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**Investigating the Role of Students' Self Confidence in  
Enhancing Their Speaking Skill: the case of First Year LMD  
Students in the Department of English at MouloudMammeri  
University of Tizi-Ouzou**

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## **Dedications**

**To all my beloved family, my parents**

**My Brothers and sisters**

**My grand parents**

**To my husband Samir and my family in law**

**To my friends Nadia, Linda, Kenza and Naima and to everyone who  
contributed to this study.**

**Thiziri**

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## **Abstract**

*The current study investigates the importance of students' self-confidence in enhancing their speaking skill. It is done under the social cognitive theory of self-efficacy proposed by Albert Bandura (1977). This research is centred around three main objectives, the first objective is based on proving the role of self-confidence in developing students' speaking skill especially the first year students at the department of English at Mouloud Mammeri University of Tizi-Ouzo. Second, it consists in raising students' and teachers awareness about the importance and effectiveness of self-confidence. Third, it deals with the main causes behind students' lack of self-confidence and its influence on students' speaking skill. To reach these aims, we have opted for the use of the mixed- method research. In order to collect the relevant data for this research we have opted for the use of two main tools. A questionnaire is delivered to 100 students and a twelve Classroom observation sessions. The statistical method SPSS is used for the quantitative data analysis while qualitative content analyses is adopted to interpret the results of classroom observation. The obtained results have shown that high level of self-confidence enhance first year students' speaking abilities. The majority of the students have confirmed that they feel shy and afraid of making mistakes in class; thus these psychological factors influence negatively their self-confidence which later on affects their oral performance. Finally the results of classroom observation have revealed that self-confidence plays a major role in students' academic achievement.*

**Key words:** Performance, self-confidence, speaking skill, self-efficacy, social cognitive theory of self-efficacy.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**HP:** Hypothesis

**MMUTO:** Mouloud Mammeri University of Tizi-Ouzou

**SPSS:** Statistical package for social sciences

**QCA:** Qualitative Content Analysis

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### Statement of the problem

Speaking is one of the four language skills, it is the most effective way to communicate; it is regarded as a key to success and to use the language fluently. Indeed it is very important for EFL learners to develop and master the productive skill or their speaking ability in order to communicate effectively and to be fluent speakers of the language. In order to be fluent speakers students are required to use the language learnt without being afraid of making mistakes, they will learn more from their mistakes. If the learners trust their own abilities and capacities they will learn and master the language and speak it easily contrary to those who do not hold self-confidence or lack it, they feel like if they cannot yet use the language correctly or they cannot communicate using that language.

Today, self-confidence is very important for EFL learners in order to master the language, it is also seen by different scholars as an influential factor in the education settings which affects students' academic achievement and it has received much attention, since it plays a major role in the learning and teaching process. It is known that learners who have or possess self-confidence trust their abilities and capacities. They learn, perform and speak easily, and they are motivated to learn more, contrary to those who have low or lack self-confidence don't trust their capacities and abilities, they tend to feel that they are not prepared enough even though they know or they possess knowledge. They cannot share it with the others because of their fear or hesitation due to low self-confidence and this influences on their real life and academic goals mainly on their speaking abilities.

Teachers must pay greater attention to learners' self-confidence, since it is an important psychological factor that influences students' performance or speaking. They must look for effective ways in order to motivate students to do better and to help them to develop their confidence in order to have positive beliefs about themselves and their capacities in order to achieve their goals effectively and successfully. Teaching and learning a foreign

language has to do with the acquisition of new concepts and knowledge and the main objective is to master and speak the language fluently, for this EFL learners have to master the speaking skill in order to be communicatively competent.

The majority of the first year students are afraid or in some cases hesitate to use the language orally, and this is due to low confidence and worry to use the language in class in front of a teacher and classmates they are afraid of making mistakes, they are shy, this will influence on their speaking and it is considered as a problem which exist in EFL classes.

Lack of confidence leads to students' silence in the classroom. Students prefer to stay silent instead of taking risks to speak and share the ideas with their classmates. Thus, they have fewer opportunities to learn the language and to be fluent.

### **Aims and significance of the study**

The overall aim of this research is to prove the relevance of students' self-confidence in enhancing students' speaking skill among first year LMD students of English in the Department of English at Mouloud Mammeri University of Tizi Ouzou. The objectives of this research are threefold: the first one focuses on proving the role of self-confidence in developing students' speaking skill. The second objective consists in raising students' and teachers' awareness about the effectiveness of self-confidence, the third objective deals with the main important causes behind students' lack of self-confidence and their influence on students' speaking skill. What has motivated us to do this research is the personal experience that we have had as students of English facing the shyness during oral sessions that has led us not to take many opportunities to speak.

This topic has never been done in the Department of English at Mouloud Mammeri University of Tizi-ouzou; this is why we wanted to shed light on it.

### Research Questions and Hypotheses

In the purpose of reaching the mentioned objectives, the following questions are advanced:

- 1-Can high level of self-confidence enhances first year students' speaking skill?
- 2- What are the causes behind students' lack of self-confidence?
- 3-How can students' self-confidence influence students' speaking?

In order to answer these questions, the following hypotheses are suggested:

**Hp 1-** High level of self-confidence enhances first year students speaking skill;

**Hp2-** Students fear and shyness are the most important causes behind students' lack of self-confidence ;

**Hp3-** self-confidence influences positively the students' speaking abilities.

### Research Techniques and Methodology

This investigation adopts the mixed- methods research. It integrates both qualitative and quantitative methods that are used in the collection and analysis of data .This empirical study aims at answering the research questions, test hypotheses and collect the required data for our research. This research opts for two main tools: students' questionnaire and classroom observation. The participants are the first year students in the department of English; those students are asked to fill the questionnaire to know to what extent students' self-confidence affects their oral performance. Concerning classroom observation it is conducted in order to get more reliable and realistic data.

### Structure of the Dissertation

This dissertation follows the simple traditional model. It includes four chapters as well as the General Introduction and the General Conclusion. The first chapter presents the 'literature review'. It reviews the main theoretical perspective and the main concepts in the

literature related to the topic of investigation. The second chapter is the research design which represents the different procedures that are used during the investigation to collect the appropriate data. The third chapter is called 'Findings' in which the results collected from the research tools are organized in two sections. The first section displays the results of the students' questionnaire and the second one demonstrates the results of the classroom observation. The fourth and last chapter is the 'discussion of the findings'. It discusses the results obtained from the research instruments. Finally, the dissertation ends with a general conclusion that includes a restatement of the aims, the research method and the instruments used to carry out the research, the presentation of the main results and recommendations for further studies.

### **Introduction**

This chapter reviews the main theoretical framework and the main concepts to be used in this research. The first part introduces brief definitions of the speaking skill and its importance in learning a foreign language. Then, it continues with the components of the speaking skill and it highlights the factors that caused difficulties for students to speak. The second part of this chapter provides an overview and background about self-confidence provided by different scholars, underlines its importance as well as the effect of self-confidence on the students' performance and it deals with the causes behind students' lack of confidence. The third part describes the theoretical framework on which the research is based.

### **1 Speaking skill**

#### **1-1 Definition of speaking**

Many definitions of speaking are provided and given by different scholars in order to highlight its importance in the learning process. Chaney (1998:13) defines speaking as *“the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.”* That is to say, speaking is the means for sharing ideas, thoughts, information and meaning with individuals by using not just the verbal language but also by using the body language (gestures). According to Brown (1994: 103) *“speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.”* This means that speaking is the process of building and producing meaning by using the language in order to communicate and express one's thoughts. Speaking is also defined by Nunan (2003:48) *“as the productive oral skill. It consists of producing systematic verbal utterance to convey meaning.”* This means that, speaking is a productive skill where speakers produce the language orally in order to communicate ideas and information.

### 1.2 Importance of the speaking skill

Speaking is one of the four language skills and it is seen as the most important one in learning a foreign language. Since it enables the learners to use the language they are learning. Different scholars agree about the great importance of the speaking skill, one of them is Ur (1996:120) who claimed that *“speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language.”* Indeed, foreign language learners consider the speaking skill as a priority or as a goal to achieve in order to master the language and to become speakers of that language.

In addition, Gammidge (2004:7) claims that *“speaking is a highly challenging yet essential skill for most learners to acquire”*. That is to say speaking skill is viewed as challenge for the EFL learners since their major goal for learning a language is to be able to speak that language correctly and fluently.

### 1.3 Components of the speaking skill

Students have to know the important components of the speaking skill in order to be good speakers of the language. Generally, there are four components of the speaking skill. According to Syakur (1987:5) *“speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.”*

#### a) Vocabulary

Hatch and Brown (1995:1) defines vocabulary as *“a list or set of words for a particular language or a list or set of word that individual speakers of language might use.”* This means that, vocabulary is the words used by the individuals in order to communicate and share ideas with each others. For EFL learners without having a sufficient vocabulary, they can not communicate effectively or express their ideas in both oral and written forms. This means that vocabulary is an important component of speaking, and in order to learn a language and speak it, students are required to have a range of vocabulary, they will

becommunicatively competent otherwise a limited range of vocabulary will lead to communicationbreakdown and an obstacle for EFL learners to learn the language. Richards (2002:255) argue that *“vocabulary is a core component of language proficiency and providesmuch of the basis for how well learners speak, listen and write”*. This means that, vocabulary is a key component in learning a foreign language that learners learn first before they learn how to write or other thing since it provides them with basics that they will use in order to write, listen and speak the language well.

### **b) Accuracy**

Riddell define accuracy as *“the ability to use the correct grammar and the right vocabulary”*. This means that, accuracy has to do with the appropriate and the correct use of vocabulary and grammar in order to speak the language and it is important in learning a foreign language. Students therefore have to give more importance to the grammatical structure of the language learning and also to use the correct vocabulary and pronunciation in order to learn the language correctly and to be fluent speaker of that language. Without accuracy the speaker will produce incorrect utterances and ungrammatical sentences which can not be understood by the hearer and this will lead to breakdown in communication and missunderstanding. For this accuracy play a big role in learning and speaking a foreign language that learners have to pay attention to it.

### **c) Pronunciation**

Burgess and Spencer (2000:191) define pronunciation as *“is the practice and meaningful use of target language phonological features in speaking, supported by practice in interpreting those phonological features in TL discourse”*. It means that pronunciation is the right use of the language or the phonological features of that language followed by their practice in discourse. This means that students use words to produce sounds when speaking. Then, pronunciation is important to master the language and speak it since it provides

students with the correct way of pronouncing the words. Otherwise, a student who mispronounces the phonemes can cause a misunderstanding of the concept.

### **d) Fluency**

Hartman and stork (1976:86) define fluency “*‘fluent’ means a speaker is able to use the correct structures of a language at normal speed, which means speaking naturally meanwhile concentrating on the content delivery rather than the form or structure of a language*”. In other words, Fluency is to speak the language without paying attention to the structure of the language but the focus is on the content, this means that to concentrate mainly on the message that the speaker wants to transmit not to the grammatical rules or language structure.

Nation (1991:4) defines also fluency as “*the ability to get across-communicative intent without too much hesitation and too many pauses to cause barriers or breakdown in communication*”. In other words fluency is to speak without hesitation and pauses in order to be understood otherwise it will lead to misunderstanding, thus students must pay attention to language accuracy and fluency to speak the language correctly and fluently without misunderstanding.

### **1.4 The factors affecting students’ speaking performance**

Speaking is the primordial skill for learning a foreign language although it is regarded as one of the most difficult skills to master. Many EFL learners encounter difficulties in speaking during the oral sessions, this is due to many factors that affect their communication and it is up to the teacher to help them to overcome these problems. In fact the factors affecting students’ speaking are stated by Tuan and Mai (2015, cited in Leong and Ahmadi2017:37) as “*Learners’ speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks*”.

### **1.4.1 Performance Conditions**

It is mainly related to the conditions where learning takes place. Learners during oral sessions tend to perform under different conditions and these conditions according to Nation and Newton (2009) include time pressure, planning, the quality of performance and the amount of support. These factors affect the learners' speaking performance.

### **1.4.2 Affective factors**

Oxford (1990:140) states that “*one of the most important influences on language learning success or failure is probably the affective side of the learner*” This means that, the affective or emotional side of the learner influences directly on their speaking performance such as fear. For instance, many students tend to keep silent during oral sessions, and this is due to their fear of making mistakes in front of their teacher and mates.

### **1.4.3 Listening ability**

Doff (1998:17) asserts that “*learners can not improve their speaking skill unless they develop the listening skill.*” This means that, learners must emphasize on their listening abilities in order to develop the speaking skill. For instance in a conversation between two learners the listener must pay attention to what the other says in order to respond correctly to what is said and avoid misunderstanding.

### **1.4.4 Topical knowledge**

It is defined by Bachman and Palmer (1996:65) as “*the knowledge structures in long-term memory*”. That is to say, it is the knowledge accumulated by the students about topical information in order to be used in other contexts. For instance, learners learn a specific knowledge, and then in the exams they will use or produce the knowledge that they have learnt or acquired.

### **1.4.5 Feedback during speaking activities**

This has to do with teachers giving feedback to students' performance, in order to correct students' mistakes. Teachers have to give their students' the right feedback in order to motivate them to perform well. Feedback if it is not done in the right way or negatively will affect students' performance.

### **1.5 The psychological factors that hinder students from speaking**

In oral sessions, learners may be motivated to practice in some activities and may prefer to keep silent in others. This is due mainly to different psychological factors which affect their oral performance. Different researches have been conducted in this issue and proposed some factors which are anxiety, lack of motivation, lack of self-confidence, shyness, and fear of mistakes.

#### **1.5.1 Anxiety**

It is defined by Scovel (1978: cited in Brown, 2007:161) as; "*anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry*". This means that anxiety is directly related to human's feelings and especially the feeling of fear, and this factor is found in EFL classes where students' feel anxious while taking part and speaking in class. This will affect negatively their academic performance in the process of learning, for this students have to overcome this psychological and physiological factor that impact negatively on their academic outcome.

#### **1.5.2 Lack of motivation**

Motivation is one of the influential factors that affect the success of learning a foreign language. According to Harmer (2001:51); "*motivation is the personal feeling that drives people to accomplish a goal*". In other words, motivation is regarded as a physiological component which helps individuals and directs them to achieve their goals. Students who lack motivation fail to attain and achieve their goal in mastering and learning the language; since

they lose the desire to learn it, contrary to those who are motivated. They are engaged to do their best to accomplish their goals.

### **1.5.3 Lack of self-confidence**

It is a person's belief in his/her capacities to accomplish a given task. Nunan (1999: cited in Juhana, 2012:102) states that "*students who lack of confidence about themselves and their English necessarily suffer from communication apprehension*". This means that self-confidence has a great importance on the students' speaking performance, and the students who lack self-confidence encounter difficulties to learn the language since they don't believe in their capacities to attain their goals, or they encounter psychological factors that hinder their success.

### **1.5.4 Shyness**

Shyness is an emotional factor that EFL learners suffer from during their learning process, especially during oral sessions while speaking. Crozier (2000:82) defines shyness as a "*state of discomfort or inhabitation in interpersonal situations that interferes with pursuing one's interpersonal or professional goals*". Which means that, shyness is a state of person being discomfort or worry during an interaction which influences on the individual's performance and achievements.

### **1.5.5 Fear of mistakes**

EFL learners during their classes are afraid of making mistakes in front of their classmates, and in front of their teacher, in order not to be laughed at. Ur(2012:21) in this issue states that "*students are often inhibited about trying to say things in a foreign language in the classroom because they are worried about making mistakes*" in other words, foreign learners tend to keep silent in class in order to avoid making mistakes, since they are worried to be laughed at by their classmates, this influences on their academic performance

## 2. Self-confidence

### 2.1 Definition of self-confidence

Confidence means to trust or believe in something, as Land (2013:11) claims that “*confidence originated from the Latin word confedentia “meaning “to trust and “to have faith»*. While self-confidence has to do with, the belief in one’s own capacities and abilities to perform or achieve goals.

Another definition proposed by Adalikwu(2012:6) who defines self-confidence as “*the belief that a personhas 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*”. This means that self-confidence is the persons’ belief in their abilities to achieve a certain task especially when they feel that they are capable of realizing that task, they will perform well in order to succeed. It is also defined by Murray (2006: Cited in Tridinanti,G , 2018;37) as “*self-confidence is a firm belief. If a person is convinced of something, he/she is not worried about the outcome; he/she simply takes it for granted that it will go well*”. In other words, it is the person’s belief in his or her capacities to do and achieve their goals, by taking risks and performing good in order to achieve the goal wanted, without being afraid and also without taking into account the outcomes.Brown (2001) argues that “*self-confidence is a persons’ belief in his or her ability to accomplish the task.*”This means that, if students’ believe in their abilities then they can accomplish the learning task easily and effectively.

### 2.2 The importance of self-confidence

Cole et al (2007:20) said that “*confidence was as important as competence in speaking and listening*”. This means that confidence is considered as an important issue to learn and speak a foreign language. Confidence then is a key factor in the process of learning since it has a great influence on students’ achievements. EFL learners need self-confidence in order to learn the language and speak it. According to Brown (2000:90) self-confidence is

“one of the most influential variables which affect learning”. In other words, self-confidence exercises a great impact on the learning process that affect students’ performance and achievements. For instance a student with a high self-confidence trust his/her abilities to achieve and learn the language easily, contrary to the ones who lack self-confidence they doubt on their capacities and this affect their learning and their achievements this why self-confidence is considered as an influential factor that affect learning.

### **2.3 The influence of self-confidence on students’ speaking skill**

Self-confidence is a psychological factor that impacts positively or negatively on students’ speaking during oral sessions and in their learning in general. Preston (2001:7) argues that “*confidence is a crucial to a happy and fulfilling life. It influences your success at work, your family life, relationship and leisure activities. It affects your performance in everything you do*”. In other words, confidence has a great influence in everything in life that individuals do.

In the learning process, self-confidence plays a major role and exercises a vital influence on the learners’ academic achievements, especially on speaking since EFL learners find difficulties to speak the language, and most of the time this is due to the lack of self-confidence which will lead to failure in achieving the learning task. If a learner doesn’t believe in his/her abilities this will affect directly and negatively on its performance or speaking. For instance, students with a high level of self-confidence take risks during oral session and speak without hesitation and at the same time interact and ask about unclear things; However, students who lack self-confidence, tend to be silent most of the time and when they speak they feel shy, this means that self-confidence has a great impact and influence on the students’ speaking skill.

### **2.4 The relationship between self-confidence and self-efficacy**

Self-efficacy is defined by Adalikwu (2012:5) as “*individual’s evaluation of their ownability to be successful inattaining a specific goal*”. This means that, self-efficacy has to do with the individual’s evaluation of their abilities in achieving precise goals successfully and effectively. Richard and Schmidt (2010) state that self-efficacy is “*a person’s belief in their own capabilities and their ability to attain specific goals*” In other words, self-efficacy is the individual’s confidence or trust in their capacities to achieve a specific objective or goal. Self-confidence as it has been defined is the person’s belief about their abilities and capacities to accomplish a given task or their goals, so, these two terms are used interchangeably since they are nearly the same, and are interrelated terms, they have some beliefs in common where self-efficacy is regarded as part of self-confidence, this is why; improving individual’s self-efficacy will enhance their self-confidence. Self-efficacy has to do with person’s perception of their abilities to reach a specific goal, whereas, self-confidence is the person’s trust in their abilities to achieve their goals.

### **2.5 Causes of lack of confidence**

EFL learners during the learning process encounter many difficulties and obstacles. From these obstacles we deal with their lack of confidence, which influences negatively on their achievements. In this issue Juhana(2012:102) argues that “*students’ lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers*».in other words students’ lack of self-confidence occurs when they are not understood by the others or when they don’t understand others. In addition to this, students’ feel shy during oral sessions because they are not sure of their abilities and this also will give birth to low confidence as well as many students think that they don’t have a good level of English. So for that they keep silent in class even if they know the answers. Lack of encouragement will also lead to lack of confidence as Brown

(2001:275) states that *“lack of encouragement from the teacher can be a cause of lack of confidence which demotivates students”*. This means that teachers’ encouragement plays a great role in raising students’ motivation which in turn helps to raise the level of confidence.

### 2.6 Steps to develop students’ self-confidence

Developing students’ self-confidence has a vital role in achieving their academic achievements, and the role of teachers to increase and develop students’ confidence is also of a great importance. Miller (2009) says that *“students with self-confidence pay more attention in class, get along better with their peers and generally have a more focused and inquisitive attitude.”* this means that self-confidence has a great impact on students’ motivation to take risks, and involved in class. Miller has provided 6 steps to build students’ self-confidence which are

- **Provide positive feedback to your students when appropriate:** It is to assess students’ work or performance positively, by giving them positive feedback when it is necessary, since feedback help them to have confidence. For instance the teacher correct student answer and give them positive feedback when they succeed to find the correct answer by saying good job, very good...etc in order to push them to do better and to believe in themselves.
- **Give only genuine praise:** This has to do with motivating students’ by providing them only with genuine praise, in order to involve them to engage in the course.
- **Set realistic goals for each student:** This means that, the teacher has to set realistic and achievable tasks which fit each student, in order to raise their confidence while achieving that task.
- **Use teaching strategies that provide an opportunity for equal participation:** this is done by doing activities that involves all the students in order to give them equal participation such as doing interview between each others, by doing dialogues or by

discussing a topic of interest. This will help the students to believe in their abilities and raise the level of confidence, and also motivate them to do better and try to develop their knowledge.

- **Create an open position environment for learning:** Make students feel at ease in the classroom, and this by creating a good atmosphere where they don't feel afraid or less confident, by being closest to students. For instance telling jokes, discuss an era of interest or by giving the students the floor to express themselves freely in a given issue. This will increase their motivation to learn more and to take risks and participate without being afraid or anxious.
- **Show enthusiasm for the subject you are teaching and for your students' success** It has to do with the interests, teacher has to show his or her interest in a subject that he or she teaches in order that the students' also will be motivated and take part of it otherwise, they will not be interested if they see their teacher is not enthusiastic they will not be involved and they will be bored, this in fact will lead to demotivation; this way teachers should be enthusiastic, in order to help students to build their confidence.

### 3 Theoretical framework

The purpose of this research is to confirm the role of students' self-confidence in their speaking skill. In order to achieve the objectives of this research, the study relies on the social cognitive theory of self-efficacy proposed by Albert Bandura 1977. In this theory, Bandura identified four major sources of self-efficacy: Mastery experience, vicarious experience, verbal persuasion and physiological arousal.

### 3.1 sources of self-efficacy

#### 3.1.1. Mastery experience (performance outcome)

According to Bandura (1977:192) “*the most effective way of creating a strong sense of efficacy is through mastery experience.*” This means that mastery experience has to do with personal achievements, and it is a very important source of self-efficacy. This mastery has to do with the individual’s past experience that they have already achieved. If this experience is successful it will lead to high self-efficacy, otherwise it will lead to weak self-efficacy as Bandura stated : “*positive and negative experience can influence the ability of an individual to perform a given task, if one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task*”(ibid). For instance a student who succeeds in doing oral conversation will feel competent and perform in another oral conversation since the first experience helped him to boost her/his self-efficacy.

#### 3.1 .2 Vicarious experience (Modeling)

It is the second source of self-efficacy and it is a modeling process, that is to say, observing individual’s similar to oneself success will enhance the belief in self to do better in order to succeed. Bandura (1994:86) states that “*the greater the assumed similarity, the more persuasive are the model’s successes and failures.*” This means that, individuals’ observation of similar person success will boost their self-efficacy at a great extent, and vice versa if they observe a similar person failure this will decrease their self-efficacy. For instance, students’ in schools tend to take an excellent student as model to follow and if this model succeeds, their self-efficacy will be high and if the contrary the students’ self-efficacy will decrease.

#### 3.1.3 Social persuasion

Bandura (1994:3) says that it is “*a way of strengthening people’s beliefs that they have what it takes to succeed*”. In other words, social persuasion can enhance individuals’ self-efficacy when it motivates individuals to do an action in order to succeed. “*People who*

are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts.”(Bandura 1994:3). In other words, persons’ who are convinced that they have capabilities to achieve a certain task do great efforts and this by avoiding doubts.

### 3.1.4 Physiological arousal

It has to do with the emotional and physical side of a person. Bandura (1994:3) says “people interpret their stress reactions and tensions as signs of vulnerability to poor performance”. This means that the physical and emotional side has an influence, on people’s performance, as well as, to their self-efficacy to do a specific task. For instance students when they feel tired their performance is poor and they tend to be silent and they don’t participate during the lecture. The physiological side of people has an important effect on their achievements either positively, when they are good physically and emotionally, and negatively when there is something wrong with them that disturb them and affect their performance.



**Figure (1): Self-efficacy theory (Bandura 1986)**

The figure above explains the four sources of self-efficacy proposed by Albert Bandura.

### **Conclusion**

This chapter has reviewed the theoretical framework and works that are related to the topics that are used in this study in order to show and prove the role of self-confidence on students' speaking skill. In addition, it provides definition of the speaking skill, its importance and the causes that hinder students speaking skill, also definition of self-confidence and its great importance on students' achievements. Finally it has also reviewed the theoretical framework proposed by Albert Bandura (1977).

### Introduction

This chapter is methodological; it is concerned with the research design and the methodology that is used in this research. It describes the tools and procedures of data collection and data analyses. The research design is divided into two parts; the first part deals with the procedure of data collection. It deals with the research methods and the sample population, and it provides descriptions and justifications of the data collections used in this study. The second part provides explanation of the procedure of data analysis, which mentions the methods used for analyzing the data gathered from the tools used.

### 1. Procedures of Data Collection

#### 1.1. Research Methods

In order to carry out this research, this study adopted mixed method approach in order to analyse both quantitative and qualitative data in order to gather the appropriate data which are relevant to the study, this mixed method is defined by Tashakkori and Creswell (2007:4) as *“a research in which the investigator collects and analyses data, integrates findings and draws inferences using both qualitative and quantitative approaches or methods in a single study.”* which means that, mixed method is to combine both the quantitative and the qualitative results of a research in one single study in order to get more information about the topic of investigation . It deals with mixing both of them in order to have appropriate analysis of the gathered data. Dörnyei (2007:268) argues that *“...the analysis of data should proceed independently for the QUANTITATIVE and QUALITATIVE phase and mixing should occur only at the final interpretation stage.”*In other words, the presentation of the data should be separated that is, to separate the quantitative and the qualitative and gather them only in the interpretation or discussion part.

### 1.2. Sample population

This study is carried out in the Department of English during the academic year 2019 in a period of three months. The representative population of this research was the first year students in the Department of English at MMUTO, since they are not really familiar with the speaking module and it is their first experience. From the whole population, the sample consists of one hundred(100)students who are chosen randomly from six hundred sixteen(616) students to be given questionnaire and to represent the whole population. In addition to the questionnaire, classroom observation has been conducted with first year students during oral sessions. Twelve (12) sessions have been attended during the second semester of the academic year 2018/2019

### 1.3. Research tools

In order to achieve this research, the study has adopted (2) two main tools in order to collect the relevant and appropriate data that are related to the study. The first instrument is the questionnaire that is administered to first year students in the department of English at MMUTO and the second one is classroom observation during oral sessions.

#### 1.3.1. Students' Questionnaire

A questionnaire is a data collection tool that is used in order to collect data about specific subject from specific population. Brown (2001:73) defines a questionnaire as *“any written tool that contains a series of questions and statements which the respondents answer either by using their own words or choosing answers from those they are provided with.”* This means that, a questionnaire is a set of questions and statements, that are asked to the respondents in order to answer them either by selecting the appropriate answer or with providing their own answers' with the aim to gather the data needed for the research and it is perhaps the most data collection tool used for collecting more data about the subject of

## Research Design

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investigation. A Questionnaire consists of both close-ended and open ended questions to be answered by the participants.

The questionnaire of this study is addressed to 110 first year students and it contains 16 questions to be answered and it is divided into (3) sections, the first section contains background information, the second one deals with students' perception of oral sessions, the third and last one consists of students' perception of self-confidence in speaking. After gathering the distributed questionnaires we counted only (100) questionnaires from 110.

For the reliability of the questionnaire it has been piloted with 8 students of the department of English, the questions were clear and understood for the piloted sample and the questionnaire is distributed right after.

### 1.3.2. Classroom Observation

Classroom observation is the second tool that is used in this study. O'Leary (2014:49) states that "*classroom observation is used as an instrument for observing and assessing classroom teaching and learning*". This means that classroom observation is designed in order to evaluate the teaching and learning process in its context where it occurs. It is a relevant tool that can provide with more information which could be missing with the other instrument. Bell (2005:184) argues that classroom observation is "*a technique that can reveal characteristics of groups or individuals which would have been impossible to discover by other means*". In other words, it is a technique used in order to observe group or individuals which can not be observed by other techniques. It helps also to collect valid data that are real. In this research we have adopted a non-participant observation by doing a checklist of 17 items to be observed during oral sessions. We have managed to do only 12 sessions and this is due to the restriction of time. These observations took place from 24<sup>th</sup> April to 30<sup>th</sup> May, 2019.

### 2. Procedure of data analysis

The data that are gathered from the research tools which are a questionnaire and classroom observation are analysed and interpreted by two different procedures of data analysis. These procedures are statistical analyses. It analyses the numerical or the Quantitative data by applying the SPSS which is the statistical Package for Social sciences, and the second procedure is the Qualitative content analysis (QCA) which interprets and analyse the Qualitative data that are not numerical.

#### 2.1. Statistical Method (Quantitative Analysis)

The results obtained from the close-ended questions in the questionnaire are analysed quantitatively or statistically the fact that they provide us with numerical data which are measurable. It permits us to collect a large amount of data which in turn analyzed by using the SPSS (Statistical Package for Social Science) which is a software package for analyzing social science data .These method outcomes or the data obtained are interpreted in terms of percentages and arranged in the form of tables, charts and diagrams.

#### 2.2. Qualitative Content Analysis

This procedure deals with the interpretation and analysis of the qualitative data that are gathered from the open ended questions in the questionnaire and from classroom observation, since it transforms the gathered data into explanations and analyzes them since they are not numerical. Downe-Wambolt (1992:314) defines content analysis as “...*is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena.*”(Cited in Mariette Bengtsson, 2016:9). This means that, content is a research method that offers methodical and objective means in order to construct conclusion or representation from different facts verbal, visual or writtentto explain a specific outcome or phenomena.

### **Conclusion**

This chapter explains the research design and the methodology used in this study. It has first presented the research methods adopted; the sample population with whom the research is made up as well as, it describes the research instruments that are used for gathering the data (questionnaire and classroom observation). Finally, this chapter described the procedures of the data analyses which are the (SPSS) for the quantitative data and the (QCA) for the qualitative data that are used in this study. The next chapter is devoted to the presentation of the results gathered from the research tools.

## Introduction

This chapter is devoted to the presentation of the gathered data of this study. First it displays the results obtained from the questionnaire in the form of histograms and tables. In the second part, this chapter provides interpretation of the data gathered through classroom observation.

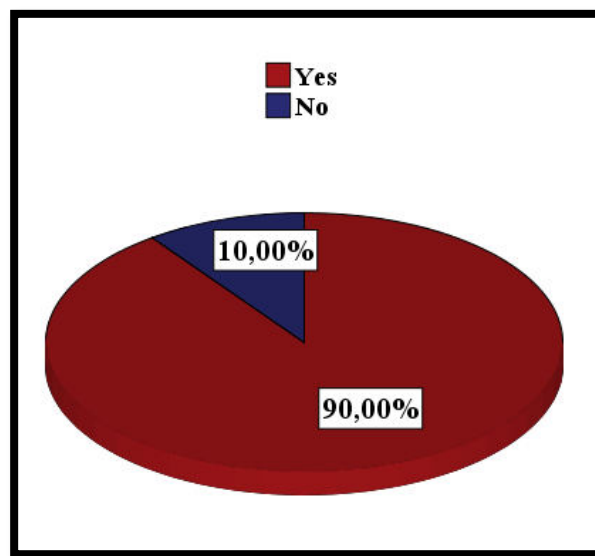
## 1. Presentation of the students' questionnaire

### 1.1. Section one: Background Information

This section is about students' background. It is designed in order to gather general information about the participants.

#### Question (1): Is the English language your first choice?

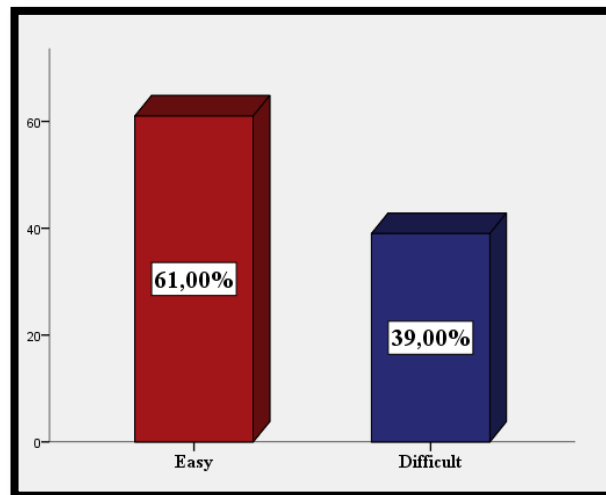
This question is asked to determine whether the English language was their first choice to study at university.



**Diagram 01: Students' choice to study English**

The results displayed in diagram one denotes that the majority of the participants 90% have chosen English as their first choice, while a minority 10% says that it is not their first choice.

**Question (2): How did you find English at university?**



**Diagram 02: Students' views about English at university**

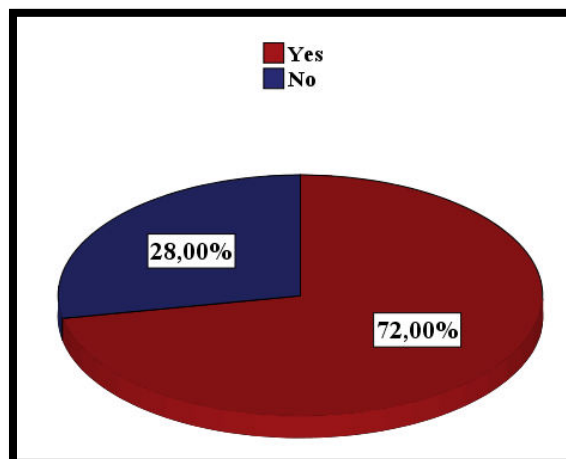
The above diagram shows that 61% of the participants find the English language easy at university, whereas, just 39% find it difficult.

### **1.2. Section two: students' perception about the oral sessions?**

This section is devoted to answer questions related to students' views and perceptions about the oral sessions.

**Question (3): Do you feel motivated during oral sessions?**

This question is asked in order to see if students' are motivated during oral sessions. In other words, if students are interested and like the oral module.



**Diagram 03: Students' motivation during oral sessions**

## Presentation of the Findings

The above diagram demonstrates that about 72% of the students' feel motivated during the oral sessions, while just a minority of them which is about 28% they don't feel motivated or they don't like the oral module.

### Question (4): How often do you speak English in class?

This question is asked to know the students' participation during oral sessions in class

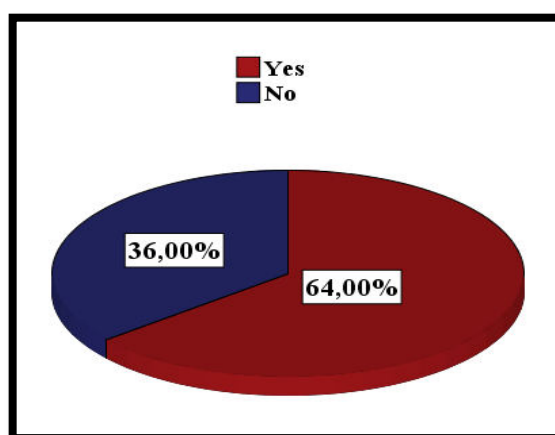
Items	Always	Sometimes	Rarely
Number of answers	13	78	9
Percentages	13%	78%	9%

**Table 01: Frequency of students' participation in class during oral sessions**

The table above shows that 13% of the participants say that they always participate in class, while the majority that consists about 78% says that they sometimes participate and speak, whereas the minority of the participants over 9% they rarely speak in class.

### Question (5): Does your teacher help you to raise your self-confidence to speak English in class?

This question is asked in the purpose to know if teachers help their students' to raise and develop their self-confidence to speak in class.



**Diagram04: Teachers' help to raise students' self-confidence to speak in class**

## Presentation of the Findings

Diagram 04 shows that 64% of students' answer that their teachers help them to develop and raise their self-confidence to speak in class, while 36% of them respond that their teachers don't help them to develop their self-confidence to speak.

### Question (6): Does your teacher provide you with positive feedback?

This question is asked in order to know if teachers provide their students with positive feedback during oral session.

Items	Sometimes	Always
Number of answers	79	21
percentages	79%	21%

**Table02: Teachers' use of positive feedback**

The table above displays that 79% answered that their teachers sometimes provide them with feedback, while only 21% of the students responded that their teachers gives them always feedback.

### Question (7): Which kind of activities do you like more?

This question is requested to know which kind of activities students like more.

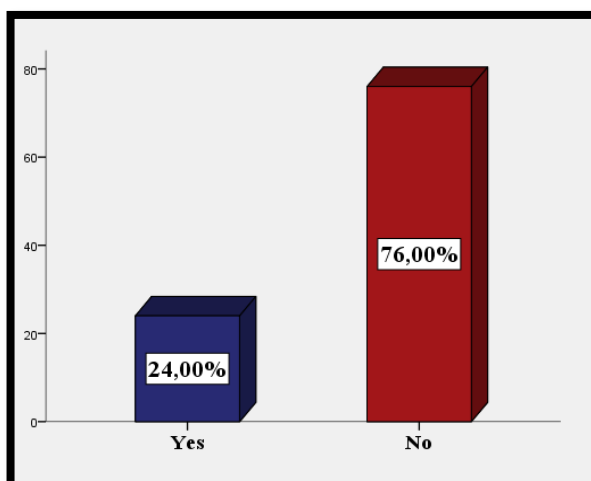
Items	Group work	Individual work	Pair work
Number of answers	43	27	30
Percentage	43%	27%	30%

**Table 03: The Kind of Activities Students' Prefer the Most**

The table shows that most of students (43%) prefer group work activities and only (27%) of them choose to practice individual work activities. Whereas, the rest of the students which is (30%) prefer to perform in pair work activities.

### 1.3. Section Three: Students' Perception of Self Confidence in Speaking

**Question (8): Do you feel afraid to speak in class?**



**Diagram05: Students' fright in Oral Sessions**

The diagram05 shows that most of the students (76%) respond that they didn't feel afraid during oral sessions, while the minority (24%) answers that they feel afraid to speak in class during oral sessions.

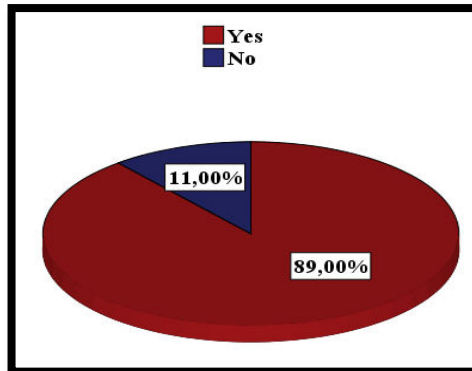
#### **If yes, say why?**

This question completes the above one. It is asked in order to know the reasons why students' feel afraid to speak in class.

The majority of the students answer that they feel shy of their teacher and classmates, while others have said that they don't possess enough knowledge, others say that they lack vocabulary. One of the participants responds "I am afraid to speak in class because I feel shy and not able to express myself and my ideas and I have a lack of vocabulary, and I feel also not really confident."

### Question (9): Do you think that self-confidence will enhance your speaking abilities?

This question is asked in order to know students' views about self confidence to enhance their speaking abilities.

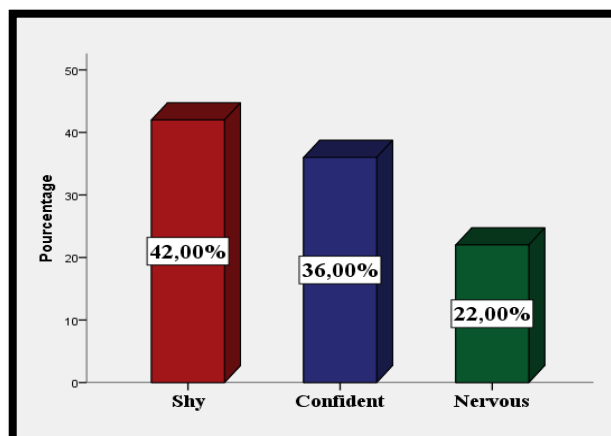


**Diagram 06: students' opinion on the importance of self-confidence in enhance their speaking abilities.**

The diagram 6 shows that the majority of the students 89% agree that self-confidence is important to enhance their speaking; however, only 11% of them don't consider the importance of self-confidence to enhance their speaking skill.

### Question (10): How do you feel when the teacher asks you to do an oral activity?

This question is asked in the purpose to know the students' reactions when their teacher asks them to do an oral activity.

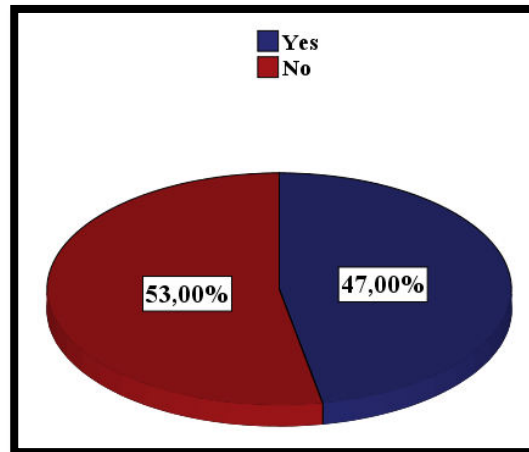


**Diagram 07: students' feeling shy when their teachers asks them to do an oral activity**

The above diagram shows that most of the students 42% feel shy when their teacher asks them to do an oral activity. On the other hand 36% of them feel , while the minority 22% responds that they feel nervous to practice the activity.

**Question (11): Do you feel at ease when you speak in front of your teacher and your classmates?**

This question is asked in order to know students' feeling when they speak in class in front of their teacher and classmates during oral sessions.

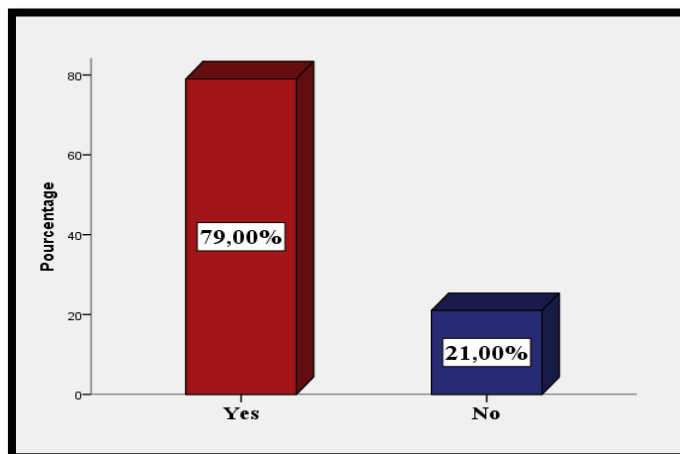


**Diagram 08: Students' feeling at ease when speaking in front of their teacher and classmates**

The results presented in diagram 08 reveal that 53% of the students don't feel at ease in front of their teacher and classmates. On the other hand the results show that 47% feel at ease and comfortable when they speak in class in front of their teacher and their classmates.

**Question (12): Do you take the teacher or excellent student as a model to follow?**

This question is asked in order to know if the students take a model to follow in their studies in order to develop their self-confidence.

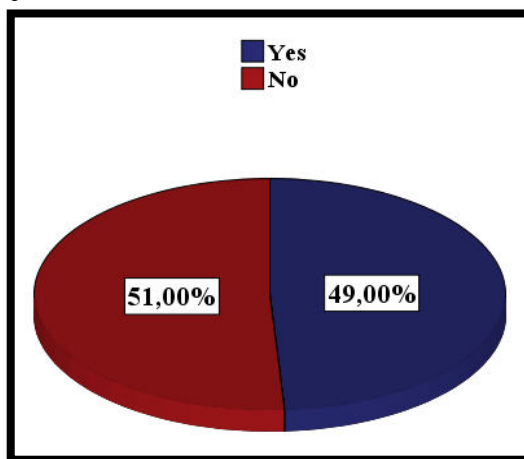


**Diagram 09: students' model to follow**

The diagram above shows that the majority of students 79% have answered that they take their teacher or excellent students as a model to follow while just 21% of them have said No they don't follow their teacher or excellent students.

### **Question (13): Do you speak English with your friends outside the class?**

This question is directed in order to know if students speak the English language outside the class or they just use it in class.



**Diagram10: students' use of the English language outside the class.**

The diagram 10 shows that 49% of the students speak English outside the class; while 51% of them respond that they don't speak English outside. They just use it in class.

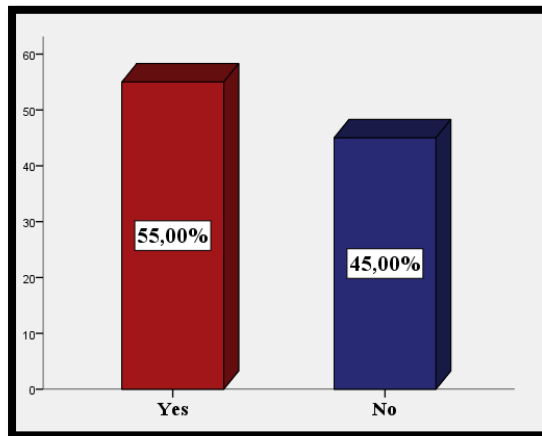
- **If yes, can you say where? And how do you find it? And does this help to increase your confidence?**

This question completes the above one. It is asked in order to know where students speak English and if they just use it in class or they tend also to use it outside, and also in order to know if this helps them to develop and raise their confidence. In this question, the students are free to answer with their appropriate words.

Most of the students have said that they tend to speak English outside the class with their classmates everywhere and also on the social media, and some others have said that they tend to speak it with native speakers on the social media in order to master the language and learn a new vocabulary which is not taught in class.

### Question (14): Do you keep silent even if you need to speak in class during oral sessions?

This question is directed in order to know if students keep silent in the class even if they really need to speak or they speak and they don't have any problem to express themselves.

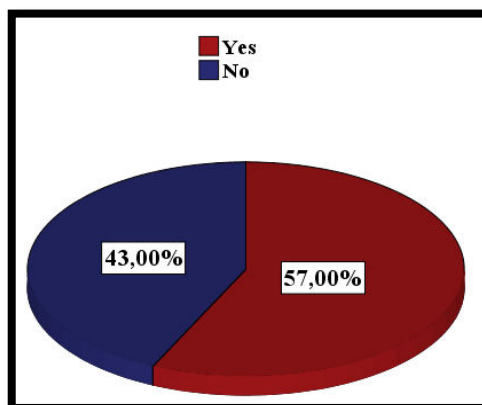


**Diagram 11: students' silence in class**

As it is shown in the diagram that the majority of the participants (55%) tend to keep silent in class even if they need to speak on the other hand the rest of them respond that they don't keep silent.

### Question (15): Does the instructional materials that your teacher uses motivate you to speak?

This question is asked to know if the instructional materials that the teacher uses help the students to be motivated and participate in class.

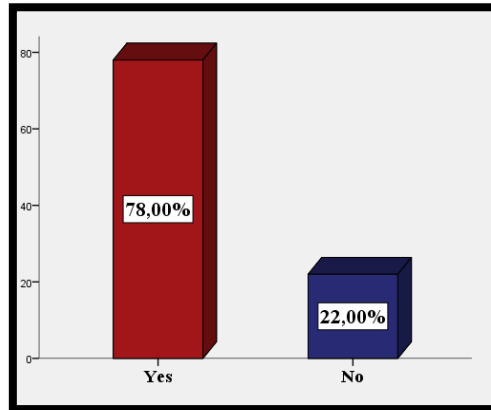


**Diagram12: students' motivation through the instructional materials provided by the teacher**

The diagram 12 illustrates that 57% of the students have answered that the materials motivate them to speak in class, whereas 43% of them have answered by No.

### Question (16): Do you believe in your capacities to speak English fluently?

The above question is administered in order to know if students believe themselves to speak the English language fluently or they don't believe in themselves.

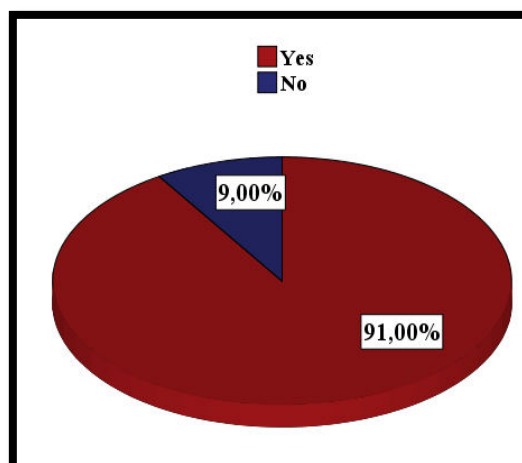


**Diagram13: students' beliefs in their abilities to speak English fluently**

Diagram 13 shows that the majority of the students which consists of 78% have answered that they believe in their abilities to speak the language fluently. However, the minority of them (22%) have answered that they don't believe in their capacities.

### Question (17): Do you feel motivated when practicing a new activity during oral sessions (using videos, pictures....)?

This question is directed in the aim to know if the students are motivated when they practice a new activity or not.

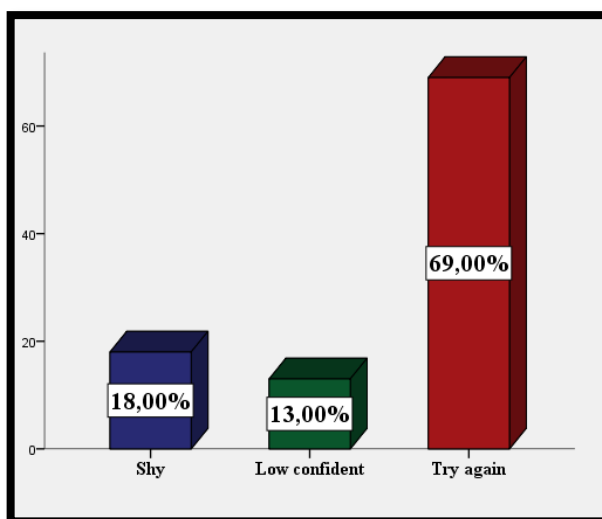


**Diagram14: students' feeling of motivation when practicing a new activity in oral sessions**

In the above diagram, the results show that 91% of the students answer that they feel motivated when they practice a new activity during their oral sessions. However the rest of them have answered with no.

### **Question (18): How do you feel when you make mistakes?**

This question is asked in the purpose of knowing the students' feeling when you make mistakes in class and their reactions.



**Diagram15: students' feeling shy when making mistakes**

The above diagram shows that 18% of the students answer that they feel shy when they make mistakes. On the other hand, the minority respond that they feel low confident when making mistakes, while the majority of them 69% respond that they try again till they find the correct answer.

## **2. Presentation of the data gathered from the classroom observation**

In this part we present the data gathered from the classroom observation which is conducted with first year students and with four teachers of the oral module which is described in the checklist that is presented in the form of table that contains 17 elements to be observed in order to know if self-confidence enhances first year speaking skill.

		Always	often	sometimes	Not observed
<b>Teachers' interactions</b>	1. Provide students with instructional materials.				
	2. Teachers try to involve all the students and listen to them				
	3. Use different activities and techniques in order to develop students' speaking.				
	4. Teachers use appropriate instructional materials that meet students' need such as videos, pictures ...etc.				
	5. Correct students' answers and give them feedback.				
	6. Integrate group work.				
	7. Integrate individual work.				
	8. Advise students to believe in their abilities				
<b>Students' reactions</b>	9. Students feel shy and hesitate while speaking in class.				
	10. Students express themselves clearly and feel confident.				
	11. Students are motivated when practicing a new activity.				
	12. Students are passive learners in class.				
	13. Students ask questions and interact with each other.				
	14. Students feel afraid to speak.				
	15. Students participate in the classroom.				
	16. Students feel satisfied and proud when they get the correct answer.				
	17. Students keep silent in oral session even if they can speak.				

**Table04: Classroom observation checklist**

## **Presentation of the Findings**

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In this observation we have noticed that oral teachers always try to engage all their students during the lecture and listen to them, and also most of the teachers tend to use different techniques and activities to help the students to develop their speaking skill in the classroom.

We have also observed that most of the time students don't participate in class, and this is due to their shyness and being afraid of making mistakes. For instance, when the teacher has asked the student to answer on the question of summarizing what they saw on a video, the student has started stuttering and shyness was clear on his face.

During the observation sessions, we have detected that most of the males prefer to keep silent and calm all the session, and it is very rare to see them performing and taking part in the lecture. Unless, when the teacher asks them they try to speak briefly or prefer to ignore the teacher. Indeed, the other parts of the student choose always not to play part in the lesson even if they have the ability to speak.

We have observed also an important aspect which is the satisfaction of the students and being proud of themselves when the teacher provides them with a positive feedback. This mainly helps them to be more motivated to perform more in class.

We have seen some students who are motivated and express themselves freely as an example, when they do an expose. There are students who feel at ease and express themselves clearly and present evidence about the theme on which they work. In addition, they like to interact between each other and exchange ideas to develop their communication skills mainly when they are in a debate.

### **Conclusion**

This chapter has presented the research findings gathered in this investigation. It is divided into two parts; the first one displayed and explained the results obtained from the students' questionnaire in form of diagrams and tables. The second part, it demonstrated the

## **Presentation of the Findings**

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results collected from the classroom observation. The next chapter will be the discussion and the analysis of the results gathered from the research instruments.

### **Introduction**

This chapter deals with the obtained results. It is devoted to the discussion of the findings gained from the questionnaire and classroom observation. It aims at providing answers to the research questions and checks the validity of the suggested hypotheses presented in the general introduction. This chapter is threefold: it starts with discussing how self-confidence helps the students to develop their speaking skill; then, it moves to discuss teachers' help to raise students' self-confidence, finally it ends up with the important causes behind students' lack of self-confidence. The results are discussed and analyzed relying on concepts which have been seen in the review of the literature presented in the first chapter.

### **1. Students' background information**

The results of the first two questions reveal that the majority (90%) of the students confirm that they have chosen the English language as their first choice. This proves that they are interested in studying the language and they are highly motivated to learn and master it, as well as to learn more about the culture of that language and have more knowledge about it. For the other question about the participants' view about the English most of the participants (61%) reply that they find English easy. Indeed, this result means that these students do really like the English language and they have a kind of motivation and curiosity to know and learn more about this language. This is why they generally find it easy.

### **2. Self-confidence helps students to develop their speaking skill**

The results of the first question of the questionnaire has stated that the majority of the students feel motivated during their oral sessions, since it is the module where they use their language and express themselves freely . This result demonstrates that most of the first year students do really feel at ease in the oral sessions which leads to increase their self confidence, and helps the students to develop their performance in class. The obtained result goes directly with what Latham and Seijts (1999) says "setting high level goals will lead to an increase in

motivation and confidence: ‘to optimise performance’.” This means, when students set objectives to attain they will push them to increase their motivation and do their best in order to achieve them; as Harmer (2001:51) says about motivation “is *some kind of internal drive which pushes someone to do things in order to achieve something.*” .This means that, motivation pushes the students to be active participants and to do all that is necessary in order to attain their designed objectives.

In fact, we have noticed during classroom observation that there are active students who participate in class, debate with each other, express themselves clearly and feel confident. For instance, in one of the observed groups there are some students who have attracted our attention by their oral presentation. They speak fluently and explain in a clear way. They have high level of self-confidence which helps them to speak the English language easily even though they make grammatical or pronunciation mistakes, but they are still confident, do their best and try to correct themselves when they recognize that they have made a mistake and this goes with what Bandura (1994) has said that people who have a strong belief in their capacities can succeed.

In addition, the students’ participation in class during oral sessions differ, the majority of the students (78%) sometimes participate in oral sessions (see table 1). The interpretation that we can make is that most of the first year students are active and good participants in oral sessions. This is only when the teacher provides them with comfortable conditions and also the kind of activities they are practicing because learners’ performance is influenced by many factors for instance, when students’ are given a task that fits their interest this will motivate them to participate and share their ideas. This result goes hand in hand with what Tuan and Mai (2005) state about students’ performance which is already mentioned in the review of literature in factors affecting students’ speaking performance.

It has been also observed that, there are students who participate in class and interact with their classmates without being afraid of making mistakes or without being shy. They have a high level of confidence. They believe in their capacities of being able to succeed even though they have made mistakes. They consider them as a step to learn from their mistakes in order to avoid them in the future. The students ask their teacher for clarification when they find ambiguous activities that they don't understand. On the other hand, when they get the right answer and their teacher praises them with a positive feedback; they feel proud of themselves and try again to respond to other activities.

Furthermore, the results of this study show that (89% )of the participants ( see diagram 06) have agreed that self-confidence is very important for enhancing their speaking skill, since students who have a high level of self-confidence perform well, speak fluently, take risks and participate without taking into account if their answers are correct or not. They just try to take part and learn the English language successfully in order to achieve their goals and speak the language correctly and fluently, contrary to those who have low self-confidence. They rarely participate and speak in class because due to their lack of self-confidence and their shyness and also to their past experiences that influence on their performance. Students' experience influence directly on their participation in class, when they have a positive experience, their self-confidence increase and they carry on to do like they have already done. Contrary when they have faced a negative experience where they have failed to attain their aims, this influences negatively their learning process. This goes hand in hand with what Bandura claims in Mastery experience (Bandura 1977) that students' own previous life experiences help them either to develop their performance and confidence in class or the opposite. This confirms the first hypothesis which claims that high level of self-confidence enhances 1<sup>st</sup> year students speaking skill.

The majority of the participants (79%) have responded that they take teacher or excellent students as a model to follow in order to attain their academic goals and achieve them like the followed model. This means that they try to develop their self-confidence by modelling a person who succeeds in attaining a similar task as a model to follow in order to develop ones self-confidence. In the purpose of achieving their objectives and succeed to reach their goals with high self-confidence.

This extremely goes with what Bandura has mentioned in sources of self-efficacy about vicarious experience which explains that the more a person follows a good model the more his/her motivation to be like him/her increase, this mainly help a student to increase his/her self-confidence . (Bandura, 1994)

Furthermore, we have directed another question in order to know whether the students believe in their capacities to speak the English language fluently. From the obtained results we deduce that the majority of the participants (78%) believe in their capacities. They have a high level of self-confidence. They do believe that they can use the language and it doesn't matter if they make mistakes. They are highly motivated to learn and be good speakers and communicatively competent of the English language. The students take advantage and learn from their errors, this actually helps the students to raise and increase their self-confidence.

This is confirmed when (96%) of the students always try again and again when their teacher asks them to answer a given activity. Those students generally don't care about what the others think about them when they make mistakes but they do their best to enhance their motivation by their high level of self confidence.

Additionally, it is shown that (91%) of the participants feel motivated or highly motivated when practicing a new activity during oral sessions especially when using videos or songs this helps them to learn more from . This demonstrates that the use of new materials is very useful in learning a foreign language since it makes the learning process enjoyable and it

involves the learners in the lecture as soon as it helps to increase students' motivation and as a result their self confidence to speak and share their acquired knowledge through this materials that develop students' abilities.

The obtained results show that (49%) of participants when they make mistakes try again till they find the right answer. This shows that they have a high level of self-confidence they are highly motivated to learn the English language. They don't care about what the others think about them, they just care about learning and speaking the language fluently and, communicate successfully using the correct English language that they learn.

In conclusion, from the obtained results we deduce that self confidence helps students to develop their capacities and performance in speaking skill. This then confirms the first hypothesis which claims that high level of self confidence enhances 1<sup>st</sup> year students' speaking skill.

### **3. Teachers help students to raise their self-confidence**

From the results shown in diagram 4, it appears that the majority of the participants (64%) have affirmed that their teachers help them to raise their self-confidence. This means that the teachers are motives that help the students to overcome their psychological problems and help them to increase their self-confidence in speaking classes by providing them with positive feedback or by encouraging them to do their best and overcome their shyness and fear. This pushes the learners to increase their performance in class in order to achieve high academic attainments because when the student is completely confident he/she will always take the risk to show his/her capacities in class. This outcome goes directly with what Murray (2006) claimed about self-confidence that self-confidence is a belief on persons' capacities to attain their aims by taking risks without being afraid of the outcomes .

We have also detected that the teachers provide the students with the appropriate instructional materials that fit their needs such as videos, pictures and handouts....etc. For

instance, they provide them with videos and ask them to recapitulate them, this is done in order to push them to speak and use the English and overcome their shyness by listening to them and correcting their answers by giving them feedback which helps them later on to do more.

From the results of this study we reveal that the majority of the participants respond that their teachers sometimes provide them with feedback (79%). From the results then we deduce that the teachers also try to help their students to overcome the lack of self-confidence in class and this by rewarding them and providing them with positive feedback which helps them to increase their self-confidence since feedback is of great importance like Ur (1996:242) who says that feedback is “*an information that is given to the learner about her or his performance of a learning task, usually with the objective of improving this performance*”. This means that, feedback is a motive that helps the learners and convinces them that they have the ability to achieve their goals, and to develop their confidence in order to attain their objectives successfully. Hence this result goes hand in hand with what is mentioned in social persuasion as a means that helps learners to reinforce their self confidence in order to realize their academic attainments when they are persuaded or rewarded that they capabilities to achieve their aims they do efforts in order to have the positive results by avoiding doubt. (Bandura (1994).

However, we have asked a question to the participants to know which kind of activities first year students like more during oral sessions. Almost (43%) of the participants favour group work activities. This result demonstrates that most of the students like to work in groups rather than individually since it gives them more opportunities to practice the language with their classmates and also to overcome the shyness for those who are shy as well as, it helps the student to be more motivated and increase their self-confidence by practicing the language between the members of the group then in front of the whole class and help them

how to work as a team. Brown (2001:178) agree about the importance of group work and he said that “small groups provide opportunities for student initiation, for face-to-face give and take, for practice, negotiation of meaning, and for extended conversational exchanges, and for students’ adoption of roles that would otherwise be impossible.” Brown here emphasis on the advantage of the group work since it enables the learners to interact between each others using the target language.

This result shows that teachers help their students to raise their self confidence in order to improve their participation in the oral session and to develop their speaking abilities by overcoming the psychological problems that hinder them to be fluent speakers. This is done by rewarding the students and providing them with all what fits their needs and interests, such as selecting topics that most of the learners like to discuss, provide them with different materials which motivate them to speak by making the learning process enjoyable and funny. Which helps the students to be at ease and avoid being shy in front of the teacher and their classmates. This outcome confirms the third hypothesis which claims that self-confidence influence positively the students’ speaking abilities.

#### **4. The important causes behind the students’ lack of self-confidence**

In the questionnaire we have asked the participants about their feeling during oral sessions if they feel afraid to speak in class and this is done in order to know if the participants feel afraid to speak in class or they like and feel at ease when taking part in the lecture. The majority of the students (76%) (See diagram five 05) have answered that they don’t feel afraid to speak in the oral module. This proves that they feel more confident, at ease and relaxed in oral sessions without mixing the feeling of shyness. They like the oral module since it is the module where they have the opportunity to use the English language and practice their knowledge and share it between each other.

To have a reliable result, we have asked an additional question to know why students feel afraid of speaking in class. The majority of the learners have said that, “their fear is due to their shyness and panic of making mistakes in front of their teacher and classmates”. There are others who have said that, “their fear is due to lack of self-confidence” and there are participants who respond that they don’t believe enough on their capacities. They think that they don’t master the language and their responses will not be correct. The data confirm that the students who generally feel afraid to perform in class are those who mostly have psychological problems like shyness and lack of self-confidence. This fits what Crosier (2000) claims about shyness as an interpersonal feeling that influence on someone’s performance.

We have also asked the students about their feeling when their teachers ask them to do an oral activity. From the obtained results (42%) of the participants (See Diagram 07) have answered that they feel shy to respond to the teachers’ questions. This is due to their lack of self-confidence (as a psychological problem), as well as to their lack of knowledge, pronunciation (as a linguistic problem). We have also asked nearly the same question in order to know whether the participants feel at ease when they speak in class. The majority of the students (53%) (See diagram 08) respond by ‘No’, because they feel shy and afraid of making mistakes in front of their teacher and classmates,

Seemingly, in the next question which is addressed to know if there are students who keep silent even if they need to speak in class (55%) of them have answered that they keep silent because of their shyness and lack of self-confidence. They speak just when the teacher asks them to do an activity. In this case they feel afraid of making mistakes and they prefer to stay silent or respond by few words. From all these data, we demonstrate that the first year students’ lack of performance in oral sessions is due to their shyness, nervousness which leads to their lack of confidence. This goes directly with what Bandura said in the major sources of

self-efficacy in physiological arousal (Bandura, 1994) as a kind of people's interpretation for their uncomfortable situation using gestures to express their poor performance, which means that physical and emotional side influence students' performance.

Finally, we have noticed that in each group we find students who don't participate and speak. They just keep silent the whole session, and when their teacher ask them they tend to laugh or just respond in a brief way, or they don't speak at all. They prefer to keep silent rather than to speak and when the teacher tries to help them to speak, they tend to pronounce just few words with hesitation and stuttering from time to time. This mainly due to their shyness that appears in their face, also they don't believe in themselves or even in the knowledge that they have. This all is mainly due to one psychological problem which is their lack of self-confidence.

There are teachers who try to involve those silent students by giving them opportunities to speak during the oral sessions by providing them with materials that motivate and help them to be engaged and participate in the course. This is done in the process of developing their self-confidence in educational setting as well as in their life in general, to overcome their fear and shyness, and to develop their speaking skill and abilities to perform well and better and in order to be communicatively competent and speak fluently without hesitation or language problems and avoid misunderstanding while communicating with others or even with native speakers of the English language.

From all these results, we deduce that there are different important causes behind the students' lack of self confidence most of them are: shyness, hesitation and fear. This outcome confirm the second hypothesis which claims that students' fear and shyness are the most important causes behind students' lack of self confidence.

### Conclusion

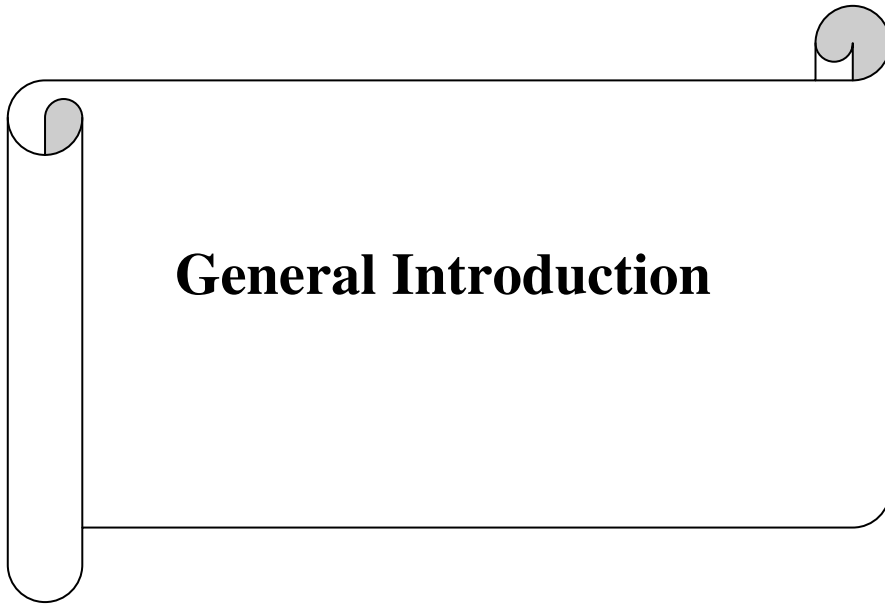
In conclusion, this chapter has discussed and interpreted the data of the students' questionnaire and the classroom observation done with first year LMD students in the department of English at MMUTO relay on the theoretical framework of Social cognitive theory of self-efficacy presented by Albert Bandura 1977. The discussion of the findings provides us with clear answers for the research questions stated in the general introduction, and confirms the suggested hypotheses.

Based on the above results, we have confirmed that high level of self-confidence help 1<sup>st</sup> year students to enhance and develop their speaking skill, and it is of a great importance for EFL learners to have higher level of confidence in order to attain their goals successfully and speak the English language fluently.

The outcomes of the students' questionnaire and classroom observation have revealed that, students' fear and shyness are the main causes behind students' lack of self-confidence, since we have observed that shy students don't take risks and speak in class or even participate. They just keep quiet, and from their answers we have confirmed that their fear and shyness hinder their confidence to speak and share their ideas with the other classmates.

Therefore, self-confidence is a very important psychological constraint, which influences positively the students' speaking abilities when it is higher, in contrast when it is low it influences negatively on students' performance and outcomes. Students' believe in his or her capacities helps them to overcome many difficulties and obstacles that they face in the oral module, and help them to improve their speaking abilities and attain their academic achievements effectively.





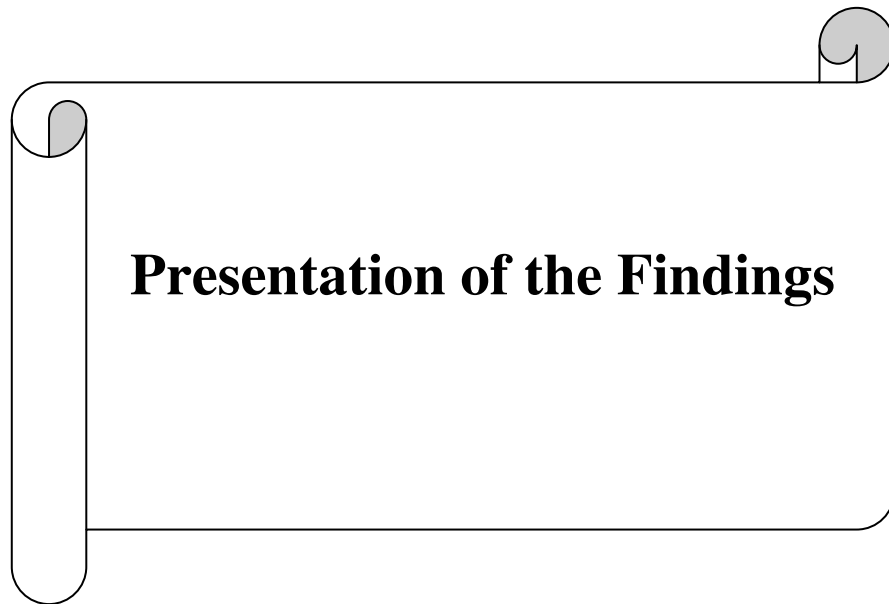
## **General Introduction**



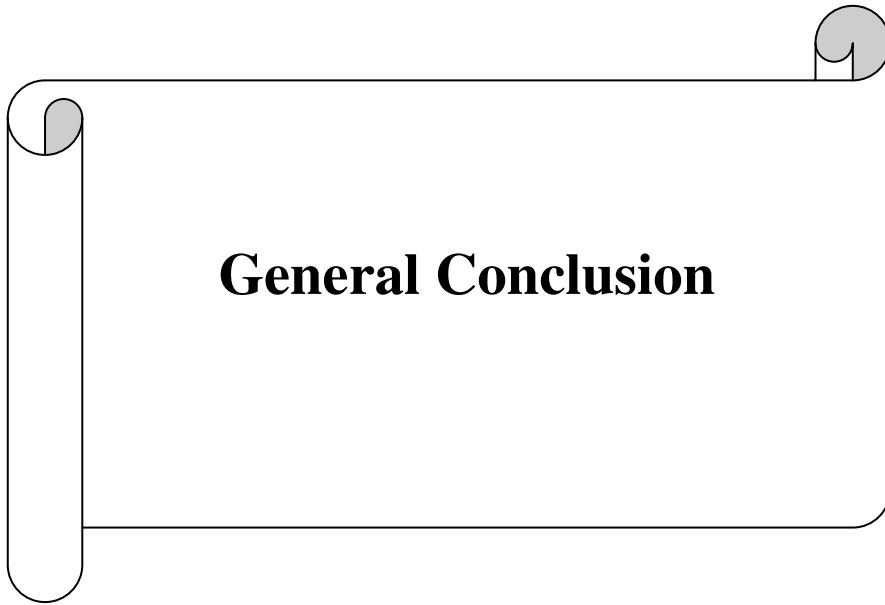
**Review of the Literature**



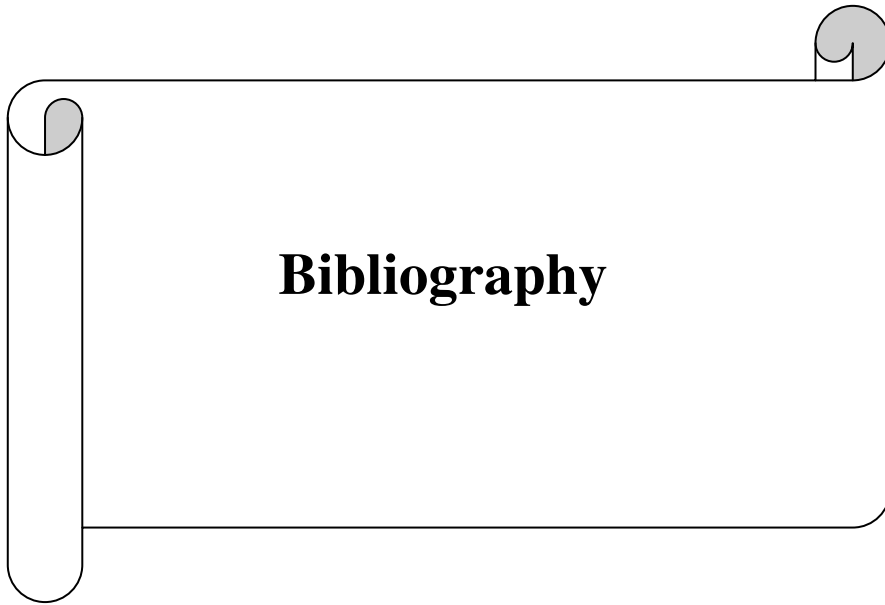
# **Research Design**

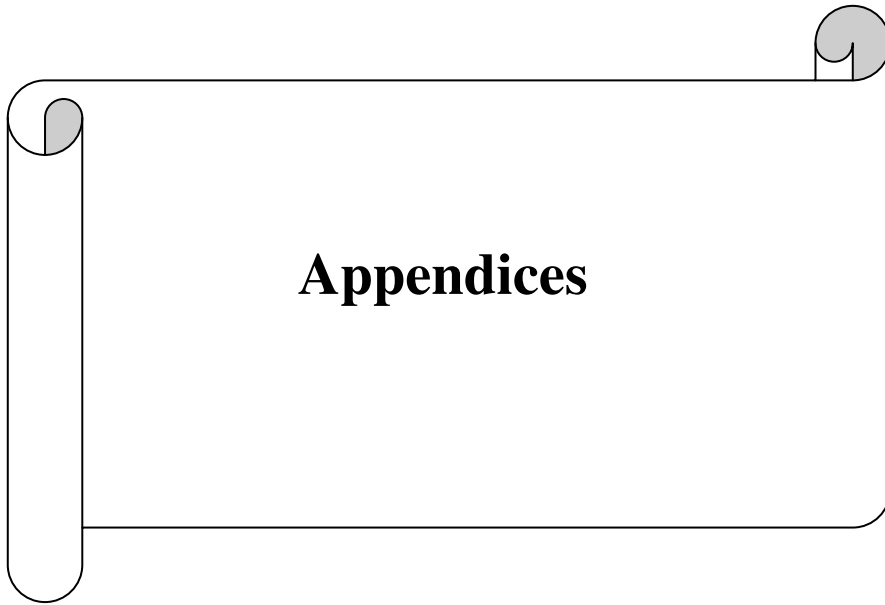


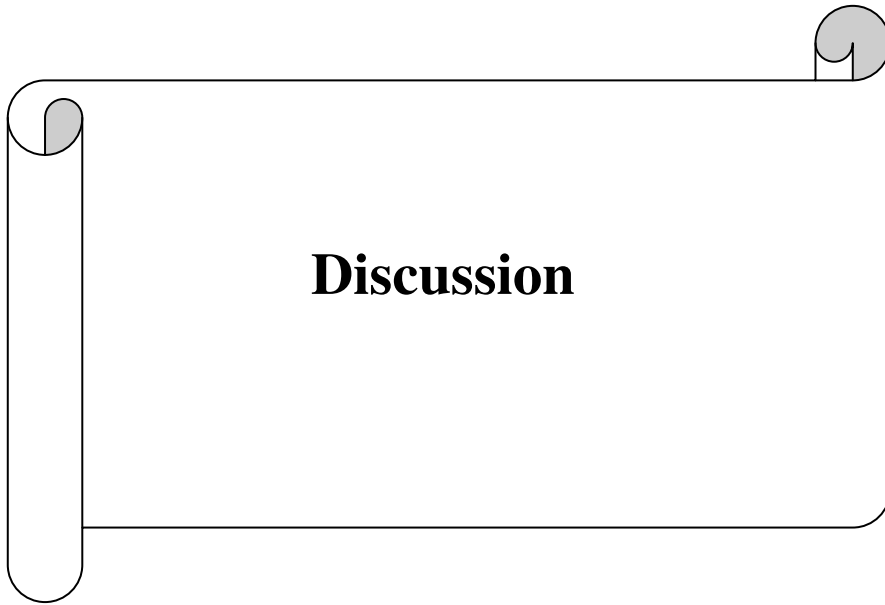
## **Presentation of the Findings**



**General Conclusion**







## **Discussion**

## General Conclusion

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This study has aimed at shedding light on the great importance and the role of students' self-confidence in enhancing and develops their speaking abilities. It consists in showing and proving the relevance and the role of students' self-confidence in enhancing their speaking skill, where the study was conducted with 1<sup>st</sup> year students of English at Mouloud Mammeri University of Tizi Ouzou. It consists also inn raising students' and teachers' awareness about the effectiveness and the importance of self-confidence in achieving academic goals.

This research has been conducted relying on theoretical framework based on the social cognitive theory of self-efficacy by Albert Bandura (1977). It consists of four sources of self-efficacy that are: Mastery experience, vicarious experience, verbal persuasion and physiological arousal. These sources of self-confidence are included in this research to analyse the obtained results through the research tools which are a student's questionnaire and a classroom observation in order to achieve the research objectives. The corpus contains 100 questionnaires delivered to the first year students in the Department of English at MMUTO and classroom observation conducted with different classes and different sections of first year students in the oral module.

The mixed-methods research, which integrates both quantitative and qualitative methods, has been used in the process of data analysis in the purpose of answering the research questions and test the hypotheses advanced in the General introduction. The quantitative technique is used to interpret the data gathered from the students' questionnaire by using SPSS, while the qualitative method is adopted to collect and analyse data about the effectiveness and the role of students' self-confidence to enhance their level in the speaking skill.

The results of the questionnaire and classroom observation have revealed o the one hand that the students' self-confidence plays a great role in their academic achievement

## General Conclusion

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especially their speaking skill. The students with high level of self-confidence feel motivated to speak, use the English language fluently and find the learning process enjoyable by sharing information between each other and learn the language more and more with developing their speaking abilities. On the other hand the students' who lack self-confidence tend to be quiet or they rarely participate, and this is due to their shyness and fear of making mistakes. They feel like they don't have enough knowledge or that the answers that they have are not correct. For this they prefer to remain silent which affects their oral performance negatively since they don't try to use their speaking skill and try to develop it.

Relying on the results, the conclusions that can be drawn from this research are the following: high level of self-confidence improves and enhances 1<sup>st</sup> year students' speaking skill because having a high amount of confidence pushes and motivates the learners to do their best in order to attain their objectives. In addition, students' fear and shyness are the main causes behind students' lack of self-confidence. Due to the mentioned psychological factors students lose their confidence and this influences negatively their academic attainment. Self-confidence influences positively the students' speaking abilities since it helps them to develop and improve their skill and the lack of it influence negatively on their academic attainments and also on their real life situations.

Throughout this research, the researcher has encountered many obstacles. The core limitation is time. Because of the insufficient amount of time, we haven't succeeded to do more sessions in classroom observation to get more information to enrich and enlarge this research, and do more sessions with different groups in different sections of the first year in order to get more information.

Other studies can investigate whether the obtained results of this study can be applied on other EFL learners.

## General Conclusion

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### **Recommendations for further studies**

This work ends up with some potential recommendations for further researches concerning the significant role of self-confidence to the students' achievements, which are as follows:

- The psychological factors that hinder students' self-confidence;
- The role of teachers to improve students' self-confidence to attain their academic achievements;
- The teachers of oral module should motivate their students' in order to raise their self-confidence.

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## Students' Questionnaire

Dear students, you are invited to fill this questionnaire giving your opinions about the role of self-confidence on the speaking skill. Your answers are very important for the research and its validity. Please read the statements attentively and answer them by selecting the appropriate answer to help us in this research. I appreciate your collaboration.

Thank you for your collaboration.

### Section one: Background information

1. Is the English language your first choice?

Yes  No

2. How did you find English at university?

Easy  Difficult

### Section Two: students' perception of oral sessions

1. Do you feel motivated during oral session?

Yes  No

2. How often do you speak English in class?

Always  sometimes  rarely

3. Does your teacher help you to raise your self-confidence to speak English in class?

Yes  No

4. Does your teacher provide you with positive feedback?

Sometimes  Always

5. Which kind of activities do you like more in oral sessions?

Group work  individual work  pair work

### Section three: students' perception of self-confidence in speaking

6. Do you feel afraid to speak in class?

Yes  No

If yes, say

why.....  
.....  
.....

7. Do you think that self-confidence will enhance your speaking abilities?

Yes  No

8. How do you feel when a teacher asks you to do an oral activity?

Shy  Confident  Nervous

9. Do you feel at ease when you speak in front of your teacher and your classmates?

Yes  No

10. Do you take the teacher or excellent student as a model to follow?

Yes  No

11. Did you speak English with your friends outside the class?

Yes  No

If yes can you say where? And how did you find it?..and did this help you to increase your confidence?

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

12. Do you keep silent even if you need to speak in class during oral session?

Yes  No

13. Does the instructional material that your teacher uses motivate you to speak?

Yes  No

14. Do you believe in your capacities to speak English fluently?

Yes  No

15. Do you feel motivated when practicing a new activity during oral session (Using videos; pictures ...etc)

Yes  No

16. How do you feel when you make mistakes?

Shy  low confident  try again till you find the right answer

## Classroom observation checklist

Teachers		Always	often	sometimes	Not observed
	Provide students with instructional objectives.				
	Teachers try to involve all the students and listen to them				
	Use different activities and techniques in order to develop students' speaking.				
	Teachers use appropriate instructional materials that meet students' need such as videos , pictures ...etc.				
	Correct students' answers and give them feedback.				
	Integrate group work.				
	Integrate individual work.				
	Advice students to believe in their abilities				
Students	Students feel shy and hesitate while speaking in class.				
	Students express themselves clearly and feel confident.				
	Students are motivated when practicing a new activity.				
	Students are passive learners in class.				
	Students ask questions and interact with each others.				
	Students fell afraid to speak.				
	Students participate in the classroom.				
	Students fell satisfied and proud when they get the correct answer.				
	Students keep silent in oral session even if they can speak.				