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Option: Linguistics

Investigating the Effects of Self-Confidence on Students' Speaking Performance

The Case of First Year Students at the University of 8 Mai 1945, Guelma

A Dissertation Submitted to the Department of English Language in Partial Fulfillment

of the Requirements for a Master Degree in Anglophone Languages, Literatures, and

Civilizations

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DEDICATION

I dedicate this work to:

My beloved parents for their patience, support and prayers.

To my future husband: Said

To my sweet hearts: Rawiya and Sabrine

To my precious sisters: Nacira and Selma and to their husbands.

To my darling brothers: Fateh and his wife Amina, Billel and his wife Faiza. Hamza,

Ala El-ddine and khaled.

To my Nephews: Idriss, Fadjer El-ddine, Abd El-waddoud, Rouaya, Jaber, Chahine

and Hanine.

To all my aunts and uncles, especially Aisha and Abid

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Warda, Leila, Sarra and Ilhem.

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Abstract

The objective of the present research is to investigate the correlation between self-confidence and students' speaking performance at the Department of letters and English language at the University of Guelma. Students of English are facing problems that affect their speaking skill; the lack of self-confidence is one of them. Thus, we hypothesize that if students have high level of self-confidence their oral performance would increase. To test this hypothesis, a qualitative (descriptive) research has been conducted. Group of first year students LMD has constituted our sample. A questionnaire has been conducted to both teachers and students to gather data about students' self-confidence and speaking performance. Based on the questionnaires' results, our hypothesis was confirmed that self-confidence has a great impact on students' oral performance; having a high level of confidence may lead to better oral performance. Thus, we recommend the implementation of public speaking techniques as successful tools for enhancing learners' self-confidence, as well as; teachers' role in improving learners' speaking skill.

List of Abbreviation

ELT: English Language Teaching

FLL: Foreign Language Learners

FL: Foreign Language

L2: Second Language

L1: First Language

EM: Extrinsic Motivation

IM: Intrinsic Motivation

LA: Learner Autonomy

LAD: Language Acquisition Device

LIST OF SYMBOLS

N: Number of Subjects

%: Percentage

X: The Arithmetic Means

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General Introduction

In the learning process, language is essential element because it facilitates learners' social relationships. So, to learn a language it is necessary to practice the four skills; reading, listening, writing and speaking. Speaking as a productive skill requires very special abilities to be mastered. Teachers want their students to use the language correctly, however; students sometimes feel more anxious and afraid from talking to their teachers or even with their classmates, mainly because of some psychological factors that act as a barrier which prevent them from communicating. Lack of confidence is one of those factors which make the speaking process difficult or hard to be achieved. Moreover, many EFL students face difficulties in speaking during the lesson and they are always afraid and anxious from contact with their teacher or even with their classmates. Any EFL students, especially introverted type are always scared of standing up with confidence and performing in front of their teacher and classmates. There is no logic to this fear that most students feel when giving a presentation or speech. In one hand, Self-confidence helps students appreciate their own worth and take pride in their abilities. On the other hand, lack of confidence will prevent students from accepting challenges in speaking in the classroom.

1. Statement of the Problem

Since speaking requires challenges in the classroom, it is considered as the most difficult skill. Most EFL learners want to develop their speaking skill, but they face many language obstacles which prevent them from communicating. Those problems may be due to learners' individual differences, such as the fear of making mistakes, shyness, hesitation or anxiety… or to some linguistic factors, such as the lack of vocabulary... These speaking issues may be due to what is known as low of self-confidence that hinders their success.

What is the relation between self-confidence and oral performance? What should be done to make learners more confident?

2. Aims of the Study

The present study aims at investigating the link between the two variables; self-confidence and students' speaking performance by using public speaking strategies in addition to, teachers' role in the classroom. We believe that this study will provide learners, as they are future teachers, with the appropriate ways to develop their speaking skill. Teachers must give some opportunities that help them to express their thoughts and thus develop their self-confidence, as well as, oral performance. Hence the aim of our study is:

Raising students' oral performance through enhancing their confidence.

Helping students to overcome their speaking problems by using public speaking strategies.

3. Research hypothesis

Some of the issues that prevent students from speaking is that the fear of making mistakes which makes them incapable of interacting in the classroom.

We hypothesize that if students have high level of self-confidence their speaking performance would increase. Students' oral performance can be improved when they use public speaking strategies. In addition to, teachers' role in the classroom.

4. Research Methodology and Design

4.1 Research Method

Since, self-confidence cannot be measured; our research will be conducted through the qualitative (descriptive) method. So this method helps us in knowing the link between self-confidence and students' speaking performance.

4.2 Population of the Study

The population of the study is composed of one group of first year students of English department. The group consists of thirty students of mixed sex and age and they are chosen randomly in order to generalize the results. But for teachers, we limit our sample only to ten teachers of oral expression.

4.3 Data Gathering Tools

This research will be conducted through two questionnaires: The first one is administered to random sample of thirty LMD students of first year, in order to know their points of view about self-confidence and oral performance.

The second one is delivered to ten teachers of Oral Expression, because their responses help us in analyzing the results. Since they interact with learners for long time what help us to confirm or reject the hypothesis. Both samples are at English department.

5. Structure of the Dissertation

The dissertation is divided into three main chapters. The first two chapters are related to the theoretical part, while the third chapter is devoted for the analysis of the practical part, in which we discuss the results of the questionnaires and teacher-students' responses.

The first chapter deals with speaking skill, the importance of oral interaction in EFL classes with some psychological problems. The chapter also deals with the role of teachers in the classroom to enhance students' participation.

The second chapter deals with a brief theoretical overview about self-confidence. In addition to some key factors to increase self-confidence and mainly its relation to learning foreign language. It tackles also autonomy and motivation as a result of self-confidence. Moreover, it deals with the differences between self-esteem and self-efficacy. Finally, this chapter highlights some roles for both teachers and students to promote self-confidence among students. Also, it sheds light on public speaking strategies in fostering learners' self-confidence and raising their oral performance.

The last chapter is about field of investigation, which deals with a detailed analysis of both teachers and learners' questionnaires.

This study will end with a general conclusion in which we will try to answer the research questions.

CHAPTER ONE

SPEAKING SKILL

Introduction

Speaking is a very important skill for students; it has always been part of the classroom context. Learners want to speak in order to use the language effectively. However, while learning it, many students face a lot of problems that prevent them from communicating.

In this chapter, we will discuss some details about the speaking skill, namely its definition, its importance, its aspects and characteristics, the relation between speaking and other skills focusing on some activities to enhance students' speaking skill, we will present too some techniques for teaching speaking. Afterwards, we will shed light on the common problems in speaking class that may hinder the speaking proficiency in addition to the roles of teachers in EFL classroom. All of these titles will provide the learners with some solutions to cover many of their speaking problems.

1.1. Definition of the speaking skill

The majority of EFL students attempt to learn the foreign languages in order to communicate and speak freely like natives. So, speaking is derived from the verb "to speak" that means articulating sounds in order to make meaningful utterances with a simple voice. It is a productive skill that gives the students the ability to express their language effectively. Chaney (1998) reported that "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts" (as cited in Rahimy, 2012, p.50). This means that speaking is the ability to use the language orally for different purposes either, for expressing thoughts and opinions, looking for explanation or sharing

meaningful ideas between people in order to communicate in real life situations. According to Chaney speaking is not only about using the language orally to communicate, but also about using the body language as facial expression, gestures… as means for communication too.

1.2. The importance of Speaking Skill

Speaking reflects the success of a given language, it gives the students the opportunity to share their ideas and exchange opinions. So, mastering the speaking skill will facilitate learning and makes students curios to know the culture of that language.

Celce-Murcia (2001: 103) argues that: "for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". That is to say speaking fosters students' beliefs and abilities to know everything about that language, it gives them the capacity to achieve and deliver information easily in different contexts.

1.3. Components of Speaking

According to Vanderkevent (1990), there are three elements that should be available for achieving effective communication which are: the speakers, the listeners and the utterances. But, if one element is missed communication cannot take place.

1.3.1. The Speakers

Speakers are people who present correct language to the listeners. Without speakers, the ideas, opinions and thoughts cannot be transmitted clearly.

1.3.2. The Listeners

Listeners are people who listen very carefully to the speaker in order to understand his/her message. Without listeners, the speakers can express their emotions and ideas by writing them down to be read.

1.3.3. Utterances

Harmer (2007: 29) explains that: "When speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings".

According to Harmer, utterances are the words and sentences which are produced by the speakers to the listeners in which they express their different and meaningful information. Without the utterances, speakers and listeners can communicate using the written form or non-verbal language (the body language; gestures, facial expression, signs….).

1.4. Types of Speaking Situations

Speaking requires different real life situations. Bentayab (2008: 28) claims that there are three kinds of speaking situations:

1.4.1. Interactive Speaking Situation

Interactive Speaking Situation is a situation in which the listener can open a conversation with the speaker either by asking questions or for repeating information. This type contains different activities between people such as discussing topics, making dialogues or debates either face to face or via internet chats ... etc

1.4.2. Non -Interactive Speaking

There are some speaking situations that do not require conversations between people; they are called Non-Interactive Situations in which the listeners cannot interrupt the speaker. Those situations occur when recording a speech or speaking via radio broadcast or television.

1.4.3. Partially Interactive Situation

It is neither interactive nor non-interactive situations. Partially Interactive Situations happen when there is speech directed to live audience, in which the audience cannot discuss or interrupt the live speech. They only look and listen carefully to the speaker.

1.5. The Criteria of Achieving Fluent Communication:

There are some features presented for FL learners who want to communicate the language perfectly and correctly. They should know the language and how it works in different situations in order to develop their communicative skills in an appropriate way. Riggenbach (1998, cited in Itkonen, 2010) stated that: "pronunciation, vocabulary, grammar, accuracy, and fluency are commonly thought as the principle components of speaking". This means that, in order to master the language, students should focus on some features related to that language; they should know its grammar, vocabulary, accuracy, pronunciation and fluency.

1.5.1. Vocabulary

Learners often face speaking difficulties at the vocabulary level. One major problem is of that misplacing words, i.e. they use the same word in different contexts without regarding its meaning. So, learners should know how to accurate, choose and place the appropriate word for the appropriate context.

1.5.2. Pronunciation

Learners want to speak the FL correctly, but they do not know the phonological rules. Students should know its phonological rules and the different articulation of its sounds in order to speak the language effectively.

1.5.3. Grammar

In order to achieve the grammar of any foreign language, learners should have an explicit knowledge about its grammatical concepts, categories and rules in order to make well structured sentences in terms of length and complexity.

1.5.4. Accuracy

FL learners study the FL in order to master the speaking skill. However, mastering the speaking is not achieved if students perform ungrammatical sentences. So, learners should pay attention to the correctness of language structure, vocabulary and pronunciation while producing the language orally. In other words, accuracy in speaking is to use correct forms of grammar, vocabulary, pronunciation and meaning of the message without making mistakes like; misplacing some words while communicating. Accuracy is about the correctness of the spoken language.

1.5.5. Fluency

Fluency is the main characteristic in an oral performance and it is an essential element in teaching the speaking skill, it is not about speaking fast as many students think, it requires pauses in order to speak slowly in a normal speed .Thornbury, (2005) argues that speaking speed is an important factor in fluency because speakers need to take breath in order to let the listeners understand what they say, thus, communication takes place.

1.6. Relationship Between Speaking and Other Language Skills

In the teaching process, teachers should pay attention to the four skills speaking, listening, reading, and writing. Also, they should know how to integrate them together in the activities in order to facilitate learning the FL.

In fact, speaking is incorporated to listening through the use of some speaking activities that require the listening skill both of them complete each other. Byrne (1976: 8) stated that: "Inside the classroom, speaking and listening are the most often used skills" which means that

listening and speaking cannot occur in isolation, they are correlated to each other because the speaker who produces correct and coherent utterances makes the listeners understand the message what leads to an effective communication as mentioned by White (1998: 13) "Listening is also closely connected with speaking".

Speaking also can be effectively exercised through reading. Thus, teachers may improve students' speaking skill through reading some articles and ask them to summarize what they read. The combination of speaking and reading provides learners with many advantages; it helps students in improving their oral proficiency automatically because of the interesting topics they read which give them speaking topics to discuss. In addition, it facilitates the acquisition of English vocabulary and grammar.

Speaking and writing are productive skills, in teaching speaking the teacher should take into account the writing because for some students it is easy to speak some words but, when it comes to writing it becomes very difficult task. Speaking and writing are different from each other; the spoken language contains different voices, different intonations and different gestures in order to transmit the message. In contrast, all these are absent in the written language which contains only punctuation. Speakers use short and easy utterances, in the other hand, writers use a more complicated vocabulary because they have time to think about what they write.

1.7. Teaching the Speaking Skill

The value of teaching speaking had changing from being an undervalued process that based on repetition and memorization to a communicative one by which students can express their thoughts appropriately.

(Celce-Murcia, 2000:105) stated that: "What academic English second language students need most is extensive authentic practice in class participation, such as taking part in discussions, interacting with peers and professor, and asking and answering question. With

academic adults, practice in activities such as leading and taking part in discussions and giving oral report is needed to be done". In teaching speaking, teachers should focus on practicing the speaking skill; they should avoid confusion either in grammar, vocabulary or pronunciation for facilitating the understanding by giving chances and opportunities to students in order to learn how to speak fluently and effectively.

There are three phases in teaching speaking as El MATAWA and El KAILANI (1989:104) claimed:

1.7.1. Phase 01: Mechanical Practice

Mechanical practice is a kind of exercises which take place in oral expression classes where students listen to some recorded words for repeating. After that, if mistakes are committed, students will correct them. In this activity, learners are taught pronunciation, vocabulary, and grammar rules. In this activity, teacher's role is to help students to overcome their speaking problems.

1.7.2. Phase 02 : Meaningful Oral Work

This type of activities provides learners with sentences to express their ideas and opinions in order to engage in an oral communication task, the role of the teacher in this activity is to make students practicing the language by giving them some interesting topics to be discussed or some roles to be played for raising participation in the class.

1.7.3. Phase 03: Free Oral Production

Free oral production is the final phase in teaching speaking in which learners gain the ability to speak and express their thoughts freely without teachers' help.

1.8. Teachers' Role in Enhancing Speaking

Teachers are the key element for successful students because of the roles they play in the classroom from encouraging students to use the language to creating a good atmosphere

for learning. According to Harmer (2001: 275) teachers have different role within the classroom. These are the three major ones for teachers in the classroom.

1.8.1. Prompter

Teachers should help students not in everything, but when they lose words, they should create a joyful learning atmosphere by organize students' performance, supporting them to participate and think creatively during the lesson.

1.8.2. Participant

When students present their ideas and topics, teachers prefer to participate in the discussion in order to give extra information related to the topic. According to Harmer teacher mainly acts as a resource but if they participate too much in the activity, they will disturb students' ideas as a result; students will forget their words and stop speaking.

1.8.3. Feedback Provider

When communication breaks down, teachers should intervene by giving feedback. Teachers' feedback may occur after students complete their speech. However, the over correction may block communication in one hand. On the other hand, positive feedback and gentle correction may help students to become more confident.

1.9. Speaking Difficulties in EFL

Speaking is not an easy task for FL learners; this is why most of them are facing difficulties and problems while performing the language. According to Ur (2000) there are four main speaking problems in foreign language classrooms:

1.9.1. Inhibition

This problem happens when learners try to participate in classroom activities. However; there are some factors that prevent them from speaking such as; the feeling of shyness, the fear of making mistakes, anxiety and low self-confidence are due to the inferiority and inadequacies of students.

1.9.2. Nothing To Say

Nothing to say is another common problem experienced by FL learners. In which students lose words and kept silent even when they asked to participate they say "no comment" or "I have nothing to say…" because they lack motivation, lack interesting topics to discuss or lack vocabulary which affect their speaking negatively.

1.9.3. Low Uneven Participation

This problem is about participation in the class, it is much more related to the previous problem. However it is the teachers' responsibility because if they do not motivate learners, they will show no interest and stop participation. Teachers should create a comfortable atmosphere to help students in speaking in order to achieve high level of classroom participation. In addition, when teachers ignore students who want to speak in the class, participation will decreased.

1.9.4. Mother Tongue Use

According to Baker and Westrup (2003: 12) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". SL learners do not feel comfortable and at ease, only if they use their mother tongue inside the classroom because they are not able to produce correct utterances while using the FL. Also, the lack of vocabulary makes students use their mother tongue in the class.

1.10. Assessing Speaking

The process of assessment which is a general term involves the examination of students' learning process. According to Harmer (2007) the role of the teacher is to correct learners' errors and mistakes which are made in the exercises, but if the teacher corrects learners many times during the exercises by stopping them this will inhibits the students from activating their language knowledge and breaks down the purpose of speaking in the classroom as well as, decrease their participation. There are different activities employed by the teacher in order to check students' oral language and performance.

Underhill (1987: 51) claimed that, "Role- play situations may be chosen to test the learner's command of general social language or to elicit particular types of language". This means that; the majority of teachers are using role play as a test activity to assess their students' performance because each student will take his turn to speak. Using role play will help teachers to know their students' speaking level. Another helpful activity to test students' oral performance is making a conversation between two students.

Long et al. (2011: 51) have stated: "Clearly, without any assessment, teaching would become a rather unfocused activity as teachers would be unable to determine what their pupils had learned and what they needed to learn". So, assessing the speaking skill is very important for students to know what exactly is needed to improve.

1.11. Speaking Activities in The Classroom

The main purpose of foreign language teachers, especially, teachers of oral expression, is to increase students' performance. There are many activities used by teachers to enhance students' speaking skill.

According to Thornburg (2008) there are three different stages in teaching the speaking skill. The first stage is awareness; which means that students should be aware about

the characteristics of the target language. The second stage is appropriation which is the relation between students' knowledge and language. The last stage is autonomy, which is about learners' ability and responsibility in using the language.

1.11.1. Awareness

The awareness activities tend to use records and live listening…those activities help students to know the features of the target language; its socio-cultural rules, grammar, vocabulary, stress and intonation…

1.11.1.1.   Using Records

Teachers should give students some audio tapes to listen to, either authentic conversations or some dialogues of native speakers in order to raise their awareness about the language they listen to with much more focus on the grammar, the intonation, vocabulary…

1.11.1.2. Using Live Listening

Using live listening is like using records activity. However; in using live listening, there is an interaction between the speaker and the students in which they may open conversation by asking questions or giving comments. Students should listen to the teachers' speech or to another speaker in order to increase interactivity, to get some new vocabulary and to know some grammatical rules.

1.11.2. Appropriation

Is the second stage, in which students use and produce the language features they were exposed to. Appropriation activities contain drilling and chants, reading aloud and dialogue activities.

1.11.2.1.   Drilling and Chants Activities

In one hand drilling activities are words, sentences or expressions that are repeated by students in the class; like repeating dialogues. On the other hand Chants are very entertaining

and very helpful for students who listen to songs or play games in order to memorize words or idiomatic expression.

1.11.2.2. Reading Aloud Activities

Reading aloud activity is a useful tool for the appropriation of language. In which the teacher can give the learners a text in order to indicate the pauses, highlight the stressed words and intonation. After that, they can practice reading the text. Moreover, this type of tasks helps students to focus on pronunciation without feeling stressed.

1.11.2.3. Dialogue Activities

This activity is about making dialogues between students in which the teacher gives hints or drawing a situation and asks the learners to imagine the situation and perform it in dialogues.

1.11.3. Autonomy

Autonomy is students' independence and responsibility in taking their own learning. In other words, it is the quality of being spontaneous. There are some activities used in the classroom to foster students' autonomy which are:

1.11.3.1. Stories, Jokes and Anecdotes

Are activities mostly used in EFL classes, they give the students the chance to practice their oral skills, as well as enrich their vocabulary. Those activities help students to be more autonomous and more confident while speaking.

1.11.3.2. Role Play

Role play is a very helpful technique by which students face their fear and reduce their shyness. Role plays open the chance for all students even the weak ones to choose the role they feel comfortable with in order to engage in real life communication. Underhill (1987: 51) claimed that: "The learner is asked to take on a particular role and to imagine himself in that role in a particular situation"

1.11.3.3.   Discussion and Debate

Discussion and debates make students feel free to speak and express their thoughts and opinions without hesitation, because teachers cannot intervene in their speech when communication is taking place. They are most used in EFL oral classes to foster students' autonomy, build up their confidence and reduce their anxiety and stress.

Conclusion

In this chapter, we dealt with an overview about the speaking process in EFL classes since; it is the most difficult skill. We have dealt also, with the obstacles and problems that face EFL learners. Moreover, this chapter emphasized the role of the teacher in providing effective conditions and important activities in order to help students improve their oral performance.

CHAPTER TWO

SELF-CONFIDENCE

Introduction

This chapter provides an overview and background about self-confidence and its importance on students' oral proficiency. Indeed, it is better for students to recognize the characteristics of both high and low confidence. Moreover, it tackles the two important items; autonomy and motivation as a result of self-confidence and we mention also, the differences between self-confidence with its close synonyms: self-esteem and self-efficacy.

It deals with the concept of anxiety as a main cause that reduce students' confidence; its definition, types, and its impact on FL learning. This chapter highlights the role of teachers in developing students' self-confidence. Finally, we will discuss public speaking techniques and strategies which enhance students' oral performance and self-confidence as well.

2.1. Definitions of Self-Confidence

The term confidence means to have faith or to trust in something, more than this, it is a belief in the abilities for achieving and realizing specific goals. So that, learners with high self-confidence never give up until they succeed in their goals because they believe and have faith in their capacities. In the same context, Lland (2013: 11) claimed that: "Confidence originated from the Latin word confidentia " meaning " to trust " and " to have faith " Confident students always trust their abilities, and they really know how to achieve their goals, since they realize that they can do it.

Adalikwu (2012: 5-6) suggested another definition, " Self-confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past ".

In other words, students who have the relevant basis of skills and talents, and know what they set, they easily achieve what they want. When students feel that they are capable of realizing and completing a given task, they will gain the capacity for performing it in a good way.

2.2. The Importance of Self-Confidence

Self-confidence is a very essential factor that FL students should possess, and as it plays an important role in communicating. When students trust their abilities, they will facilitate their learning process and engage in the task without any difficulties, in addition, they will control everything they do.

Kakepoto (2012:71) stated that: "Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively". That is to say; learners with high self-confidence trust their capacities in accomplishing their future objectives, they are more successful in performing the foreign language and they overcome their obstacles that prevent them from progress and success. Mckerrow et al. (2007: 61) have stated, "Appearing confident will help put your audience at ease as they listen to your ideas". So, learners who show their confidence in the class or among group of people, they have the chance to attract their attention because confidence makes them more successful and creative while producing the language.

2.3. Characteristics of Students with High Self-Confidence

Wright (2008: 14) suggested some characteristic for students who have high self-confidence:

2.3.1. Ambitious

Confident learners set specific objectives and they are ambitious and curious about achieving them, since they believed in their capacities and abilities they can make success and do whatever they want while learning.

2.3.2. Goal Oriented

Students with high self-confidence face their challenges in order to achieve what they set; they concentrate only on their goals.

2.3.3. Visionary

Confident students are visionary; they are always optimistic and never think about failure. They seek for success not only in the learning process, but also in life as a whole.

2.3.4. Good Performers and Attractive

Students with high self-confidence know how to attract teachers, they are intelligent enough to present their oral production in a very interesting way and they can create relaxed atmosphere.

2.4. Characteristics of Students with Low Self-Confidence

Lack of self-confidence can be an obstacle for students who seek for success. Those students have specific features as Wright (2008: 13) suggested:

2.4.1. Fearful of Change:

Students with low self-confidence are totally anxious about everything and they feel afraid from trying anything new.

2.4.2. Pessimistic:

Unconfident students are pessimistic about everything, they never make efforts to succeed in their tasks; they predict only the bad things happen during their presentations. They give up easily because they feel afraid and insecure while learning.

2.4.3. Facing Difficulties in Communication

Students who have low self-confidence see everything difficult, even when they speak they face obstacles; either they hesitate, stutter, make slips of the tongue or they lose words…. all this prevents them from communicating or performing.

2.5. The Effects of High and Low Self-Confidence on Performance

Obviously, low and high self-confidence have different impact on learners' performance. Learners with high Self-confidence give the maximum efforts they have in order to achieve positive results; they have the desire to take opportunities and chances while performing, those students know how to react positively in the classroom because they never think about failure. Confident learners believe in their skills this is why they deliver a well performance.

However, students of low self-confidence are gaining negative impact on their presentation; as a result they will give poor performance. Unconfident learners cannot focus on their goals and cannot think about the outcomes this is why they gain negative attitudes concerning their presentations.

So, the level of confidence is an indicator for the performances' results of students. For example, a well delivered performance is an indicator of students' high self-confidence. While, poorly performance is signal of students' low self-confidence. (Hale, 2004).

2.6. The Impact of Self-Confidence on Motivation and Autonomy

Self-confidence helps learners build stronger personality which can guide them to be more involved in the course. Self-confidence has effective results on the students' achievement; it enhances students' motivation in the classroom and makes them autonomous.

2.6.1. The Concept of Motivation

Motivation is a basic element and it has an important role in successful learning, which indicates that motivated learners are better than non-motivated ones.

2.6.1.1. Definition of Motivation

Lee (2005:330) defined motivation as: "The source behind behavior and provides an explanation for why people do things".

Brophy (2004: 4) defined it as, "Motives are usually construed as relatively general needs or desires that energize people to initiate purposeful action sequences". In general, motivation is a tendency behavior and reinforcements that allow people to do their jobs perfectly. It is a students' desire that pushes them to learn the foreign language in preferable way. When students build up their self-confidence, they will be more motivated during the course because they will engage in the task without fear. Indeed, motivation is helpful for teachers too, to eliminate boredom and anxiety in the classroom.

2.6.1.2.   Types of Motivation

Motivation has two different types which are:

A: Intrinsic Motivation

Intrinsic motivators are those behaviors, desires and needs which come from the individuals and their enjoyment in learning without any intervention from the environment. Teachers can motivate their students intrinsically by certain means like: be close to them, direct their goals, also the materials used in the class are able to provide intrinsic motivators for learners. In the same context Oelmüller (2006: 5) suggested that: "Intrinsic motivation can be described as an appeal for the sake of the subject or topic itself".

B: Extrinsic Motivation

Extrinsic motivators are external factors that motivate individuals to take actions and to fulfill their goals and objectives as: praise, money, job… that is to say; students' efforts and desires to learn the FL are only come from external factors as Oelmüller (2006: 7) who declared that: "Extrinsic motivation is just able to achieve short term results"

To sum up, both kinds of motivation are different from each other. EM does not last for a long time because whenever goals are achieved, EM will disappear. However, IM is lasts for a long time; it is everlasting because it comes from students' inner side. So, students who have

a high level of confidence, they trust their capacities and they will try their best in order to achieve their objectives what makes them motivated concerning their learning.

2.6.2. The Concept of Autonomy

"Give a man a fish and he eats for a day.

Teach him how to fish and he eats for a life time"

An ancient proverb

It is not known when the term 'learner autonomy' was first used as pedagogy; it appeared officially for the first time in the publication of Holec's 1981 seminal report entitled Autonomy and Foreign Language Learning in which he defined learner autonomy as the "ability to take charge of one's own learning" (Holec, 1981: 3).

2.6.3. Definition of Learner Autonomy

A number of definitions of LA exist in education generally and in second language learning in particular. For example, Littlewood (1996: 427) defined autonomy as "learners' ability and willingness to make choices independently", he added that "this capacity depends on two main components: ability and willingness" (p: 428). Students who have the knowledge, the skills, motivation and possess a high level of self-confidence will be more autonomous and achieve better oral performance in the classroom.

Confident students are responsible and independent in learning this is why they act in a freedom way and they are responsible about their choices and the teacher is just guiding them. So, confidence develops autonomy in learners what leads them to make a good presentations.

2.7. Self-Efficacy, Self-Confidence and Self-Esteem

Self-efficacy, self-confidence and self-esteem are interrelated concepts and they are used interchangeably. There are many linguists who distinguish between them. There is Bandura (1995: 11) who defined self-efficacy as "human accomplishments and positive well-

being require an optimistic sense of personal efficacy". That is to say, Students with self-efficacy are more optimistic about accomplishing positive goals because they trust their abilities while doing specific activity. However, if they do not believe in their capacities, they lose their self-efficacy and fail in completing their goals. In fact, with low Self-efficacy students will be pessimistic toward their learning.

Self-confidence is students' beliefs and feelings of trust about themselves in order to complete goals they set. Students with high level of confidence are able to achieve whatever they want because they never feel afraid about the consequences. Murray (2006: 53) states that: "if you are confident about something, you don't worry about its outcomes; you just take it for granted that it will go well". Self-confidence is about trusting and having faith with taking risks about accomplishing given objectives.

Self-esteem in contrast, is defined by Lland (2013:6) who states that: "self-esteem is the capacity to respect and think well of you. It means that you appreciate yourself as a unique individual with your own set of skills, talents, and abilities". This means, self-esteem is students' evaluation of themselves. Students with high self-esteem appreciate their selves, as a result; they build strong relations with friends and family. However having low self-esteem makes learners neglect everything even what is beneficial for them, they will never appreciate their selves as a result, a poor delivered presentation will occur.

2.8. Anxiety and Self-Confidence

Anxiety is a serious problem for many EFL learners because it threatens their self-confidence.

2.8.1. Definition of Anxiety

Anxiety is one of the most negative psychological factors; it is a psychological state of fear and tension accompanied with disorder, nervousness, stress and worry.

Anxiety is a mixture of negative feelings comes from students' doubts and low self-confidence they have. Moreover, it is closely related with classroom context where learners try to produce, practice and communicate using the FL.

Teachers' negative feedback and opinions opened the doors for students' anxiety.

2.8.2. Facilitative and Deliberative Anxiety

Students' anxiety can be facilitative or debilitative. Indeed, anxiety can be helpful to facilitate learners' speaking abilities. It is considered as a motivator or push that may guide learners to better oral performances. Whereas having severe anxiety can be debilitating and harm learners' learning process to make negative impact on their performance. Stressed and worry learners avoid communicate using the target language and trying to escape from learning.

2.8.3. Types of Anxiety

Anxiety is classified into three types: trait anxiety, state anxiety, and situation-specific anxiety.

a): Trait Anxiety

MacIntyre and Gardner (1991: 87) refer to it as a more permanent feeling of anxiety, i.e. learners who suffer from this type is likely to be highly nervous in all situations. Students with such feeling don't speak or participate; they prefer keep silent rather making mistakes.

b): State Anxiety

Unlike trait anxiety, state anxiety is a temporary feeling, it is a unique emotional case characterized by feeling of tension concerning a specific or a given activity such us exams and oral tests and it will disappear after that. Salkind (2008:38) stated that: "It may negatively influence FL learning and learners" performance, as it can interfere with their learning, social, and emotional development".

c): Situation-Specific Anxiety

This type focuses on the situations in which anxiety is aroused. It refers to the experienced fear by EFL learners in some learning contexts. i.e. it is manifested under specific contexts; in public speaking, in class participation, in oral exams… It refers to the "apprehension experienced by EFL learners in oral expression skills in some learning contexts". (ibid).

2.8.4. The Impact of Anxiety on Students' Oral Performance and Confidence

Shumin (2002: 204) claimed that: "It is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately". Many students of FL have experienced how stressful the foreign languages are in the classroom; this difficulty has a great impact on students' personality as well as, their learning. It makes them feel afraid and anxious while communicating. As a result, they will produce poor performance.

Anxiety threatens learners' self confidence by eliminating their abilities and making it at risk of failure, this risk occurs in a FL classroom, which may lead students to embarrassment and disengagement i.e. learners who have high level of self-confidence are less to be anxious. They tend to be more engaged in the learning tasks. Whereas, less confident students are more anxious, they miscomprehend the message sent by the teacher, which may lead to unsuccessful communication.

Oral proficiency can be achieved only in a relaxed and friendly atmosphere where students feel at ease and comfortable with the teacher and with each other.

2.9. Teachers' Role in Developing Students' Self-Confidence

Teachers' role in the classroom is not limited only to the transfer of knowledge. In fact, it is more than this. Teachers are the key element in building students' confidence by using many techniques and methods among them:

2.9.1. Using Praise

Praises in the classroom are very helpful to make students trust their capacities. Using praises include all the positive remarks which encourage students to perform better. Knight and Lee (2008: 38) suggested that: "Good", "nice job", and "thanks" are all examples of unlabeled praises that instructors may give to students". Indeed, students will give the best they have without any obstacles, since their work is appreciated.

2.9.2. Giving Help and Care

Teachers' feedback has a considerable impact on students speaking skill. This is why students are always interested about their teacher's opinion as a reaction to their performance. Teachers' care will build strong relationship with students and reduce any kind of anxiety and stress which students experience during their performance. In addition, teachers will be more close to their students, which help them in turn to be better performers. Kyriacou (1995:73) stated that: "In your interactions with pupils, the two areas that probably have the greatest effect are how you treat pupils' errors and the extent to which you take a personal interest in their progress".

2.9.3. Treating Students Equally and Fairly

Students lose their confidence when there is bias in the classroom. So that, students will feel neglected and avoid participation and start hate each other. Stronge (2007:25) suggests that students expect teachers to treat them equitably -when they behave as well as when they misbehave- and to avoid demonstrations of favoritism. Thus, teachers have to give all their students the opportunity to perform. So; teachers should give equal chances for all the students and use the same methods if they misbehave.

2.10. Tips for Building Confidence in learners

There are many steps to build up students' self-confidence. Building self-confidence starts from the person himself, if the learner lacks self-confidence s/he will ignore her/himself and face difficulties while producing the FL.

2.10.1.   Keep your inner voice positive

The key element of building up self-confidence is thinking in a positive way. Students have to be always optimistic concerning their performance. Each student has the ability to examine their internal voice and decide to keep only the positive ideas because they change behavior. Adalikwu (2012:31) presented examples for positive inner talking, he suggested that: "I'm so stupid" becomes "OK, I made a mistake. Next time I'll not do the same". Thus, Confidence can be changed according to the internal talk.

So, students never feel confident if they have a negative commentary running through their minds telling them that "you're not good". They should think about things that they are good at.

2.10.2.   Do not compare yourself with others

Comparing ourselves with others is a big mistake that all students' commit.When students start comparing themselves with those who have better achievements. In this case, they will neglect their goals and focus more on their weaknesses rather than their talents and strengths.

2.10.3.   Look at what you have achieved

One of the helpful techniques that build up self-confidence is writing a list of proud things that were achieved; even when getting good marks. Unconfident or upset students should return to the list and celebrate those things.

2.10.4. Read aloud and speak up

Practice the foreign language and speak up is an essential step that makes students proud of their language. After positive thinking, learners should set their goals that they are capable of achieving. Also, they should avoid comparing themselves with others who are better. After all the previous steps, it is the students turn to move on and speak up in order to take risks and challenges.

Adalikwu (2012: 27) claimed that: "Make it a game with you. Decide that you will speak up at least one time in every group discussion that you're in. You will find that it gets easier in time". Furthermore, reading aloud may help students practice, build their self-confidence and even may concentrate on their strengths and talents.

2.11. The Role of Public Speaking Strategies in Enhancing Self-Confidence

The majority of EFL learners are struggling to improve and develop their speaking skills. However, most of them face difficulties in expressing their ideas and thoughts appropriately. Public speaking techniques are helpful for EFL students to overcome their obstacles and build up their self-confidence.

Public speaking strategies are very important for all FL students in order to succeed in their presentations. Using public speaking techniques help learners to satisfy themselves and to attract their classmates and teachers, it is not only a strategy or technique but it is an art of speaking.

2.11.1. Definitions of Public Speaking

Public speaking was defined by many researchers. Nikitina (2011: 10) defined it as; "a process, an act and an art of making a speech before an audience" Therefore, public speaking is to be motivated to speak in front of group of people, self-confidence is required in such speech to be more effective, in the same way; public speaking helps the speakers to build their

self-confidence. Each foreign language students need public speaking techniques in order to improve their oral performance as well as, to foster their confidence.

2.11.2.   Public Speaking Techniques

Speaking to group of people is a difficult task for many EFL learners. Especially for those who feel anxious while speaking. Mckerrow et al. (2007: 15) claimed that: "As you think about speaking publicly, you're likely to feel some anxiety because you don't want to fail. This fear of failure or embarrassment may be even stronger than your desire to speak".

The fear of making mistakes and low self-confidence make EFL students passive in the class. As a result, they should be aware about some strategies which make their speech effective, perfect and efficient. Cole et al. (2007: 53) claimed that: "Learners need to know what makes a conversation effective – such as appropriate language and tone of voice". These are some techniques to an effective oral presentation:

a) **Preparing to Speak**

Students should prepare in advance what they will talk about in order to have an idea about the topic. So, preparation is a very essential step before presenting, it facilitates the understanding of the topic and motivates students in answering the questions that given to them. Mckerrow et al. (2007:15) have insisted, "Prepare well enough to know what you're talking about".

b) **Using Relaxation Techniques**

When there is a good and relaxed atmosphere, students will feel free to express their ideas clearly without hesitation. Taking breath is also a very relaxed technique that students should use after speaking; it helps them to deliver a better presentation. Griffin (2009: 4) claimed that: "Take some calming breaths in your seat before you get up to speak".

c) Organizing the Topic

Students should know how to organize their topics to attract their audience because organization makes the audience listen and understand the topic. Students should know that not only the written form should be organized but the spoken language too should have such organization. To start any presentation, students should begin with a good introduction in order to make the audience feel curious and to attract their attentions.

d) Starting Slowly

Starting slowly is a useful method to avoid anxiety and stress. Moreover, speaking slowly facilitate the understanding of the message, whereas, speaking fast can make audience bored, lose attention and cannot absorb the information.

e) Changing Your Tone

Ryan (2006: 25) stated, "Practice speaking loudly, then softly, then normal". Varying in using one's tone can make the students more relaxed and motivated. Therefore, to use different tones will give students more chances to gain audience' attention what improves students' confidence as well.

f) Using the Body

Using the body language help students to deliver their message easily and make it more comprehensible. Speaking with hands and using facial expression motivate audience to engage in the speech and to get better performance. Wallwork (2010:33)," Move your hands around as soon into the presentation as possible " .

g) Using Visual Aids

Using the visual aids organizes students' presentations and enhances their performance as well as, gives extra information and facilitates the understanding.

The art of Public speaking is an essential skill that is developed over time with extensive practice. As Spilsbury (2014: 5) assumed, " Learning to speak in front of others is

a skill that is developed over time, not over night. You can learn public speaking skills step by step, just like any other task or subject". He believed that public speaking helps students in:

- Developing their confidence and speaking in a convincing way

- Organizing their thoughts and ideas.

- Achieving their goals

In short, all those techniques are very beneficial for FL students to be effective performers and gaining more confidence, in addition, those strategies helping students to be good listeners as well.

Conclusion

In teaching the FL, the first professional interest is improving the speaking proficiency, since it is considered   the basic element of success because it requires a confident speaker. In this chapter we have dealt with definition of self-confidence with major titles associated with it, namely, its importance, its effects on motivation and autonomy. In addition to, the concept of anxiety as a threat that decrease confidence among students.

Public speaking strategies are very important for students to improve their confidence, reduce all kinds of anxiety and improve their speaking performance. The role of the teachers too, is significance in improving students' self-confidence. Indeed, if the teacher uses harsh criticism, students lose confidence and stop concentrating. Moreover, the teacher should enforce the idea of taking risks between students in order to enhance their abilities for engaging actively in the tasks without any problems.

CHAPTER THREE

FIELD OF WORK

Introduction

This last chapter is the field work of our research and we devote it to examine the impact of self-confidence on first year students of English, at the University of Guelma, and to investigate how it affects their speaking performance in the classroom. Our data collection has been based on two questionnaires as research instruments; one is devoted to teachers, while the other one is addressed to first year students in order to fulfill our objectives and validate our hypothesis, which assume that the more students of first year English have trust in their abilities, the more they are likely to enhance their oral performance in the foreign language.

First, the situation design will introduce the population to whom the questionnaires were administered. Second, we will describe, analyze and interpret the questionnaires. We will then provide two sections, the first one will be about learners' questionnaire analysis; and the second one is about teachers' questionnaire analysis. We will also present our suggestions and recommendations concerning the role of self-confidence for better performance of the foreign language speaking.

3. Research methodology and design

3.1. Research Method

The nature of our research will be conducted through qualitative method and it is designed to see to what extent self-confidence affects students' oral performance. The results will be presented by percentages; which will in turn present by means of tables and diagrams for both Yes/ No questions and close ended. In addition, open-ended questions will be followed by interpretation and detailed discussions.

Whenever necessary, we proceed to the calculation of the means; by using the arithmetic mean that is calculated as follows:

$$X (\%) = \frac{fi}{N} * 100 \text{ (read X bar equals sigma x over n)}.$$

(X) is the mean, (fi) is the sum of values and (N) is the number of subjects.

3.2. Population and Sampling

3.2.1. Students

The population of the study is composed of one group of first year students of English department. The group consists of thirty students of mixed sex and age and they are chosen randomly in order to generalize the results.

This present study deals with students of first year English at the department of English at Guelma University.

The purpose behind selecting first year English students is that we presume that they are able to speak English quite well since they have learned English for many years; in both middle and secondary schools, in which they learned grammar rules and possess an amount of vocabulary item. Indeed, first year students are normally aware about the importance of foreign languages, may be this is why, they choose learning English.

3.2.2. Teachers

We selected randomly ten (10) teachers at the University of Guelma. All the participants in this study (professors, doctors, and set-teachers) at least have taught (or still teach) oral expression. The reason behind such choice was to examine to what extent teachers are aware of the important role of self-confidence and its effect on learners' oral performances in FL classrooms.

3.3. Research Tools

Our research attempted to recognize the effects of EFL students' self-confidence (Independent variable) on their oral performance (Dependent variable). Since the independent variable is intangible and we cannot measure it. Accordingly, this research will be conducted through two questionnaires which are more useful to achieve a more reliable work. The first one is administered to random sample of thirty LMD students of first year, in order to know their points of view about self-confidence and oral performance. The second one is delivered to ten teachers of Oral Expression, because their responses help us in analyzing the results. Since they interact with different learners for long time, what help us to confirm or reject the hypothesis.

Section one:

The Analysis of Learners' Questionnaire

3.1.1. The Students' Questionnaire Analysis

Students' questionnaire is divided into four parts; the first one is general information about the students. The second one is about the learners' speaking skill. The third part is about the effect of students' self-confidence with reference to speaking and the last one is about the solutions for students to get over their obstacles and enhance their self-confidence while speaking.

3.1.2. Description of the Questionnaire

Learners' questionnaire is handed to (30) first year students of English at the University of Guelma.

Table n°1: the representation of the learners' questionnaire

	Number	Percentage
Questionnaire Handed	30	100%
Questionnaire Returned	30	100%
No Answer	0	0%
Total	30	100%

Table (1) above indicates that our questionnaire is answered by (100%) of our study sample. This population is going to represent our target group case study. It is chosen randomly from first year students. The sample consists of thirty (30) students who answered the questionnaire that was given to them.

The questionnaire (Appendix 1) is composed of four sections structured as follows:

Part One: General Information

This section is an introductory part which indicates learners' prior background in English, in order to determine their language competence level. (Q1) is about their age. (Q2)

aims to know whether it was their choice to study English or not. (Q3) is for how many years they have studied English.

Part Two: Speaking Performance

The second section deals with students speaking performance, in which, it tries to find out if learners have any speaking problems, mainly in oral expression module that might be stemmed from low self-confidence they have. (Q4) is about the skill they want to develop most. (Q5) students are asked if they have obstacles while performing an oral presentation. In (Q6) they are asked if the lack of practice is one of the speaking problems' causes. (Q7)How could you appreciate your level in speaking? (Q8)To what extent do the oral expression activities help you to enhance your oral performance? (Q9) is about which technique do you prefer to use to increase your speaking performance?

Part Three: The Effects of Self-Confidence on Speaking Performance

This section is formed of ten questions and focuses on the role of self-confidence in affecting learners' speaking performance in English classroom. (Q10) is about the feeling of unconfident students during an oral evaluation? (Q11) is about why do they feel unconfident in an oral performance task? (Q12) their agreement if self-confidence affects their speaking skill. In (Q13) students are asked about how they feel while presenting in front of others. In (Q14) they are asked about the factors that could increase self-confidence? (Q15) is about public speaking strategies in improving speaking skill? (Q16) is about the role of self-confidence in improving speaking performance?

Part Four: Solutions

The last section is devoted to the solutions, in other words; how can teachers and or even learners themselves manage to enhance the self-confidence between each others. In

(Q17) students are asked if their teachers help non-confident learners to overcome their obstacles and enhance their confidence. (Q18) if yes, how can they do so and what are the methods that should be followed. (Q19) how can students help each other to raise their self-confidence. Finally, the students are requested to write anything about this subject (Q20).

3.1.3. Students' Questionnaire Results

Part One: General Information

Q1: Your Age is between:

Option	Number	Percentage %
17 – 21	18	60%
22 – 27	12	40%
Total	**30**	**100%**

 Table 2: Students' Age

More than the half of the population (60%) are under the age of 21years old, and the rest of students (40%) are upper than 22 years old, mainly because they repeated some years before.

Q2: Is it your Choice to Study English at the University?

Option	Number	Percentage %
Yes	23	76.67%
No	7	33.33%
Total	**30**	**100%**

Table 3: Students' Choice to Study English at the University

The majority of students (76.67%) have claimed that English is their choice, which somehow indicates that students are motivated since they have the desire to learn and to study the language. However, the minority of the students that forms 33.33% opted for no. that is to say, English is not their choice. We assume that the baccalaureate average did not allow them to follow the specialty they wanted to.

Q3: How long have you been studying English?

Years	7	8	10	More than 10	Total
Number	18	7	5	0	**30**
Percentage	60%	33.33%	16.67%	0%	**100 %**

Table 4: students' years of Studying English

The majority of the students (18) making up (60%) stated that they have been studying English for seven years, and this is the normal number to reach out their academic year. However, those who stated that they have been studying English for eight years (33.33%) and those who declared that they have been studying English for ten years (5%) are believed that, to be older subjects either they have repeated one or many years or not having started early their primary education. None of the students have chosen more than ten years.

Part Two: Oral Performance

Q4: Which skill you want to develop most?

Option	Listening	Reading	Speaking	Writing	Total
Number	4	2	14	10	**30**
Percentage	13.33%	6.67 %	46.67%	33.33%	**100%**

Table 5: The Skill that Students Want to Develop Most

46.67% of the population has selected speaking as the mostly skill they want to develop. 33.33% of students have chosen writing, 13.33% of the population want to develop the listening skill. For the reading skill only two students with a percentage of 6.67% have chosen it. However, to support the answer, students are asked to justify their answer.

We can notice from the answers, that the two productive skills (speaking and writing) represent a challenge for the majority of students.

Q5. Have you ever got obstacles while performing an oral presentation?

Option	Number	Percentage
Yes	22	73.33%
No	8	26.67%
Total	**30**	**100%**

Table6: Learners' Obstacles while Performing an Oral Presentation.

The results from the table above indicate that the majority of the students face speaking obstacles while presenting. However, 26.67% of students never get obstacles during their presentation.

Q6: Do you think that the lack of practice is one of the speaking problems' causes?

Option	Number	Percentage
Yes	30	100%
No	0	0
Total	**30**	**100%**

Table7: Students' Opinion about the Lack of Practice as One of Speaking Problems'

   Causes

As shown in the table, all the participants with 100% assert that the lack of practice is a major cause for speaking problems. Since, one cannot practice speaking, s/he cannot speak fluently.

Q7: How could you appreciate your level in speaking?

Option	Very Bad	Bad	Medium	Good	Very Good	Total
Number	0	9	13	8	0	**30**
Percentage	0%	30 %	43.33%	26.67%	0%	**100%**

Table 8: Students' Appreciation of their Speaking Level

According to the results shown above, no one admitted that he/she is a very bad or very good in speaking (0%), 30% of the population has claimed that their level is bad. 43.33% said that they have medium level, 26.67% agreed that they are good students. From the findings, we can claim that the speaking skill is considered as the most difficult and complex task for the majority of students.

Q8: To what extent the oral expression activities help you to improve your oral performance?

Option	Not at All	Very Little	A Little	A Lot	Very Great Deal	Total
Number	0	0	3	17	10	**30**
Percentage	0 %	0%	10%	56.67%	33.33%	**100%**

Table 9: Improving Oral Performance through Oral Expression Activities

More than the half of the population (56.67%) has agreed that, oral expression activities help them a lot in improving their oral performances. A 33.33% of learners have said that oral tasks play a very great deal in enhancing speaking skill. However; only three students claimed that oral activities play little role in improving speaking. None of the

participants have opted for not at all or very little. This implies that oral expression activities are interesting for students and help them raise their motivation.

Q9: Which technique do you prefer to use to increase your speaking performance?

Option	Number	Percentage
Role play	11	36.67%
Debates	4	13.33%
Group work	15	50%
Others	0	0%
Total	**30**	**100%**

Table10: Most Techniques that Students Prefer to Use in Increasing Speaking Performance

Overall, and from the table above, it is clearly to understand that the majority of students (50%) find that group work the most favorable technique for them. A population of 36.67% opted for role play as the best technique they enjoy most, for debates only three students with 13.33% have claimed that they enjoyed this technique. However, none of the participants opted for others.

These data might be interpreted by the fact that, students prefer to work in groups with their classmates because group work enhances their self-confidence as well as oral performance.

Part three: The Effects of Self-Confidence on Speaking Performance

Q10. Do you feel unconfident during an oral evaluation?

Option	Number	Percentage
Yes	21	70%
No	9	30%
Total	**30**	**100%**

Table 11: Students' Feeling during an Oral Evaluation

As the table 11 indicates, 70% of the participants feel unconfident when they have an oral test. However, 30% of students never experienced this type of behavior.

Q11: If yes, why do you feel unconfident in an oral performance task?

Option	Number	Percentage
a. Fear of making pronunciation mistakes	6	28.57%
b. Having deficient vocabulary	6	28.57%
c. Fear of teachers' negative feedback	5	23.81%
d. Having unmotivated topics	4	19.04
Total	**21**	**100%**

Table 12: Causes of Unconfident Learners in an Oral Performance Tasks

A part of the question 10, students who feel unconfident have asked to clarify their answers. So; a percentage with 28.57% of the population has declared that they are afraid of making pronunciation mistakes in front of their classmates and teachers, the same percentage said that they have deficient vocabulary; this is why they cannot speak. 23.81% of the students have replied that they are afraid of teachers' negative feedback whenever they make a mistake. For the final option, 19.05 % of unconfident learners have said that the lack of

interesting topics that are given by the teacher make us feel unconfident because those topics are less motivated.

12. Do you agree that self-confidence affects your speaking skill?

Option	Number	Percentage
Totally agree	30	100%
Partially agree	0	0%
Agree	0	0%
Neither agree nor disagree	0	0%
Partially disagree	0	0%
Disagree	0	0%
Totally disagree	0	0%
Total	30	100%

Table 13: Students' Agreement about whether Self-Confident Affects their Speaking Skill

In response to this question, we find the whole population i.e. 100% have claimed that self-confidence really has an effect on students' speaking performance. This indicates that self-confidence is required for all oral presentations; it is an important key element for learners to perform well.

Q13: How do you feel while presenting in front of others?

Option	Number	Percentage
Motivated	3	10%
Stressed	12	40%
Confident	6	20%

Afraid	9	30%
Total	**30**	**100%**

Table 14: Students' Feeling while Speaking

From the results, 10% of students feel motivated while speaking, 40% of them have said that they feel stressed during an oral task may be because they are unconfident, not well prepared or lack of deficiency competence. A percentage of 20% of participants have declared that they feel confident. However 30% afraid perhaps of making mistakes or from negative feedbacks they face from the teachers.

Q14: Which of the following could increase your self-confidence?

Option	**Number**	**Percentage**
Feedback	7	23.33%
Public speaking	14	46.67 %
Oral expression activities	9	30%
Others	0	0%
Total	**30**	**100%**

Table 15: Students' Choice about which one could Increase their Self-Confidence

The majority of students 46.67% have insured that public speaking strategies help to increase self-confidence, 30% of them have chosen oral expression activities for improving their self-confidence. 23.33% of students have opted for feedback as a major reason for helping them to raise their self-confidence. However, no one opted for others.

Q15: Do you think that public speaking strategies help you to improve your speaking skill?

Option	Number	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

Table 16: Students' Choice about whether Public Speaking Strategies improve the speaking skill

All the participants have replied with yes. And they asked to clarify as a second part of the question. The majority of students have answered that public speaking strategies give the opportunity to participate, to present and to practice the language effectively. Others have said that since, preparation is one of the strategies it helps to give a well delivered performance.

Q16: How can self-confidence improve your speaking performance?

Option	Number	Percentage
Raise your autonomy	13	43.33%
Increase your motivation	0	0%
Improve self- dependency	17	56.67%
Total	**30**	**100%**

Table 17: The Role of Self-Confidence in Improving Speaking Performance

The table declares that, 43.33% of the learners have opted for raising autonomy. However, the majority have said that self-confidence improve self-dependency. None of the participants have chosen increase motivation.

Part Four: Solutions

Q17: **Can your teachers help non-confident learners to overcome their difficulties and problems?**

Option	Number	Percentage
Yes	22	73.33%
No	8	26.67%
Total	**30**	**100%**

Table 18: the Role of Teachers in Helping Non-Confident Learners to overcome Their Problems and Difficulties in the Classroom

Concerning this question; whether teachers help unconfident students to get over their obstacles, the results shows that the majority of students (73.33%) have said yes, that is to say; teachers have different roles to play. They can act a promoter in order to help such students. But 26.67% did not agree and have replied with no. According to them teachers cannot contribute in such situation.

Q18: **If yes, how can they do it? (The methods they followed?)**

The majority of our subjects have not answered this question, however, the rest have suggested some ways that help unconfident learners to overcome their problems; creating relaxed atmosphere, avoiding the over use of feedback and putting an end to some noisy students.

Q19: How can students raise each others' self-confidence?

All the students agree on encouragement especially when a learner loses words while speaking, and they stressed the idea of using group works while learning.

Q20: If you would like to add something, please write it below

Concerning this question, only five students have answered it by saying it is a very interesting topic, and self-confidence is a very serious issue. They believe that teachers can play the major roles in raising students' confidence, as well as, they can decrease its level. They suggest that, teachers should pay attention to unconfident students.

2.3. General Summary of Students Questionnaire Results

The major facts that revealed in the analysis of learners' questionnaire can be summed up in the following points:

-The sample under the investigation represents (30) English first year students at the university of Guelma, for the academic year 2017/2018; in which 60% of them   are under the age of 21 years old.

- All the participants have different levels of speaking proficiency, this is why, 76.67% of them have claimed that English is first choice to be learned.

- The majority of students need to develop the speaking skill because they have medium level in speaking. For them; it represents a challenge since it is very difficult task and they face problems while using it. According to them the lack of practice is the first cause that leads to speaking obstacles.

- Through their answers 56.67% of learners have agreed on using oral expression activities for developing their oral performance because they are more interested and more helpful to motivate them, especially, using group works while learning give them the chance for participating and will feel more relaxed and comfortable what leads to better delivered presentations. However some motivated students enjoy role play because it raises their

autonomy. 13.33% of the students enjoy debates because they need to enrich their vocabulary and to speak fluently as natives.

- Most students feel unconfident when they have oral evaluation because they are afraid of making pronunciation mistakes. Others have deficient vocabulary, the fear of teachers' negative feedback decrease the level of confidence for others. Whereas, 19.05% of the students have claimed that topics for discussion are very boring and not motivated.

- The students who are under investigation have proved that self-confidence affects the speaking skill, if students get stressed or anxious during an oral task they lose their confidence what leads them to hesitation. So that, most of them prefer public speaking strategies for increasing their self-confidence as well as, their oral performance. According to them, public speaking raises autonomy and helps them to speak fluently.

- 73.33% of participants agreed that, teachers can help non-confident students to overcome their problems through motivating them by creating relaxed atmosphere via avoiding the over use of negative feedback also, putting an end to some noisy students. Moreover, the majority of them provide us with suggestion to increase each other's confidence: as respecting each other's level of proficiency, especially using encouragement while someone losing his/her words.

- It is worth mentioning that our subjects through all their answers affirmed that, our research theme is very interesting and the level of confidence is an indicator for the result of students' performance.

Section two:

The Analysis of Teachers' Questionnaire

3.2.1. Teachers Questionnaire Analysis

Teachers' questionnaire is divided into two parts; the first one is about their qualification. The second one is the about self-confidence and its effects. The questionnaire is consisted of fifteen questions (15).

3.2.2. Description of the Questionnaire

Teachers' questionnaire is handed to ten teachers of oral expression at the University of Guelma at English department.

Part one: Teachers' Qualification

This part is a starting point which indicates teachers' prior knowledge and background information. (Q1) is about teachers' grade; License, magister degree or doctorate. (Q2) is about teachers' experience; either in the university or pre-university level. In (Q3) teachers are asked about how many years they have been teaching English. (Q4) is about their specialization.

Part two: Self-Confidence, its Causes and its Effects

This part contains eleven questions through which we tend to know teachers' view about students' confidence. In (Q5) teachers are asked to define self-confidence. (Q6) is about if self-confidence is important for effective speaking. (Q7) tends to know if they discuss learning problems with students. In (Q8) they are asked how they can know if a certain learner feels unconfident during speaking. (Q9) is about how they can react to such students. In (Q10) teachers are asked about their agreement if self-confidence influences learners' speaking performance. In (Q11) teachers are asked about how they can encourage students to speak in the classroom. (Q12) is about the strategies they use to keep students actively

involved in the task. (Q13) is about whether students with high self-confidence will be successful performers.

(Q14) is about their perspectives toward public speaking strategies in enhancing students' oral performance. Finally, the open ended question is free writing about the topic.

3.2. Teachers' Questionnaire Results

Part One: Teachers' Qualification

Q1: Your Grade is:
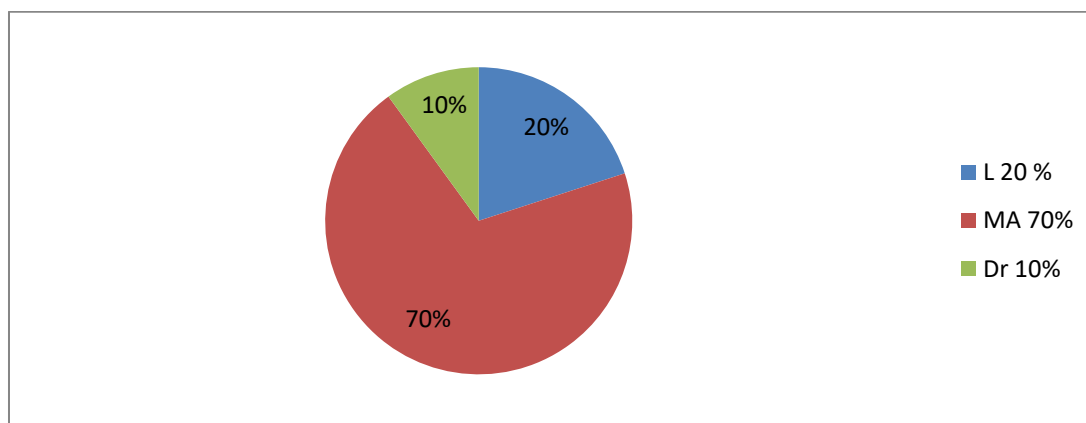
Figure n° 1: teachers' Grade

According to figure 01, most teachers (70%) have magister degree in English Language studies. However, 20% of them have license and only 10% of them having the doctorate degree.

Q2: Teaching Experience:
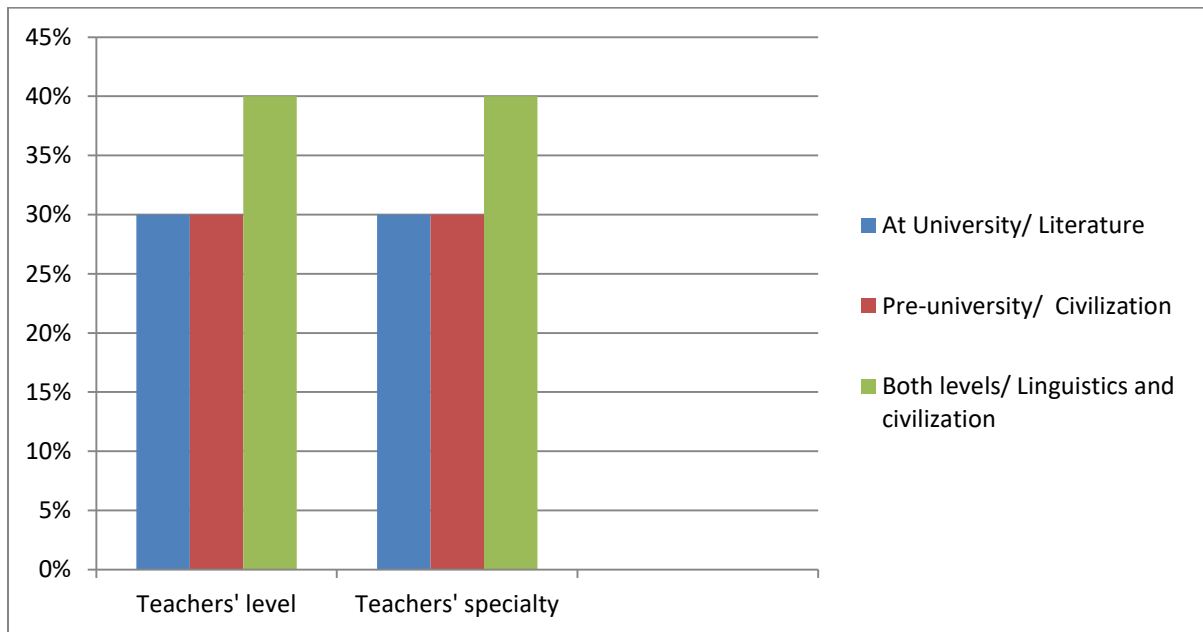
Figure n°2: Teachers Experience and specialty

The majority of teachers (40%) have experienced teaching at both university and pre-university levels; in which 20% of them teach linguistics and 20% of them teach civilization. 30% of teachers experienced teaching at University in which they teach literature, while 30% teach civilization at pre-university levels. Their teaching experience varies between one to 25 years.

Part Two: Self-Confidence; its Causes and its Effects

Q5: According to you, what does it mean self-confidence?

The respondents argue that self-confidence is people's feeling to trust their abilities and capacities in order to realize and reach their goals. Some of them add: peoples with high self-confidence never give up until they get what they want.

Q6: Do you believe that, self-confidence is important for effective speaking in the classroom?

Option	Number	Percentage
Yes	10	10%
No	0	0%
Total	**10**	**100%**

Table 19: Teachers' Opinions about the Important of Self-Confidence for Effective Speaking

From the table above all the participants have believed that self-confidence is an important factor for enhancing the speaking skill. For them, it facilitates the learning process, as well as, raising their speaking skill.

Q7: Do you discuss with your students their learning problems?

Option	Always	Often	Sometimes	Rarely	Never	Total
Number	3	0	5	0	2	**10**
Percentage	30%	0%	50%	0%	20%	**100%**

Table 20: Teachers' Discussion of Learners' Problems

The findings show that, 30% of teachers always discuss their students' learning problems. 50% discuss them from time to time because there is no sufficient time. However, 20% of teachers never talk with students about their issues.

Q8: How can you know that certain learner feels unconfident while speaking?

According to this question, many teachers distinguish unconfident students from confident ones through different ways; such as being shy, changing face color, hesitating while speaking or remaining silent. Some other teachers have claimed that students who have

abnormal behavior like; using body language more than speaking, avoiding any interaction with the teacher or with their classmates also, another important point that is mentioned by one teacher is that, unconfident students are those student who make slips of the tongue, repeat the same idea more than once and always asking their friends to translate what the teacher said.

Q9: And how do you react to this type of behavior?

Most teachers agree on creating a relaxed atmosphere, giving them a limited freedom in order to express their selves. Other teachers have suggested that paying more attention to them but not to their speaking mistakes, that is to say treating them kindly.

Q10: Do you agree that self-confidence influences learners' speaking performance?
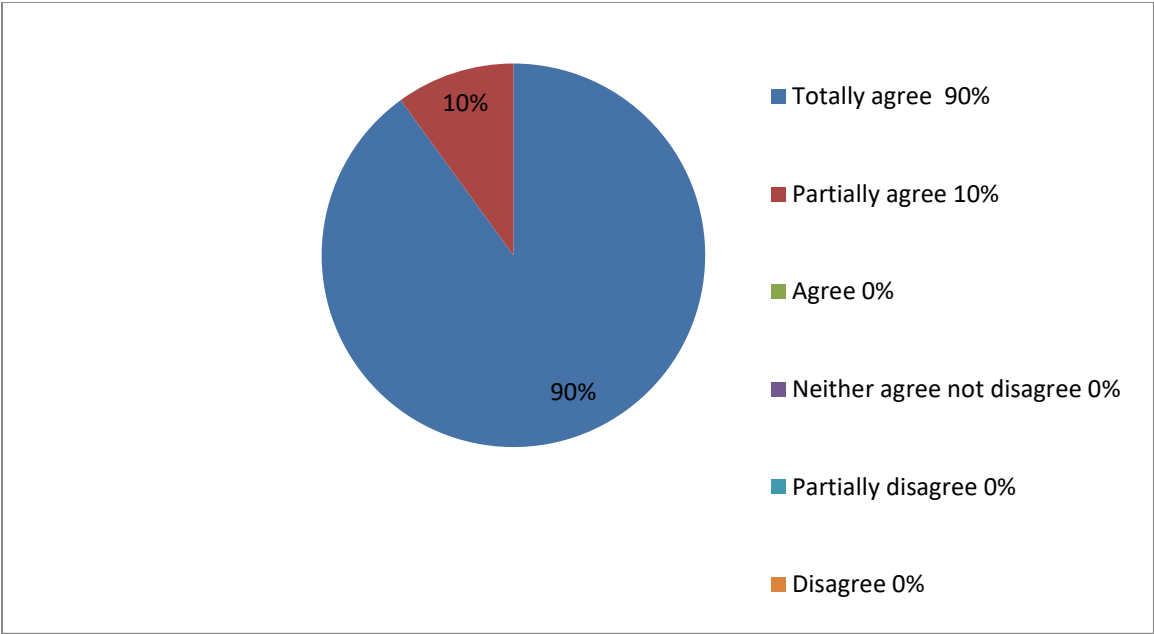
Figure n° 3: Teachers' Views about if Self-Confidence Influences Learners' Speaking Performance

The figure above declares that, 90% of teachers have totally agreed that self-confidence influences students speaking performance. Only 10% of teachers are partially

degree, according to them, not only self-confidence influences speaking performance, but also, students are in need to sufficient vocabulary and high level of competence.

Q 11: How can you encourage unconfident students to speak in the classroom?

Most teachers have declared that talking to them using the mother language. Some others have said that asking them simple questions out of the course in order to make them feel at ease. However, two teachers have asserted the idea of giving them the opportunity to read something related to the lesson.

Q12: As a teacher of oral expression, what are the most effective techniques or strategies that you use to keep your students active in an oral task?

The teachers' answers show that, each teacher has his/her different strategies; the majority of teachers have insisted on the group work activities in the class, some others believe that exemplifying the lesson by providing funny games what give fruitful participation in the class, while other teachers have insisted on making radio tapes in which students listen and write the important information because they will asked about, for them, this can raise their autonomy, enrich their vocabulary and enhance the four skills not only speaking. The minority of them have said that giving them simple topics to be discussed in terms of debates between groups outside the classroom.

Q13: Do you think that students with high self-confidence will be successful performers in oral expression?
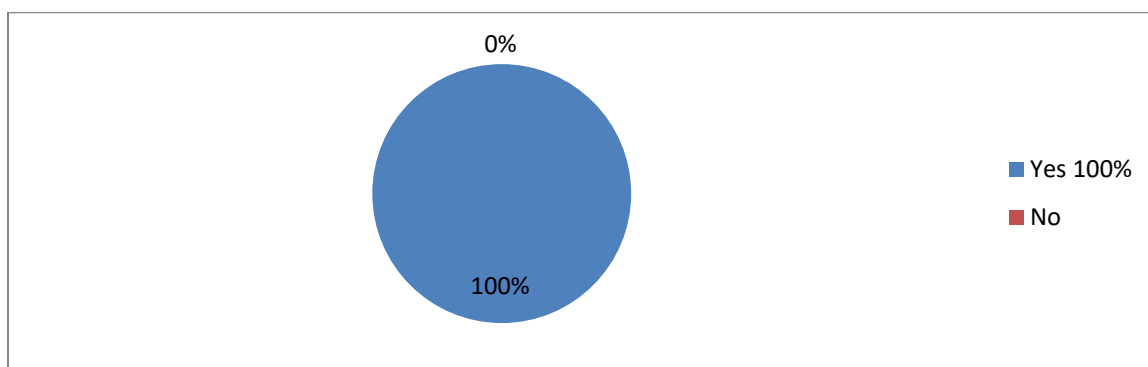
Figure n° 4: Students with High Self-Confidence will be Successful Performers

All the teachers have argued that students who have high self-confidence, for sure, they will be successful performers in oral tasks because it is needed to motivate in order to enjoy the learning process.

Q14: What do you think about public speaking strategies in enhancing students' oral performances?

The majority of teachers have agreed on public speaking advantages for better delivered oral presentation. Some others have said that public speaking techniques are helpful for EFL learners to overcome their speaking obstacles and rising up their self-confidence because they are relaxation strategies that contain preparation before presenting, starting slowly and students can use visual aids for making performance more vivid.

Q15: If you like to add anything please, feel free to write

Some teachers do not answer this question, however for those who have answered they believe that confidence differs from one student to another because of personality (some students are introverts others are extroverts, others are nervous by nature), social environment; their social backgrounds…

3.2.4. General Summary of Teachers' Questionnaire Results

The purpose of the present research aims at finding the effects of self-confidence on students' oral performance. The results of teachers' questionnaire are summed up in the following statements:

-The sample under the investigation represents English teachers at the University of Guelma, for the academic year 2017/2018; in which 70% of them have the magister degree, 40% of them have experienced the teaching at both university and pre-university levels. Also, their specialty varied between literature, civilization and linguistics. They have been teaching English for more than 20 years.

- Most teachers agree that self-confidence is very important factor for effective speaking. Confidence is needed for students to present their English language orally. They define it as beliefs and abilities provide learners with the power of motivation in order to reach their goals. Some of them add that students who have high level of confidence never give up until they succeed.

- All teachers may notice unconfident learners' behavior this is why each one of them have specific ways of treatment. Some of them give their students freedom to express themselves. Some said that paying more attention to speaking without focusing on mistakes. In contrast, other teachers create relaxed atmospheres. Teachers when they asked how to encourage students with low self-confidence most of them have declared that discussing their problems using the mother tongue, however, others have insisted on the idea of giving them something to read.

-90% of teachers have agreed that self-confidence influences students' speaking proficiency, nonetheless, 10% of them have said that if students have not sufficient vocabulary or high level of competence, they will give poor message to be transmit.

- The majority of teachers prefer group work activities in oral tasks because it makes unconfident students feel at ease since they are with their classmates, other teachers have insisted on radio tapes since they are listening and writing information that will be asked about later on what raise competition in the class. Some teachers suggest debates outside the classroom.

- All teachers have agreed on the importance and the advantages of public speaking strategies for enhancing not only students' speaking skill but also, building up their self-confidence because its techniques have positive impact on students; they have the chance to prepare the topic in advance using visual aids than present it by starting slowly with different tones… etc in order to make audience understand the message.

- Teachers believe that confidence's level differs from one learner to another and this because of some factors; personality, social background, environment…etc.

Conclusion

This chapter gathered more detailed data from both teachers' and students' questionnaire analysis by which we confirmed our hypothesis. The outcomes have shown that self-confidence has a great impact on students' oral performance. Furthermore, students' with high self-confidence affect positively their performance. However, students with low self-confidence their performance will not be good. In addition to the teachers' questionnaire that all teachers have agreed upon the idea of unconfident students should have special care in which all factors must take into account besides to their roles which is very essential in enhancing students' confidence by using various methods; public speaking is one of them that help EFL learners to overcome their speaking problems and enjoy the learning process as whole.

Recommendations and General Implications

At the end of our research, we prefer to suggest the following recommendations to raise the awareness of students' oral proficiency as well as, their self-confidence for better achievements:

Recommendations to Teachers

1. Providing different materials in EFL classes will make the learning process goes more easily and learners will be continuously motivated to improve their own individual performance.

2. Teachers should be aware about enhancing speaking among students, since it considered as a very difficult task for them. So that; they should encourage their students to speak each session in order to produce the language comfortably.

3. Teachers should extend the oral expression module to more than two sessions per week because it is very important to provide EFL students more chances to use the foreign language more frequently.

4. Teachers should use positive feedback and praise to create a relaxed atmosphere for students to raise their self-confidence, make them participate and express their ideas clearly and freely in an oral task.

5. Teachers should promote the sense of "I can do it" among learners in order to trust their abilities and never give up until they achieve success.

Recommendation to Students

1. Students should know that speaking skill is a very important productive skill for mastering the foreign language.

2. Students should believe in their abilities to enhance their speaking performance as well as, to raise their self-confidence for better achievements.

3. Students should not compare themselves with others because they will neglect their goals and abilities more than this; they will focus more on their weaknesses and lose the desire for study the foreign language.

4. Students should use the public speaking strategies because they build up self-confidence and enhance oral performance. Public speaking techniques reduce students' fear and stress while speaking to a group. Also, they are helpful for effective presentations.

5. Technologies help students to overcome their speaking difficulties because of the different communication tools that motivate them in order not to hesitate while speaking.

GENERAL CONCLUSION

Learners become curious about knowing the foreign language especially, English. Since it is the first language used in the world. However, while using it, most students face difficulties. Students, who do not trust their abilities, avoid speaking in the class in order not to be shameful among their classmates and teachers.

The present study has covered the effects of self-confidence on students' oral performance. Since, self-confidence is an essential factor that influences students speaking skill and the learning process as a whole. Our research data that we have obtained are in accordance with our research hypothesis; if students have high level of self-confidence they will gain positive results in terms of performance. In contrast, those with low self-confidence gain negative results on their oral presentation.

The majority of both teachers and students have approved that, the more students trust their abilities and believe in their capacities the more they increase their oral performance. In other words; self-confidence affects students' oral performance either positively or negatively. That is to say; students with low self-confidence lose their motivation toward the foreign language, make pronunciation mistakes, forget words and ideas, they always feel shy and afraid from teachers' feedback and they are always pessimistic and anxious. Unlike those who have high level of self-confidence; they speak fluently without fear even if they commit mistakes, they never give up and never feel afraid from teachers' negative feedback.

The findings of this study show that, teachers are responsible and important elements in building students' confidence. They should employ different methods to encourage them to speak and to believe in their capacities by creating a good atmosphere where students feel relaxed in order to produce the language perfectly. Also, teachers should use praise to help their students to perform better. They should establish respectful and friendly relationships by treating them equally and fairly in order to reduce any kind of stress and fear among them.

Not only teachers are responsible of students' self-confidence, however, students too should work hard in order to raise their self-confidence by helping each other whenever they commit mistakes or lose words, they should control their fear and anxiety. This is possible only, if they possess public speaking strategies for being actively engaged in the classroom to improve their self-confidence level and make better delivered presentations.

Thus, we end this dissertation by some recommendations and suggestions, for both teachers and learners which we hope that, they will help them in the foreign oral language classroom.

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Résumé

L'objectif de la présente recherche est de tenter d'étudier les résultats de la confiance en soi sur l'expression oral des étudiant de la langue anglaise a l'université de Guelma. Les étudiants en langue anglaise souffrent des problèmes qui affectent leur performance orale, le manque de confiance en soi est l'un des problèmes les plus importants. Ainsi, nous avons émis l'hypothèse que si les étudiants avaient un niveau élevé de confiance en soi, leur performance orale s'améliorait. Pour tester cette hypothèse, nous avons mené une étude (descriptive) qualitative, et, en tant qu'échantillon, nous avons pris un groupe d'étudiants de première année à une licence (L.M.D). Les données de la recherche ont été recueillies au moyen d'un questionnaire écrit présenté aux étudiants et des enseignants de langue anglaise pour obtenir beaucoup d'informations sur la confiance en soi des étudiants et leur expression orale. A partir des résultats, l'hypothèse qui dit que la confiance en soi a une grande influence a la participation des étudiants est confirmée. Donc nous conseiller de faire des efforts pour réaliser la méthode de parole direct, et, le rôle des enseignants pour aider les étudiants à améliorer la confiance en soi.

الملخص

الهدف من البحث الحاضر هو محاولة التحري عن نتائج الثقة بالنفس على التعبير الشفهي للتلاميذ بقسم اللغة الانجليزية لجامعة قالمة. تلاميذ اللغة الانجليزية يعانون من مشاكل تؤثر على أدائهم الشفهي، عدم الثقة بالنفس هو واحد من أهم هذه المشاكل.

إلى هنا قمنا بالفرضية أنه إذا امتلك التلاميذ مستوى عالي من الثقة بالنفس، فإن أدائهم الشفهي سيتحسن. ولاختبار هذه الفرضية قمنا بإجراء دراسة نوعية (وصفية). و كعينة قمنا بأخذ مجموعة من تلاميذ سنة أولى ليسانس (ل م د) و تم جمع معطيات البحث من خلال مجموعة استبيانات مكتوبة قدمت لكل من الطلبة وأساتذة اللغة الإنجليزية بجامعة قالمة للحصول على معلومات كثيرة عن ثقة التلاميذ بالنفس و تعبيرهم الشفهي.

اعتمادا على النتائج، تم ثبوت الفرضية بأن الثقة بالنفس لديها تأثير كبير على طريقة أداء التلاميذ الشفهي. إلى هنا، ننصح بتحقيق تقنيات الكلام المباشر كأداة ناجحة لتعزيز الثقة بالنفس وكذلك دور الأساتذة في تحسين الأداء الشفهي لتلاميذ.

APPENDICES

Appendix 01: Students' Questionnaire

Dear students,

This questionnaire aims at finding out information about "the effects of self-confidence on speaking ability" please answer the following questions as thoughtfully as possible. The results would help us provide information to confirm or reject our Master research hypothesis. The questionnaire won't take long and is completely anonymous.

Would you please tick the corresponding answer or fill in with the information where necessary.

Aguebet Chems Rahma

English department

Guelma University

Part one: General Information

1. Age?

17- 21	
22- 27	

2. Is it your choice to study English at the University?

Yes	
No	

3. How long have you been studying English?

Seven Years	
Eight Years	
Ten Years	
More Than Ten years	

Part two: Speaking Performance

4. Which skill you want to develop most?

Speaking	
Listening	
Writing	
Reading	

5. Have you ever got obstacles while performing an oral presentation?

Yes	
No	

6. Do you think that the lack of practice is one of the speaking problems' causes?

Yes	
No	

7. How could you appreciate your level in speaking?

Very bad	
Bad	
Medium	
Very good	
Good	

8. To what extent do the oral expression activities help you to enhance your oral performance?

Not at all	
Very little	
A little	
A lot	
A very great deal	

9. Which technique do you prefer to use to increase your speaking performance?

Role play	
Debates	
Group work	

Others, please specify ………………………………………………………...................

…………….………………………

Part three: The Effects of Self-Confidence on Speaking Performance

10. Do you feel unconfident during an oral evaluation?

Yes	
No	

11. If yes, why do you feel unconfident in an oral performance task?

a. The fear of making pronunciation mistakes	
b. Having deficient vocabulary	
c. fear of teachers' negative feedback	
d. Lack of self-confidence	

12. Do you agree that self-confidence affects your speaking skill?

Totally agree	
Partially agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Totally disagree	

13. How do you feel while presenting in front of others?

Motivated	

Anxious	
Confident	
Afraid	

14. Which of the following could increase your self-confidence?

Feedback	
Public speaking	
Oral expression activities	
Others	

If others, please specify

………………………………………………………………………………………………

……………………………………………………………………………………………….

15. Do you think that public speaking strategies help you to improve your speaking skill?

Yes	
No	

How……………………………………………………………………………………………

…………………………………………………………………….

16. How can self-confidence improve your speaking performance?

Raise your autonomy	
Enrich your vocabulary	

Speak fluently	

Part Four: Solutions

17. Can your teachers help non-confident learners to get over their fears?

Yes	
No	

18. If yes, how can they do it? (The methods they followed?)

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

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

………………………………………………..

19. How can students raise each others' self-confidence?

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

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

………………………………………………..

20. If you would like to add something, please write it below

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

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

……………………………………………………

Thank you for your collaboration

Appendix 02: Teachers' Questionnaire

Dear teachers,

This questionnaire aims at finding out information about "the effects of self-confidence on students' oral performances". You are kindly requested to fill in this questionnaire, your answers will be of a great help to the research. We will be grateful if you could answer the following questions.

Thank you

Aguebet Chems Rahma

Section one: Teachers' Qualifications

1. Your Grade is:

B.A	
L	
M.A	
Dr.	

2. Teaching Experience:

At University level	
Pre-University level	

3. How long have you been teaching English?

Years	

4. Your specialty is:

Literature	
Civilization	
Linguistics	

Section Two: Self-confidence, its Effects and its Causes

5. According to you, what does it mean self-confidence?

………………………………………………………………………………………………

…………………………………………………………………………..

6. Do you believe that, self-confidence is important for effective speaking in the classroom?

Yes	
No	

7. Do you discuss with your students their learning problems?

Always	
Often	
Sometimes	

Rarely	
Never	

8. How can you know that a certain learner feel unconfident while speaking?

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

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

9. And how do you react to this type of behavior?

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

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

………………………………………………………………………………………….

10. Do you agree that self-confidence influences learners' speaking performance?

Totally agree	
Partially agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Disagree	
Totally disagree	

11. How can you encourage unconfident students to speak in the classroom?

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

………………………………………………………………………………

12. As a teacher of oral expression, what are the most effective techniques or strategies that you use to keep your students active in an oral task?

…………………………………………………………………………………………………

……………………………………………………………………

13. Do you think that students with high self-confidence will be successful performers in oral expression?

Yes	
No	

14. What do you think about public speaking strategies in enhancing students' oral performances?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………………………………………………

15. If you like to add anything please, feel free to write

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………

Thank you for your contribution