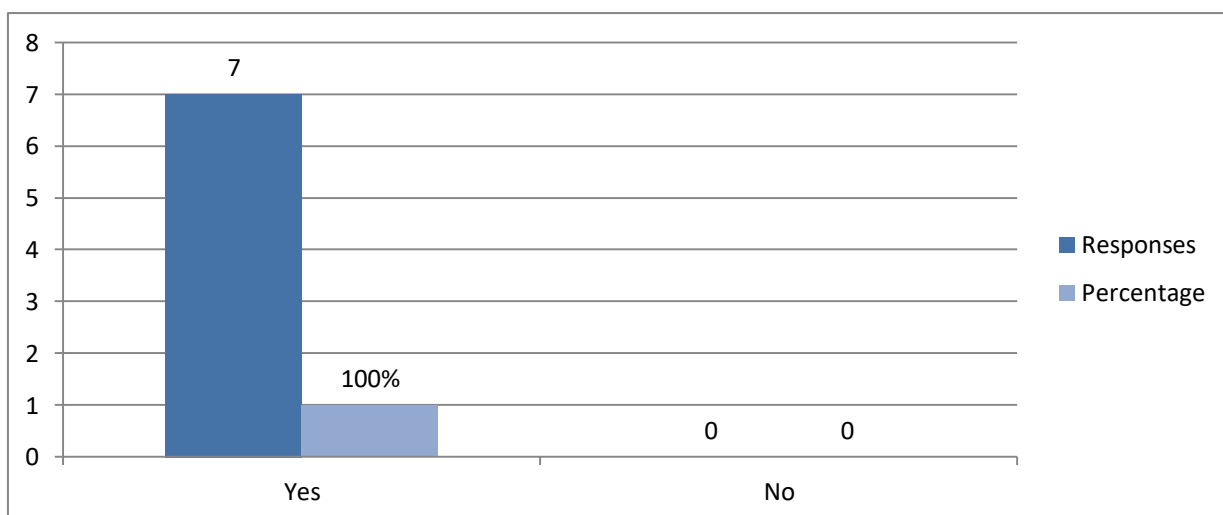
Figure 3.22:Motivation to speak in classroom

Teachers were asked if they motivate their students to speak in the classroom. All the respondents answered yes. This demonstrates the educators 'awareness of the significance of classroom communication and the importance of speaking in the classroom.

Teachers utilize diverse tactics to encourage learners to communicate verbally in the classroom. The instructors begin by establishing a pleasant and inviting atmosphere, personally welcoming each student, and employing affirmative language to cultivate an environment of inclusiveness and respect. Acquiring knowledge about and utilizing the names of students exhibits concern and appreciation for each person while displaying authentic curiosity in their personal lives outside of academics, which aids in establishing a positive relationship. Through the planning of group projects and the creation of a safe space where

students feel free to express themselves, teachers promote cooperation and teamwork. In addition, they offer valuable feedback centered on progress and development, bolstering students' self-assurance in their oral communication skills. Teachers foster an environment conducive to open discussions and readily available guidance by being friendly and accessible to pupils. In addition, the use of humor and the opportunity for students to select topics that interest them contribute to the enjoyment and relevance of speaking exercises. Teachers generally endeavor to establish a secure and supportive environment where students feel empowered to engage and express their views and ideas.

9. Do you think that your learners have confidence to speak English in oral expression module?

Learners' Confidence in Speaking English	Frequency	Percentage
Yes	5	71.4%
No	2	28.6%
Total	7	100%

Table 3.22: Learners' Confidence in Speaking English
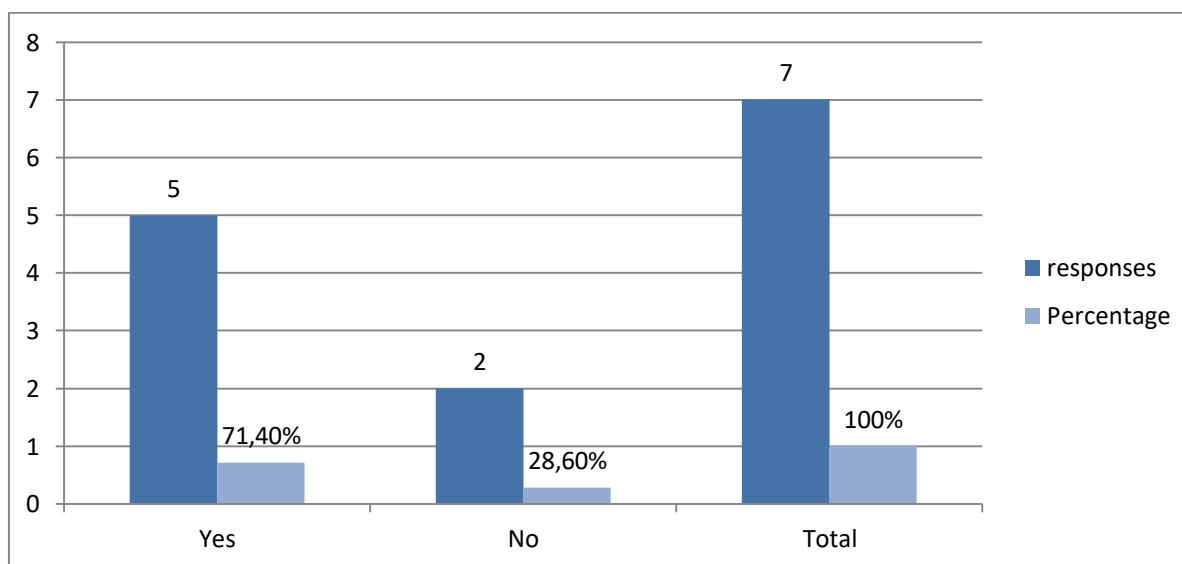
Figure 3.23:Learners' Confidence in Speaking English

Among the 7 participants, 5 said their students could confidently communicate in English during the oral expression module, representing 71.4% of the replies. Nevertheless, two participants said that their students lack confidence in peaking English, accounting for 28.6% of the total feedback received. Most participants generally stated that their students

have a high level of self-confidence when speaking English. However, a lesser percentage expressed a lack of confidence.

if no, how do you deal with their lack of self-confidence ?

To contextualize more we asked how they do so and summarized their responses accordingly. Teachers are crucial in inspiring pupils to enhance their speaking abilities in the classroom setting. Their primary focus is establishing a nurturing environment that fosters a sense of safety and respect among students. They placed great importance on acknowledging that errors are an inherent aspect of learning. Teachers can cultivate a stimulating conversation atmosphere by choosing themes that align with students' interests and passions, thus sparking involvement and excitement. In addition, teachers enhance students' confidence in speaking by providing positive feedback that emphasizes their strengths and encourages progress. Creating an inclusive and empowering learning environment involves encouraging students to step out of their comfort zones and embrace challenges through peer interaction and technology, celebrating successes, providing choices, addressing individual needs, and promoting resilience. Ultimately, teachers serve as role models, exhibiting assurance in their communication aptitude and fostering pupils' capacity to articulate themselves proficiently and confidently.

10. Do you believe that motivating learners would lead to effective speaking?

Belief in Motivating Learners Leading to Effective Speaking	Frequency	Percentage
Yes	7	100%
Total	7	100%

Table 3.23: Table: Belief in Motivating Learners Leading to Effective Speaking
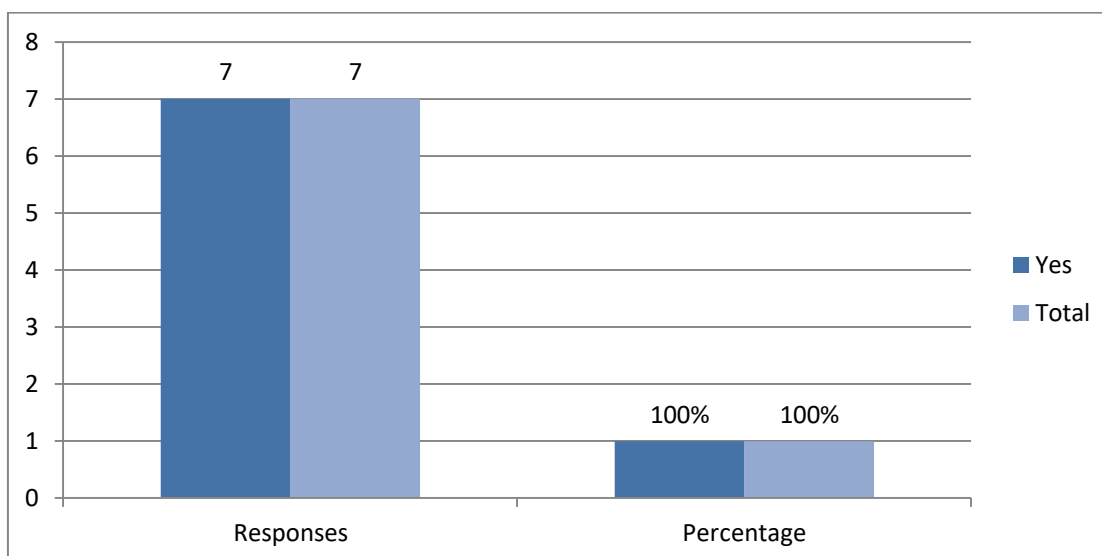
Figure 3.24: Table: Belief in Motivating Learners Leading to Effective Speaking

Based on the results, all seven teachers unanimously indicated that engaging learners will result in successful speaking, accounting for 100% of the replies. The unanimous agreement indicates a robust consensus among the teachers regarding the beneficial influence of motivation on pupils' speaking abilities. The findings suggest that educators acknowledge the significance of establishing a nurturing and supportive atmosphere to augment students' oral communication skills. Teachers perceive motivation as crucial in surmounting obstacles such as timidity, low self-assurance, or apprehension of errors, finally cultivating students' desire to participate in verbal communication tasks. The results emphasize the importance of teachers in motivating and empowering students to acquire practical speaking abilities, showing the worth of their efforts in fostering language learning and communication proficiency.

When asked to explain teachers mentioned constructive ideas.

In the process of learning a language, motivation is essential and has a big impact on students' ability to speak fluently. When students are motivated, they speak more enthusiastically and engage in speaking exercises, demonstrating increased interest and active participation. The learners' self-confidence grows along with their participation level as a result of their drive to take on difficulties, persevere, and devote themselves to improving their speaking skills. In addition, motivation cultivates a favorable attitude towards acquiring language skills, encouraging learners to perceive challenges as chances for personal development. Motivated individuals are more inclined to utilize efficient learning techniques, actively pursue genuine language immersion, and conquer public speaking apprehension. They demonstrate enhanced tenacity by overcoming obstacles and devoting themselves to their public speaking objectives. Ultimately, motivation results in enhanced communication

abilities, allowing learners to articulate themselves fluently, confidently, and effectively. Whether it originates from internal or external factors, motivation is crucial in enabling pupils to develop fluency in a foreign language. This is especially true when combined with a high level of language skills and individualized teacher guidance.

11. As a teacher, what are the main strategies you use to raise learners' confidence and decrease the affective factors?

In response to this question a response indicated few strategies. Instructors employ various strategies to build students' self-confidence while resolving issues that could impede their language acquisition. Creating a welcoming and compassionate learning environment in the classroom where students feel valued, respected, and inspired to participate fully is a crucial part of these efforts. This environment is characterized by open communication, sincere care for the well-being of the students, and the growth of a strong rapport between the instructor and the pupils. By setting realistic and doable goals, students can experience incremental success, fostering satisfaction and motivation. Providing constructive criticism customized to each student's specific requirements and providing positive feedback enables students to acknowledge their strengths while pinpointing areas where they may make improvements. Differentiated education recognizes learners' varied needs and preferences, guaranteeing that every student has the chance to succeed. Promoting peer collaboration not only enhances the acquisition of knowledge but also fosters a sense of camaraderie and collective accountability for advancement. Teachers enhance students' confidence in their capacity to communicate effectively in real-life situations by integrating practical language practice into lessons, thus showcasing the practical significance of language abilities. Direct training in speaking tactics gives students the skills to effectively and confidently handle speaking activities. Recognizing and dealing with students' apprehensions regarding openly expressing themselves in English while fostering a mindset of personal development and offering techniques to handle fear enhances a nurturing educational setting. By engaging in self-reflection and creating goals, students assume responsibility for their learning process, promoting independence and perseverance. Teachers support learners to build the essential confidence and competence for effective English communication by creating opportunities for success and recognizing students' achievements.

The other respondents mentioned different strategies. Cultivating a robust connection with pupils and aggressively resolving their problems produce favorable results. Promoting transparent communication facilitates the identification of effective strategies to overcome obstacles. Assigning collaborative tasks and duties cultivates a sense of belonging among

students and promotes a cooperative learning environment. Moreover, fostering a helpful classroom environment, giving importance to active engagement, and highlighting the value of effort rather than flawless performance, especially with novice learners, nurtures self-confidence. Refraining from criticizing someone's attempts at speaking and instead commending their efforts, we foster an environment that promotes ongoing progress. Engaging in social interactions, providing verbal support, and reducing the use of negative feedback all contribute to fostering a favorable environment for learning. Incorporating group work, reading exercises and a vocabulary-focused approach can boost student involvement and participation. In summary, cultivating supportive relationships, encouraging active participation, and offering constructive comments all contribute to students' academic and personal growth.

12. would please suggest anything concerning the role of self-confidence in promoting EFL learners speaking ability

To summarize, learners' speaking abilities in English are greatly influenced by their self-confidence. It stimulates the desire to communicate, improves the ability to speak fluently and spontaneously, reduces feelings of nervousness, and increases motivation and determination. Self-assurance also benefits one's ability to communicate effectively and produce language and creates a cycle of positive reinforcement in learning a language. Educators can create a supportive environment, set realistic goals, offer a variety of speaking exercises, promote introspection and a mindset centered on personal development, encourage peer collaboration, model and support speaking abilities, and recognize accomplishments to help English as Foreign Language (EFL) learners feel more confident in their speaking abilities. These tactics jointly enhance learners' abilities and cultivate their self-assurance in speaking English.

Teachers, friends, and external support are essential to kids' self-confidence, but internal self-support is the most important. Gaining insight into the underlying causes of any problems, whether related to psychology, cognition, language, or the environment, is essential for developing efficient methods to manage oneself. Providing students with advance notice of impending subjects enhances their readiness and enthusiasm for engaging in discussions. Incentives, such as bonus points, are used to promote active involvement. Self-confidence is not acquired instantly but cultivated gradually via techniques that diminish fear and anxiety. Ultimately, the outcome depends on the student's willingness to participate actively. The absence of assessments in oral communication performances in this circumstance highlights the significance of fostering a helpful and amicable environment.

Discussion of the Results

In a study conducted by Ananda and Hastini (2023) Due to the differences between English and first language, English learners frequently need help communicating, resulting in a lack of confidence. This research demonstrated that self-confidence substantially influences students' speaking proficiency. This deficiency is influenced by anxiety, embarrassment, dread of making errors, inadequate knowledge of vocabulary and grammar, insecurity, and apprehension. The findings of this research support the claims of the respondents. The teachers indicated that learners' speaking abilities in English are greatly influenced by their self-confidence.

Students' lack of confidence in their English proficiency is a significant obstacle to their English language acquisition, according to Nety et al. (2020), Several elements contribute to this lack: anxiety, apprehension regarding error, timidity, and a restricted lexicon. Approaches to address students' lack of confidence regarding verbal communication in English encompass mitigating anxiety, enhancing the lexicon, and fostering an enjoyable and interactive educational milieu. Students can improve their speaking abilities and surmount their apprehension by engaging with these elements. Teachers were asked about the ways they follow to encounter lack of confidence. Educators emphasized creating a nurturing environment, fostering a sense of safety and respect, and providing positive feedback. They create an inclusive and empowering learning environment, encouraging students to step out of their comfort zones, embrace challenges, celebrate successes, and promote resilience. Teachers serve as role models, demonstrating confidence in their communication abilities.

The teachers were asked if motivation is crucial in enhancing students' speaking production and the majority asserted the statement. Colón (2023) states that students'' Motivation improves their English proficiency in different   prospects such as securing employment, travelling, and residing in an English-speaking nation. They recognize the significance of English in their daily existence and place a premium on self-motivation to attain this objective. Students are significantly influenced by the motivation of their instructors to learn; in this regard, native or high-level English speakers are preferred by students. Anxiety-inducing, interactive lessons and accurate pronunciation enhance students' motivation in the classroom. Teachers utilize a range of methods to enhance students' confidence in speaking, focusing on fostering a positive school environment, creating attainable objectives, and offering a variety of speaking exercises. The significance of intrinsic motivation and constant practice in developing speaking confidence over time is emphasized as a fundamental element.

According to a study conducted by Tridinanti (2018) entitled *'The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang'*. There is a significant positive correlation exists between self-confidence and learning achievement, with more extraordinary speaking achievement resulting from greater self-confidence. The relationship between speaking achievement and speaking anxiety is not statistically significant. Conversely, speaking achievement is more accurately predicted by self-confidence than speaking anxiety. According to the findings of the study, students should be encouraged to contribute more to speaking achievement, and instructors should assist students in developing the confidence necessary to manage challenging tasks in the real world and the classroom. Additionally, this may promote self-assurance and stimulate progress in verbal proficiency.

Deeba (2022) noted that Interactive classroom activities can substantially boost students' confidence in spoken English, according to the study. Engaging in these activities fosters student autonomy and promotes open communication, thereby augmenting their proficiency. In contrast to conventional pedagogical approaches, interactive exercises foster student engagement by soliciting their perspectives and ideas, thereby beneficing their oratory abilities. The study supports teachers' responses as they indicated that role play, games, storytelling presentations are great methods used to enhance students' confidence. These strategies may assist learners in gaining confidence and comfort while studying English.

Moreover, language proficiency plays a crucial role, as students experience increased confidence when they see themselves as competent in their language abilities. Significantly, the results highlight the necessity for personalized strategies to accommodate learners' varied requirements and preferences. Through creating a nurturing atmosphere, encouraging drive, and resolving language skill deficiencies, instructors can successfully enable students to develop self-assurance and mastery in English speaking. By examining the responses to the queries, we gained valuable insights into how to increase EFL students' confidence when speaking English. The discussions underscore the influence of both intrinsic qualities and extrinsic elements on the confidence of students. Although students inherently possess qualities such as autonomy, drive, and engagement, the development of confidence is significantly influenced by the support they receive from educators, peers, and the educational setting.

Conclusion

The chapter presented the practical part of the study. Both questionnaires were analyzed and the results were interpreted accordingly. The study attempted to collect views from teachers

and students about self-confidence and its significance as crucial components in enhancing students speaking performance. . In this chapter, we addressed the study's shortcomings and proposed solutions to the reported problems. The recommendations are based on the insights gained from data analysis and try to provide practical answers to the observed difficulties. This chapter demonstrates the effectiveness of multiple research approaches and underlines the need of careful data analysis in achieving mentioned results.

General Conclusion and recommendations

The current study sought to investigate the impact of confidence, a psychological element, on learners' speaking abilities. It attempted to illustrate that English language learners who believe in their own skills are more likely to be confident and motivated to improve their oral performance. The study's findings validated our hypothesis, which indicated a positive relationship between self-confidence and oral proficiency. These encouraging results highlight the importance of high self-confidence in increasing English language learners' speech productivity.

The study is composed of two chapters' one theoretical and the second one practical. The first chapter highlighted several facets of self-confidence, such as its definitions, the importance of this component for EFL students, and its impact on their speaking abilities performance. Furthermore, the chapter investigated the important relationship between the terms self-confidence and self-esteem, the improvement of speaking skills performance, and the role of teachers in this process.

The study highlighted the importance of learners placing trust in themselves and their abilities to enhance the quality of their spoken language. It underscores the responsibility of teachers to create a relaxed and friendly learning environment where learners can confidently use the target language. Both teachers and learners need to recognize the crucial role of high self-esteem in fostering effective speaking proficiency.

The primary objective is for students to invest themselves in speaking the foreign language, overcoming any concerns or shyness that could hinder their progress. According to the study, as learners get more comfortable during speaking activities, their self-trust and confidence in their ability to become proficient speakers increases. Based on our findings with first-year LMD students, we propose the following recommendations for teachers: First, help learners overcome their fear of speaking the foreign language. Second, highlight that speaking proficiency is built not only on attending oral expression sessions, but also on actively using and practicing the language in the classroom.

Improving learners' English spoken abilities is critical to their overall development. Despite extensive training and support, convincing learners of their skills remains difficult. Giving constructive comments, fostering interactive learning settings, and catering to

individual needs are all effective ways. Instructors can assist students develop self-confidence by focusing on internal traits and external reinforcements, resulting in increased success and involvement in the learning process.

Finally, teachers can provide motivation and nurture learners' self-esteem, as learners are more likely to succeed in speaking when they perceive their teachers as supportive and instrumental in building their confidence.

We recommend the following:

Teachers may need to take training and expert development to appreciate the importance of nurturing a positive learning environment that promotes self-confidence among language learners.

Teachers can plan speaking activities that inspire learners to take risks and express themselves without dread of making errors.

Teachers can motivate students to create a suitable balance between academics, additional activities, and personal time.

Teacher could teach them few approaches like reflection, and relaxation exercises to assist them to cope with pressure and anxiety.

Teachers can show appreciations and recognition for their students; efforts even if they were small this aids students to learn the worth of work.

Bibliography

Adalikwu, C. (2012). How to build self-confidence, happiness and health. Bloomington: Author House.pp 5.6.

Azmandian, A. (2010). Think yourself successful. New York: McGraw-Hill. P 97

Bailey, K. (n.d). Practical English Language Teaching: Speaking. The McGraw-Hill Companies p 02

Bandura, A. (Ed.). (1995). Self-efficacy in changing societies. Cambridge: Cambridge University Press. P 218

Bekhairi Amina, EFL Learners' Anxiety in Oral Skill Performance The Case of 1st year LMD Students of English at Ahmed Zabana University Center of Relizane, 2016-2017, p 31

Blerkom, D.V. (2009). College Study Skills: Becoming a Strategic Learner (6th Ed.). Boston: Wadsworth Cengage Learning. P 149

Brown, H.D. (2000). Principles of Language Learning and Teaching (4th ed). San Francisco State University: Longman p 177

Burton, K., & Platts, B. (2006). Building confidence for dummies. Chichester: John Wiley& Sons, Ltd. P10

Burton, K., & Platts, B. (2006). Building confidence for dummies. Chichester: John Wiley& Sons, Ltd.

Bygate, M. (1987). Speaking, Language Teaching: A Scheme for Teacher Education.

Carnegie, D. (1956). How to develop self-confidence and influence people by public speaking.

Cole, D., Ellis, C., Mason, B., Meed, J., Record, D., Rossetti, A., & Willcocks, G. (2007). Teaching speaking and listening: a toolkit for practitioners. Bristol: Portishead press. P 20

Crozier, W. R. (2000). Shyness and social relationships. Crozier, W. R. (Ed.). Syhness: development, consolidation and change. London: Routledge p 02

Curran T, Hill AP. Perfectionism is increasing over time: A meta-analysis of birth cohort differences from 1989 to 2016. Psychol Bull. 2019;145(4):410-429. doi:10.1037/bul0000138

Dembo, M.H. (2004). Motivation and learning strategies for college success. Mahwah, N.J.: Lawrence Erlbaum Associates. P 25

DJEHICHE Kanza, The Importance of Self-confidence in Enhancing

Graham, S. (1997). Effective Language Learning. British Library Cataloging in Publication

Hanifa BRAHMIA, The Influence of EFL Anxiety on Learners' Speaking Performance: The Case of second-year pupils at Zentar Slimane Secondary School, Guelma. 2020-2021 p 10

Harmer, J. (1987). Teachings and learning grammar. London: Longman. P 92

Harmer, J. (1998). How to teach English: An Introduction to the Practice of English Language Teaching. Harlow : Longman. P 117

Harmer, J. (2001). The practice of English language teaching. Harlow: Pearson Education Ltd. P 272

Harmer, J. (2001). The practice of English language teaching. Harlow: Pearson Education, Ltd.

Hedge, T. (2000). Teaching and learning in the language classroom. Oxford: Oxford University Press. P 54

https://www.vocabulary.com/dictionary/extrovert

https://www.vocabulary.com/dictionary/Introverted

Juhana , J. (2012). Psychological Factors That Hinder Students from Speaking in English Class. Journal of Education and Practice ,3(12), 100–112.

Kakepoto, D. (2012). Factors that influence oral presentations of engineering students of

Lawrence, D. (2001). Enhancing self-esteem in the classroom (3rd Ed.). London: Paul Chapman Pub.P 18

Lawrence, D. (2006). Enhancing self-esteem in the classroom (3rd Ed.). London: Paul Chapman Pub. P 5

Lland, A. (2013). Self-confidence: Unleash your confidence, turn your life around (2nd Ed.).

McCallum, G. P (1980). 101-word Games for Students of English a Second or Foreign Language. Oxford: University Press. P 04

Mrs Ishrat Aamer Qureshi, (2016).The Importance Of Speaking Skills For EFL Learners (Department of English, Alama Iqbal Open University, Pakistan p 3

Murray, D. (2006). Coming out Asperger: Diagnosis, Disclosure, and Self-confidence. London: Jessica Kingsley Publishers. P. 5"

Pakistan For work place environment. Retrieved Mai 24th, 2023, From 78 http://WWW.Academia.edu/2908381/Factors that influence oral presentations of engineering, students of Pakistan for work place environment P 71

Preston, D.L., (2001). 365 steps to self-confidence. Oxford: How to Books. P 14

Richards, J. (2012). Teaching Speaking: a holistic approach. New York: Cambridge University Press. P 21

Richards, J., & Schmidt, R. (2010). Dictionary of language teaching & applied linguistics (4th Ed.). Harlow: Longman. P 44

Rost, M. (2002). Teaching and researching listening. Harlow: Longman. P 169

Saurik. (2011). Learning English The Easy way!. [Online] Available: http://guides.wikinut.com/Learning-English-The-Easy-Way!/2wuchx26/ (March 15, 2023).

Segura Alonso, Rocío(2011).The Importance of Teaching Listening and Speaking Skills.(Master Dissertation).Available from the website.

https://www.ucm.es/data/cont/docs/119-2015-03-17-12.RocioSeguraAlonso2013.pdf   p 21

Souad Zitouni, Improving EFL Learners' Speaking Skill through Using Video Technique A Case Study of First Year Students of English at Adrar University, 2019 – 2020, p 16

Students' Speaking Skill Case study: First Year LMD Students at Mohammad Kheider University of Biskra. 2015-2016 p 28

Thornbury, S. (2005). How to teach speaking. New York: Longman.p 52

Wong, L. (2009). Essential study skills. Boston, MA: Houghton Mifflin Co. p 134

Wright, J.H. (2009). Building self-confidence with encouraging words. United States of America: Total   Recall   Publications.   P   24 https://www.researchgate.net/publication/325629431_Interaction_and_instructed_second_language_acquisition concelted 21/05/2023

https://www.usf.edu/student-affairs/counseling-center/top-concerns/what-is-self-confidence.aspx#:~:text=It%20means%20you%20accept%20and,assertively%2C%20and%20can%20handle%20criticism

McCants, William. The Believer: How an Introvert with a Passion for Religion and Soccer Became Abu Bakr al-Baghdadi, Leader of the Islamic State. Brookings Institution Press, 2015.

Appendix 1

Students' questionnaire

Dear students.

We are preparing a research on the importance of self-confidence on enhancing students speaking skill. The case of first year students of English as a foreign language. We would be grateful if you could answer these questions to help us in our research. Please, use a cross (X) to indicate your chosen option, and specify your answer when needed. May I thank you in advance for your collaboration

Section one: Students Background Information

1. What is the type of your Baccalaureate?

    a. Literature and philosophy.

    b. Literature and Foreign Languages.

    c. Scientific.

    d. Technical.

2. Studying English at the university was :

    a. Personal choice.

    b. Imposed.

3. Do you consider your level in English:

a. very good.

b. good.

c. average.

d. less than average.

e. weak

Section Two: The Importance of Self-confidence in the Speaking Skill

1. Do you think that speaking English is:

a. An easy task.

b. A difficult task.

2. Do you try to speak in the classroom?

a. Yes

b. No

If no, explain why?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………..

3. Do you keep silent even if you can speak English?

a. Yes

b. No

If yes, because of:

a. lack of motivation.

b. shyness.

c. lack of self-confidence.

d. fear ok making mistakes.

4. When you speak English in the classroom, do you feel self-confident?

a. Yes

b. No

5. In which one of the following activities you feel more self-confident:

a. Role-play.

b. Discussion.

c. Information gap activities.

d. Acting from script

e. All of them

6. Does your teacher try to raise your self-confidence to speak English in the classroom?

a. Yes

b. No

If yes, how?

……

……

……

7. Do you feel comfortable when you speak in front of your teacher and classmates?

a. yes

b. no

8. You feel more confident during oral expression session when:

a. Your teacher motivates you.

b. Your classmates support you.

c. You take risks by yourself even difficulties.

9. Do you think that a high feeling of self-confidence will enhance your speaking skill in English?

a. Yes

b. No

10. Do you think that in the future you will be good speaker of English?

a. yes

b. No

Appendix 02

Teachers questionnaire

Dear participants,

I invite you to participate in a brief questionnaire (less than 10 minutes) for my Master's dissertation entitled: *"**The importance of self-confidence in enhancing students speaking skill"** The Case of first Year EFL Students at the department of English at Mohamed Kheider University of Biskra**. Your responses are anonymous, and any information you share will only be used for academic purposes.

Your contribution is greatly appreciated.

Section 1: General Information.

Q1: Age:

…………………..

Q2: Gender:

Male ☐

Female ☐

Q3: How long have you been teaching oral expression module?

a. 1-3 ☐

b. 3-5 ☐

c. more than five years ☐

Section 2: speaking skill

Q4:   what makes a good speaker?

confidence ☐

solid background ☐

teachers style ☐

explain

……..……

………

Q5:   Do all your learners participate in the speaking activities?

Always   ☐

Sometimes   ☐

Rarely   ☐

If your answer is "sometimes or rarely", why do you think so?

………………………………………………………………………………………………

……………………………………………………………………………..……………………

……

Q6:   What are the oral expression activities you think your students are more confident?

Role-play   ☐

Presentations ☐

Dialogues   ☐

Storytelling   ☐

Games   ☐

Other: ☐

Why   :

……………………………………………………………………………………………………..……

………

Q7:   Do you motivate your students to speak in the classroom?

Yes   ☐

No   ☐

How   :

……………………………………………………………………………………………………..……

………

Section 3: self-confidence

Q8:   Do you try to create a friendly atmosphere in the classroom?

Yes ☐

No   ☐

How? :

……

……

Q9:   Do you feel that the majority of learners have positive beliefs about their abilities to speak English?

Yes ⬜

No ⬜

If   your   answer   "no"   How   do   you   deal   with   the   lack   of   self-esteem?

……………………………………………………………………………………………...………

……

Q10: Do you believe that motivating learners and raising their beliefs about their abilities would lead to effective speaking?

Yes ⬜

No ⬜

Q11:   Do you believe that learners' high feeling of self-confidence affects their academic speaking achievement?

Yes ⬜

No ⬜

Justify your answer please

………

……

……

……

Q12:   Have you ever tried to show to your learners how to be confident in speaking?

Always ⬜

Sometimes ⬜

Rarely ⬜

Q13: What are the main effective factors students in counter in oral expression and how to deal with it?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

75

....
......

Q14: If there, are any suggestions concerning the role of self-confidence in promoting EFL learners speaking ability?

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

Thank you for your participation

الملخص

تتناول هذه الدراسة تأثير الثقة على تطوير قدرات التحدث لدى طلاب السنة الأولى في اللغة الإنجليزية كلغة أجنبية خلال جلسات التعبير الشفهي في قسم اللغة الإنجليزية بجامعة محمد خضر بسكرة. لجمع بيانات شاملة من استبيانين شبه منظمين تم توزيعهما على الطلاب والمعلمين. استقصت استبيانات المعلمين ممارسات التدريس وتصورات ثقة الطلاب، في حين سعى استبيان الطلاب إلى التأكد من صعوبات التحدث لدى الطلاب ومواقفهم تجاه الثقة بالنفس في قدرات التحدث. ترتبط الثقة وقدرات التحدث المحسنة بشكل كبير. أنشأ الطلاب الواثقون من أنفسهم المزيد من فرص التحدث لأنفسهم من خلال كونهم أكثر تفاعلاً واستباقية وتحفيزًا في أنشطة التعبير الشفهي. وفي المقابل، لوحظ تضاؤل الدافع والمشاركة لدى الأفراد الذين يفتقرون إلى الثقة بالنفس. وشدد المدربون على أهمية خلق جو دراسي راعي وتشاركي لتشجيع ثقة الطلاب بأنفسهم وبالتالي زيادة مهارات الاتصال الشفهي لديهم. لتسهيل نتائج تعلم اللغة بشكل أكثر فعالية، يسلط البحث الضوء على أهمية تطوير استراتيجيات التدريس الفردية التي تستهدف العوامل الجوهرية والخارجية التي تؤثر على ثقة الطلاب. تعتبر هذه الأفكار ضرورية لتطوير الممارسات التربوية الفعالة التي تسعى إلى تحسين مهارات الاتصال الشفهي لدى طلاب اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: طلاب اللغة الإنجليزية كلغة أجنبية، الثقة بالنفس، مهارات التحدث. تواصل شفوي