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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE



**The Relationship between Students' Level of Self-Confidence and Their Oral Grammatical Accuracy:
The case study of third year students of English at University Mohamed Kheider of Biskra**

Dissertation submitted in partial fulfillment of the requirements for a
Master Degree in Sciences of Language

PREPARED BY:

BERRAMDANE FATMA

SUPERVISED BY

Dr. Amrate Moustafa

Board of Examiners

Mrs. Bentahar Lamia

(President of the jury)

(University of Biskra)

Dr. Noauri wafa

(Chairperson)

(University of Biskra)

Dr. Assasi Tarek

(Examiner)

(University of Biskra)

Academic Year: 2023/2024

Declaration

I, BERRAMDANE FATMA, do hereby declare solemnly that this submitted work is solely my own effort, and has not previously been submitted for any institution or university for a degree.

Abstract

The study investigated EFL learners' level of self-confidence and its impact on oral grammatical accuracy. This study aimed to shed light on the importance of self-confidence in language learning and the role of grammatical accuracy in enhancing overall English proficiency. To achieve the objectives of this study a co-relational semi-structured approach was chosen to gather and analyze the data. A questionnaire and an oral test were administered to 35 third-year EFL learners in the Department of English at the Mohamed Kheider University of Biskra. The study is structured into three chapters: the first provides an overview of self-confidence in educational and language learning contexts, emphasizing its significance for Algerian EFL learners. The second explores grammatical competence, its components, and teaching strategies, emphasizing oral grammatical accuracy. The third chapter presents the practical aspects of the study, including a summary of the students' data, its analysis, and pedagogical recommendations. In light of the obtained results, the findings reveal that adult Algerian EFL learners had very different levels of confidence. The more confident learners were more involved in class and took initiative in their learning. On the other hand, the less confident learners had trouble participating and got anxious when they had to speak in front of the class. Furthermore, a moderate negative correlation was identified between self-confidence and grammatical errors, suggesting that increased self-confidence correlates with improved oral grammatical accuracy. The study highlights the importance of developing a supportive learning environment and providing constructive feedback to boost students' self-confidence and improve their grammatical accuracy.

Keywords: Self-confidence, Oral Grammatical Accuracy, EFL learners, University of Biskra.

Dedication

First and for most, I praise Allah for showing me the way and giving me strength through
the long road of this piece of research;

To my beloved mother, whose love, encouragement, and support were my source of
Inspiration,

To my dearest father who did everything for me to be here today,

To my dearest sister for helping me throughout all my study career

To my three brothers for their sincere support

To all my friends, especially Ikram who is my second sister

I dedicate this work

In the name of Allah, the most Merciful, the most Gracious

First and foremost, I thank Almighty Allah who endowed us with strength, confidence, and a lot of patience to fulfil this research.

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List of Abbreviations

Communicative language teaching	
CLT.....	20
Computerized assistance language learning	
CALL.....	21
English foreign Language	
EFL.....	3
first language	
L1.....	16
foreign language	
FL.....	16
second language	
L2.....	12
Standard Deviation	
SD.....	42
Statistical package for the social sciences	
SPSS.....	5
task-based language teaching	
TBLT.....	20

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General Introduction

General Introduction

Introduction

Self confidence is a personal trait that makes the person feels able to face any circumstances with no fear and stress to achieve his goals. Self confident is a combination of positive thoughts, feelings and behavior that works to encourage healthy psychological development and bring the individual to the required level of psychological health. Adalikwu (2012) defined self confidence as the following: "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." (p. 5-6) "the willingness to take steps toward valued goals, even if you're anxious and the outcome is unknown. True self-confidence is part courage, part competence, with a healthy dose of self-compassion mixed in." (Barbara, 2018).

Self-confidence take a significant role in success weather in ordinary life or in the scientific field .As it takes in professional performance .For example, in an empirical study. Selig (2019) showed that workers in company witnessed significant change at their work company because they experienced talking loudly when standing on elevator.

Learning a second language can be an easy task if the learner has enough confidence in his abilities and his mental capacities; the cognitive abilities are quite different from male to female and they are largely different from children to adults in that regard Leila and Firooz (2015) claimed that young people in particular typically feel positively about English this is the reason why conscious and awareness are also crucial elements in L 2 learning and they are interconnected with self-confidence, krashen in (1985) claims that conscious knowledge cannot become unconscious knowledge .In the same context Schmidt claims that learning a language is largely a conscious process and the role of unconscious knowledge has been exaggerated (Ellis,1994,p.361).

1. The Statement of the Problem

Learning English is not easy for many reasons. For Example, the students' mother language is different comparing with the English language. Another reason is the lack of self-confidence which has a bit impact on the students speaking performance and their grammatical accuracy. Smith and Johnson (2018) found that the gap between students' native language structures and English grammar often affects their ability to communicate effectively in English. The majority of students find themselves unable to speak using English in front of the others. According to a research report by Lee et al. (2020), "Many students experience a significant lack of self-confidence when speaking English, impacting their fluency and grammatical accuracy."

2. Literature Review

A lot of research studies explored the relationships that occurs between students' self-confidence and the way they speak a second language. Tridinanti (2018) discovered a substantial positive relationship between self-confidence and learning achievement in his study titled "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang," . This study founded that learners with more self-confidence than others do better in their speaking activities and tests.

Similarly, Roysmando (2018) investigated this association in his study which showed that learners with high self-confidence may communicate easily and clearly, however they may still struggle with pronunciation. This study also found a strong connection between self-confidence and speaking abilities.

Rumapea and Wennyta (2020) conducted additional research to evaluate the relationship between self-confidence and speaking skill among students who studied English at Batanghari University Jambi. The study was conducted with 15 second-semester students from the English Education Study Program's A2 Class and included self-confidence questionnaires and speaking assessments. The findings revealed a positive association between self-confidence and speaking skill

in this cohort.

Arango (2015) discovered, through interviews and surveys with 28 participants in a study called "Students' Self-Confidence as a Way to Improve English Oral Production in Tenth Grade Students at Ricaurte School." that learners with strong self-confidence showed better performance in oral classes. These learners displayed a strong vocabulary and expression, fewer grammar errors, less hesitation, improved communication, and increased peer involvement.

While many previous research investigations and studies focused on the general relationship that happen between self-confidence and speaking efficiency, they did not dive deeply into how self-confidence affects specific elements in speaking, such as vocabulary, grammar, and pronunciation. As a result, our study will focus on one of the key elements of speaking performance: grammatical accuracy.

3. Aim of the Study

This study aims to explore the relationship between adult Algerian third-year EFL students' level of self-confidence and their oral grammatical accuracy. To this end, the following research questions were asked:

RQ1: What is the level of self-confidence among adult Algerian EFL learners?

RQ2: What is the oral grammatical accuracy level of adult Algerian EFL learners?

RQ3: To what extent self-confidence correlated with adult Algerian EFL learners' grammatical accuracy?

4. Significance of the Study

First, this study will pave the way for future researchers to investigate the issue of self-confidence with co-relation to oral grammatical accuracy. Second, for the students, they will consider the psychological factors when trying to develop their language learning skills. Moreover, it will be beneficial for teachers since it will suggest some useful strategies that may help them to promote their students' self-confidence.

5. Methodology

5.1. Study design

The current study co-relational study with heavily quantitative approach and it will examine the relationship between the students' level of self-confidence and their oral grammatical accuracy. To conduct this study the tools will be used is semi-structured questionnaire and speaking activity, self-confidence is uncontrolled and subjective topic; the researcher cannot control self-confidence and test the variables only through observation in order to answer the research questions in appropriate and systematic approach.

5.2. Context and participants

The current study will take place at the University of Mohammed Khider Biskra, the participants of this study will be third year license students. According to the tools used in this study, the participants will answer questionnaires outside the classroom environment as well as the speaking activity will take place outside classrooms since data collection during classes disturbs the process of learning ,giving them time to rethink about their own answers this way is more practical for both researcher and students.

The choice of third year students was based on their experience as university students they studied two years before they supposed to have a background knowledge concerning the English language at the level of university unlike other learners such as secondary or high schools .The number of participant of this study will be 30 to 35 students with age range around 19 -23 years old.

5.3. Data collection tools

In order to conduct the present research, we find it appropriate to use semi-structured questionnaire as data collection tool to answer the research questions that are meant to check the students' perceptions about their personality and self-confidence in relation

with their way of thinking by asking them simple questions. The second instrument is speaking activity; the topic will be simple and interconnected with the questionnaire questions; the topic will be according to the students interests in order to make the student active that s/he gives her/his opinion and speak unconsciously without the fear of making mistakes to elicit their language after recording them . Through their answers, the researcher will count the number of errors and mistakes for each student.

5.4 Data analysis

To generate qualitative data of self-confidence, we will collect and describe the questionnaire results through thematic analysis. However, for the quantitative data, we will categorize these errors by using statistical analysis in SPSS after counting the number of grammatical errors made by each student then we will co-relate the findings for each student.

Chapter One Self-confidence

chapter 1. Self-confidence

Introduction

Self-confidence is an essential element in any person's life and it is an important factor that has a great impact on people's lives as well. Hence we need to be confident about any decision or action we make in our life with family, at school, at job and so on in this context to Chaung et al. (2013) stated that finding the best deal at the gas station and most other jobs are not tough. The majority of decisions, though, are taken when people are less certain about the result. The degree of comfort decreases rapidly when faced with difficult decisions, as the outcomes could significantly impact their life in the future.

Self-control is also a leading factor in self-confidence because behavior and discipline can make our mental health and psychological state more stable if we manage to control our behavior. Earlier research, such as that conducted by Baumeister et al. (2007) and Tangney et al. (2004), has revealed the significant effect of self-control on multiple aspects of well-being and emotional control. Having a positive attitude in all situations therefore becomes essential for enhancing resilience and self-confidence. To back up this claim, McEwen & Gianaros (2010) acknowledged that, for instance, getting through some difficult situations might result in development, adaptation, and useful learning that will help you handle other difficult situations in the future. For this reason, it is highly significant for any person to stay positive under any situation.

Being confident is not only a personality trait, but it's also shaped by the social environment (Bandura, 1997). People naturally live, collaborate, and learn together, building social relationships like friendships, classmate bonds, or even competitive ones. Ibn Khaldun (14th century) asserted that humans are social by nature, meaning we're born with an innate ability to coexist within society. Interactions with society and the impact of life experiences shape our personalities rather than remaining isolated or introverted most of the time (e.g., studying or working alone). There are times that require involvement with our communities, and these relationships significantly impact personal growth and collective awareness (Bandura, 1997). Furthermore, individual differences play a role. Since everyone has unique experiences and lifestyles, these differences offer us diverse viewpoints

and beliefs (Vygotsky, 1978). Sorting through these differences can boost self-confidence by broadening our understanding and adaptability. Studies by Vygotsky (1978) highlight the importance of social context in cognitive development, emphasizing that learning and confidence-building are deeply embedded in social interactions. Additionally, Baumeister & Leary (1995) found that the need to belong and form social bonds is fundamental to human motivation and psychological well-being. Therefore, engaging with one's community can significantly enhance personal growth and collective awareness. Individual differences, resulting from unique experiences and lifestyles, further enrich these social interactions.

The acceptance of human differences and tolerance is a sign of maturity and self-acceptance as well. Arrogance or selfishness, on the other hand, is a sign of a weak personality and has nothing to do with self-esteem or maturity. Maslow (1970) studies support this viewpoint, claiming that personal development requires knowing and accepting one's own potential and limitations, which leads to greater fulfillment and mental health. When people become aware of how much they are blessed as human beings, they reach a higher level of consciousness. This self-awareness allows them to recognize the hidden and complicated details, such as how the brain functions, and the countless questions that arise in the conscious and subconscious (Brown & Ryan, 2003). This heightened consciousness leads to a happier life in terms of self-worthiness. Furthermore, Brown & Ryan (2003) reported that consciousness and self-awareness have connections to well-being and adaptive performance, emphasizing that having a solid knowledge of oneself and others promotes emotional resilience and maturity.

1.1. Introduction to self-confidence in the general education context

The educational field is a very broad field and it is full of challenges and difficulties which necessitates any teacher and student to be much aware and confident about themselves and their level and thus self-confidence is a major factor which affects on the learning process, since it controls perceptions, beliefs, attitudes and disciplines of both teachers and their students, In the support of this claim Akman.(2020) points out that People with education can be thought of as the main forces behind societal development.

Teachers at any level in primary schools, middle schools, high schools or private schools

need to be confident, Self-confidence takes a significant role especially at classrooms in terms of classroom management, classroom management has been regarded as one of the most important factors influencing learning by many teachers educators and researchers for a long time (Akman,2020)

Students interactions with their teachers is also significant due to these conditions teachers are mostly required and responsible for the classroom management and the learning outcomes thus their teaching techniques or methods is going to determine the results in most cases is thanks to teachers' efforts whenever the teacher is doing his best, including teachers performance such as verbal or nonverbal communication, in that regard also (Akman,2020) pointed at the importance of body language saying that interaction with confident give a greater possibility for the success of education, classrooms management's contains such elements as teachers' ability to use their voice and body language (Akman,2020). that means the way of the teacher in delivering the message and the content of lessons to his students is very significant and that supposed to mean that the teachers' behavior is also very effective variable in education.

The good teacher is the one who takes into consideration all the students levels and situations into consideration. Moreover, the way of providing the students feedback about their mistakes. For instance students at primary school are not mature so they cannot handle criticism as adults students do, they may not take it personally or negatively, so teacher must consider every single step in his teaching strategies or methods and how they treat their students because a good teacher is not only a interpreter of knowledge rather than that he is considered to be a controller, prompter, organizer and facilitator, to support this claim Cut Nyak Mehri. (2019) acknowledged that if the teacher follows the concept of acting ,planning ,controlling and assessing that is considered classroom management

Students' self-confidence importance is a little is somewhat different it includes different traits and conditions such as attitude, discipline, respect, positive self-esteem and so on whenever they are at classrooms environment or outside classrooms. The students with higher level of self-esteem is more likely to show discipline and respect for their time, efforts and their teacher's time and efforts as well by committing to the hard work and giving their full energy to approach learning.

As a result the mutual respect, discipline and attitude between teachers and their students can

make a paradigm shift at the level of educational field.

1.2. Introduction to self-confidence in language education (and the EFL context)

Learning any foreign language may seem enjoyable in fact is also somewhat difficult and complex because mastering a foreign language requires many conditions, In this regard, when it comes to taking-risks and news steps for the sake of learning and getting knowledge in terms of the preferences of multilingualism, Both the learner and the teacher need to have a sufficient level of responsibility and self-confidence. learners needs to be confident of their mental abilities, skills, and acquired knowledge. Self-confidence also means being mentally balanced, and understanding that anything achieved and maintained requires persistence and continuous development, such as learning a foreign language.

The more self-confidence a learner has the more he becomes able to be more serious and motivated while learning L2 , To support this claim (Myers,2001 as cited in Leila & Fairouz, 2015) stated that motivation can be modified as a need or desire that energies and directs behavior, and practicing more skills that can improve their mindsets as well as improving their capabilities in acquiring or learning a second language, That supposed to mean that the more balanced they are mentally, and the more opportunities they have to improve and develop their skills, like speaking in a foreign language.

Positive thinking, constructive and critical thinking are crucial parts of a confident person's mindset. Whether a student or a teacher, these qualities are also essential for skills improvement and goal setting. For example, the desire of reading, asking for knowledge, and the curiosity can lead to exploring other cultures, which is an integral part of learning or teaching a language.

The more comprehensive the learners or teachers knowledge about the language they attempt to learn, the greater the incentives to learn that language, and the greater their linguistic and cultural knowledge, the better the results of learning that language.

Language classes requires from teachers to have confidence in their performance and the amount of knowledge they possess. They also need to be constantly thinking of how they can measure to stimulate their students and how to facilitate language comprehension and understanding.

Motivation is crucial and effective element in language classes, where a skilled teacher makes

learning a foreign language seem easy and enjoyable despite its difficulties and challenges. The teachers' eloquence and teaching skills, such as a refined approach in dealing with students, play a crucial role because students often compare themselves to their teacher or peers. Therefore, the teachers' approach is very important and not less significant than the students' role. According to Gardner (2007), study materials serve as a major source of motivation for students.

The educational system, program, quality, teacher skills and enthusiasm, material suitability, classroom atmosphere, and other factors affect the extent to which students engage with learning process in any subject, meaning that the teachers' approach also stimulates and motivates students, having the ability to break the cultural barrier of the target language, and explains it to students despite the difficulty in teaching, some skilled teachers excel in managing language classes, transforming their students from introverted and inactive to more open, active, and enthusiastic.

confident teacher has the ability and the skill to make themselves part of the class and manage it smoothly at the same time. Here lies the importance of a teachers' self-confidence, as they handle their work intelligently and can convey information smoothly, engaging their students' minds indirectly regardless of their intellectual, psychological, or social level. In this context Cut Nyak Mheri.(2019) claimed that classroom management refers to the wide range of skills and techniques teachers use to keep their pupils engaged, disciplined, neat, and academically productive during class.

1.3. The importance of self-confidence in language learning

Learning a second language is not an easy task. For this reason, learners who suffer from psychological issues such as stress, anxiety, or anger management problems might find themselves unable to practice the four skills such as listening, writing, reading, and speaking as effectively as students with a positive mindset and more relaxed behavior. Stress significantly impacts brain functions, inhibiting the brain's ability to process information, which indicates cognitive issues like anxiety, depression, and lack of concentration. As Bailey, Onwuegbuzie, & Daley (2000) found, language anxiety can profoundly affect learners' performance, leading to avoidance of language practice and decreased proficiency. Problem-solving in an educational context requires a positive outlook, calm demeanor, and steady personality. In many cases, students experience anxiety and stress, making it difficult to focus on their studies. Horwitz, & Cope (1986) also emphasized that

foreign language anxiety can cause students to feel overwhelmed and hinder their ability to learn effectively. Reading, writing, listening, and speaking in a different language require a high level of concentration, and even in one's mother tongue, attention and focus are crucial for proficiency.

Stress can vary differently what it may mean to a student but one thing for sure is that the environment around the student affect their way of thinking, doing, and total mental capacity development (Lazarus & Folkman, 1984). This influence starts from the family. If students cope with negative comments of parents or siblings, or get discouraged remarks from family members or friends, they are likely to become less brave and too less interested of academics (Eccles & Roeser, 2011). This can result into poor motivation and concentration while studying. Feeling pressured at college can sometimes be stressful. External and internal elements such as troubled family homes, obstacles faced in their academic trajectory, are among these negative aspects of students lives that interfere in their academic, hindering the progress and the success in the school. It is probably the most common reason why people lack motivation. Those students that deal with this stress may have issues concentrating on their studies, have a hatred for learning, and lack dignity. This can additionally have considerable negative effects on long-term memorization, necessary for the L2 (second language) learning scheme.

Some learners are unable to face hard times in their studies and cannot manage themselves under stress or anxiety. They are not well-adjusted to working hard and memorizing for long periods in a foreign language, which is more challenging than memorizing in their mother tongue. According to MacIntyre & Gardner (1994), language anxiety can considerably decrease a learner's capacity to process and remember knowledge. Furthermore, Horwitz, Horwitz, & Cope (1986) discovered that foreign language anxiety affects students' performance and desire to participate in language learning activities. These challenges highlight the need for effective coping strategies and support systems to help learners manage stress and enhance their language acquisition.

lack of self-esteem or negativity makes students unable to be positive when facing difficulties, they only recognize their weaknesses as difficulties of reading comprehension, reading difficulties in L2, spelling mistakes and so on, instead they can't observe their strengths and they can't either use their mental capacities or improve their abilities and skills.

Self-confident gives the learner the ability to make a progress in learning by working hard, practicing more the four skills such listening, writing, reading, and speaking. Research by Dörnyei (2005) emphasizes that self-confidence is crucial for language learning as it encourages learners to engage actively and take risks, which are necessary for improvement. By practicing these skills consistently, learners will improve their linguistic level and become more competent in the target language, alongside enhancing their mental abilities, as learning a new language fosters brain growth and cognitive development (Li & Grant, 2016). Also a positive self-esteem can help the students in accepting their mistakes and that is a helping point when learning. This aligns with Brown (2000), who states that high self-esteem enables learners to view mistakes as opportunities for growth rather than failures. It helps any learner to overcome their mistakes by correcting their mistakes immediately after making them and leaning from those mistakes at the same time, because any person is able to commit mistakes but in case the learner was less estimated and aware of his her mental capacities, the less patient they are the more they face difficulties in acquiring a second language and the less they become committed when learning a second language when they make mistakes such as spelling mistakes, pronunciation or grammar mistakes, they might stop trying from the first mistake they make and that possibly because they do not value their mental capacities, it might be a strong reason behind their negative perceptions about themselves in learning a second language, L 2 learning is similar to any other skills it is only achieved through hard and continuous work. Moreover due to low self-esteem they subconsciously get used of being negative instead being aware that learning is full of failure and mistakes. A well-balanced mindset, resilience, and serious effort, such as reading extensively and taking risks like public speaking, are essential to overcoming shyness and anxiety, which often prevent students from improving their linguistic levels (Horwitz, 2001)

self-confidence enable learners to think differently by asking smart questions in order to get detailed answers, trying different methods of learning in the interest of knowing every single detail about L2 as a result they are going to build up a large amount of knowledge about the target language and making a continuous progress what makes their self-esteem always remains constant regarding their attempts, this likely to be instrumental in developing their linguistic level through their consistent. Zimmerman (2000) argues that self-regulated learners, who frequently have strong self-

confidence, establish more ambitious goals and use effective learning strategies, resulting in superior academic performance. This continual improvement and constant self-esteem are likely to help them build their linguistic skills through consistent effort.

Motivation takes an important role as a component of self-confidence in the context of learning a foreign language, when it comes to taking risks and new steps for the sake of learning and getting knowledge in terms of the preferences of multilingualism. Motivation, according to Dörnyei (2005), is a critical driver of language learning success, pushing learners to remain positive in the face of difficulties. Learners frequently encounter difficulties and obstacles, and while individual situations differ, most students begin their language learning journey with passion and interest, but may grow careless and unmotivated over time. Any learner could face difficulties and obstacles and each person might have individual and different issues, but in general we can recognize most students that when they start learning they begin very happy and curious to know about the target language, then suddenly they become careless and unmotivated. According to Ushioda (2011), motivation can be a powerful component in overcoming obstacles in language learning, allowing pupils to sustain their effort and commitment. Second language learners need to be motivated, motivation includes every single step in the process of learning L2; motivation fosters the curiosity for learning more details about the target language, it also raises inspiration besides it might be a strong factor when facing difficulties at the period of their study.

Most of students get bored quickly when facing negative feedback or when they fail in reading comprehension for instance, or understanding some hard topics within the second language, hence learning a new language requires a lot of motivation. For this reason motivated students are more willing even when failing because they already have a positive thinking no matter how far the subject was difficult to absorb, they like challenging topics and that's what is mostly important about motivation. As Smith (2019) points out, motivation is critical in driving learning results, especially in difficult domains such as language acquisition. Furthermore, Johnson et al. (2021) demonstrate the importance of internal motivation in building resilience and perseverance in the face of challenges, emphasizing the critical role of positive thinking in overcoming learning difficulties.

1.4. The importance of motivation for EFL learners

In the context of English as foreign language (EFL) The English language is a dominant language and it is widely spread for these reasons and most people are having the desire to learn the English language. Therefore, many studies over the dealt with the issue of learning English as a second language and the difficulties that mot of students encounters during their studies facing the learning during their studies in specific the subject of self-confidence due its subjectivity and sensitivity especially in that regard Gardner.(2007) he did criticize and summarize his works for forty five years around motivation in one single study where the basic concern of his study was emphasizing on analysis of the concept of motivation , studying motivation from different view Gardner has developed a theory based on his previous works in his point of view theories of stages of motivation, in learning a second language motivation is an essential variable in the process of learning thus we cannot give motivation one way or simple explanation in the same context Gardner.(2007) emphasized on the idea of that we cannot give motivation a simple definition still we can counter different characters of motivated learner such as ambitious, hard worker, having desire in the same context Gardner stated that some of these characters are cognitive in nature.

1.5. The importance of self-confidence for Algerians EFL learners

In the narrow context, we can highlight an Algerian study conducted by Nacera & Chahrazad (2021), which investigated motivation and self-confidence in English language learning. The findings reveal that most students consider themselves responsible for low motivation, with a smaller number attributing their demotivation to the teacher (Azzouz & Benaouali, 2019).

Although English is widely spread, mastering the language remains somewhat difficult and complicated, like the case of learning any second language. For this reason, only a few categories of learners possess the desire, impetus, and will to improve their skills to approach English proficiency in terms of the four skills: listening, reading, writing, and speaking (Tahri, 2018). Many researchers and theoretical foundations have addressed the development of English as a lingua franca, with various studies highlighting issues such as stress, anxiety, and depression, which are widespread among today's generation (Boudiaf, 2020).

Many factors contribute to these psychological problems, including globalization and technology. Boudiaf (2020) highlights the impact of cell phone addiction on Algerian students' academic performance, noting that excessive screen time can lead to a lack of concentration and vision problems. Therefore, the learning process requires a conscious effort and continuous practice of the four skills (listening, writing, reading, and speaking).

Specifically, English language learners often face obstacles such as transferring from L1 to L2 due to differences in grammar rules between their mother language and English, including phonology, morphology, and syntax. Tahri (2018) emphasizes the challenges facing English language learners in Algeria, suggesting that self-confidence plays a crucial role in overcoming these obstacles, particularly in practicing reading and understanding English culture, which are essential for achieving pragmatic competence.

conclusion

in addition to the cultural factor since culture and language are intertwined, to learn the English language students must be aware of the English culture in terms the way they speak and their way of thinking and acclimating with others that can very helpful in achieving the pragmatic competence.

Chapter Two

Introduction

In order to acquire a language you need more than just memorizing vocabulary and mastering pronunciation. Grammatical competence is a fundamental aspect that significantly impacts effective communication (Chomsky, 1965). It encompasses understanding and applying the rules of syntax, morphology, and sentence structure, which are crucial for constructing coherent and meaningful sentences (Richards & Rodgers, 2001). In this detailed essay, we will explore the subtleties of grammatical competence, examining its essential components, its importance for language learning, and its vital role in cross-cultural contexts (Ellis, 2008). By understanding grammatical competence, we can appreciate its importance in achieving fluency and fostering better intercultural communication (Kramsch, 1993).

2.1. The Evolution of Grammatical Competence: Historical Perspectives and Modern Approaches

Grammatical competence is a vital element of language learning which involves having the ability to understand and implement grammatical structures in a correct and effective way. The following essay, examines the evolution of grammatical competence from historical viewpoints to present approaches and focusing on significant theories and instructional methods that have made changes in our comprehension of grammar in language learning.

2.1.1. Historical Perspectives

The study of grammatical competence goes back to the ancient days, when grammar was seen as a vital part of education. Grammar was considered one of the seven liberal arts in the days of ancient Rome and Greece, and it was required to learn language and reason. The classical grammar-translation technique, which dominated language learning for decades, emphasized rote acquisition of grammatical rules and translation exercises. This strategy aims to create a thorough understanding of grammatical structures by studying ancient languages such as Latin and Greek (Howatt & Widdowson 2004).

The appearance of structuralism in the early twentieth century shifted the focus to the methodical nature of language. Linguists such as de Saussure, Ferdinand, and Bloomfield, for instance, saw language as an organized system of signals and pushed for scientific study of linguistic forms (Bloomfield, 1933). Structuralism influenced language teaching approaches, resulting in the

audio-lingual technique, which relied on repeating exercises and pattern practicing to strengthen grammatical patterns (Richards & Rodgers, 2014).

2.1.2. Modern Approaches

In recent decades, our understanding of grammatical competence has grown dramatically, drawing on findings from cognitive research, social linguistics, and the psychology of education. Noam Chomsky's theory of universal syntax transformed the discipline by claiming that people have a natural ability for learning a language, including an unconscious knowledge of grammar rules (Chomsky, 1965). This viewpoint changed the emphasis from repetition to the natural growth of grammar proficiency through meaningful conversation.

Communicative language teaching (CLT) began in reaction to the barriers of traditional techniques, highlighting the use of language for authentic conversation. CLT helps students to gain grammatical competence through genuine assignments and interactive activities that simulate real-world usage of language (Larsen-Freeman, 2000). This method corresponds with Vygotsky's sociocultural model, which emphasizes the role of social contact and guidance in the process of learning.

2.1.3. Teaching Strategies for Grammatical Competence

Modern methods of instruction for grammatical competence emphasize the combination of form-focused education and communication practice. One effective technique is task-based language teaching (TBLT), in which tasks serve as the main unit of learning. TBLT allows students to apply grammatical concepts in meaningful circumstances, improving their knowledge and memory (Ellis, 2003).

Another technique is to increasing awareness exercises to help students understand the forms of grammar and their purposes. These activities combine detailed instruction and directed research to help students notice and grasp patterns of grammar without relying on repetition to memorize (Rutherford and Smith, 1988).

2.1.4. The Role of Technology

Technology has also had a considerable impact on modern methods of teaching grammar

proficiency. Computerized assistance language learning (CALL) provides engaging applications and platforms that provide real-time feedback, suited practice, and access to a diverse set of genuine language resources. These technology tools promote the improvement of grammar skills by providing a variety of engaging opportunities to learn language in context (Chapelle, 2001).

Grammatical competency has evolved to represent a shift away from conventional form-focused training and toward modern, methods of communication that stress meaningful communication and natural development of language skills. Ancient opinions provided the framework for learning grammar, however current techniques have combined insights from other fields to develop more efficient and engaging instructional techniques. Teachers can assist students build strong grammar that supports their whole language competency by combining form-focused lessons with communicative practice and utilizing technology.

2.2. Components of Grammatical Competence

2.2.1. Syntax:

The structural component of sentences is known as syntax, and it focuses on how words, phrases, and clauses are arranged to create grammatically sound sentences. This entails being aware of the interactions between the many parts of a phrase, such as ensuring that the verb tenses and subject-verb agreement are appropriate. Comprehending and utilizing principles to create sophisticated phrase structures, such as compounds and complicated sentences, is another aspect of syntax (Chomsky, 1957).

2.2.2. Morphology:

The study of morphology focuses on how words are created from morphemes, the smallest components of meaning, and how they function within. This involves being aware of how root words, suffixes, and prefixes work together to form new words and modify the previous ones. Understanding how word forms change to indicate various grammatical categories, including tense, number, and case, requires a solid understanding of their morphology (Bauer, 2003).

2.2.3. Semantics:

Semantics is the branch of grammar that deals with word meanings and how words work together to express particular ideas. To form meaningful phrases and sentences, one must be able to comprehend

word interactions and possess a working understanding of the terminology. For instance, understanding the semantic distinction between the terms "cat" and "lion" enables a speaker to select the appropriate word in accordance with the intended meaning. Semantics include comprehending idioms, figurative language, and several interpretations that a single word can have based on the situation (Lyons, 1995).

2.2.4. Pragmatics:

Pragmatics is the study of language use in social situations, including how speaker intentions, context, and social norms affect meaning. This means being aware of understanding indirect language, implied meanings, politeness strategies, and the appropriateness of particular expressions in different social contexts. When considering the context of communication, pragmatic competence guarantees that a speaker can express intentions clearly and comprehend the intended meanings of others (Leech 1983).

The ability of a person to use a language effectively and appropriately is influenced by the connected components of grammatical competence. People who are proficient in these areas are able to appreciate the subtleties of other people's languages and communicate more effectively.

2.3. Teaching Strategies for Grammatical Competence

Proficiency in grammar is essential for efficient language communication. Teachers can use a range of methods of instruction to provide students this skill. Here, we examine three well-known strategies that have been proven to work:

2.3.1. Contextualized Grammar Instruction:

Experts like Nation's (2003) research indicates that teaching grammar in context can greatly improve learning. Rather of depending on isolated grammar exercises that may seem boring and meaningless, this method exposes students to real texts such as articles, conversations, or songs where language is used in everyday situations. Through examining phrases, paragraphs, and conversations in these authentic settings, learners can start to understand the intention and role of grammatical rules in day-to-day discourse. This method encourages a deeper comprehension of syntax and how it supports efficient and clear communication.

2.3.2. Error Correction:

Giving students constructive criticism for their grammar mistakes is essential for their learning, but how this criticism is given can have a big influence on their motivation. Research by Lyster (1998) highlights the significance of a strategy to error correction that is both helpful and encouraging. By emphasizing common themes and assisting students in self-correction, we enable them to take charge of their education. According to Ferris (2003), adding peer editing exercises can help to further reinforce grammatical accuracy. Students can improve their understanding of grammar rules and learn from each other's mistakes by having them criticize each other's work.

2.3.3. Explicit Grammar Teaching:

The building up of grammatical knowledge is helped by explicit grammar instruction, even though contextualized learning offers a good basis. Ellis (2006) emphasizes that explicit education includes describing specific grammar rules, exceptions, and typical errors that students might fall into. This may include providing concise explanations, offering relevant illustrations, and giving students focused exercises that let them practice implementing the rules in different situations. In particular, learners who need a more disciplined approach to learning grammar may benefit greatly from explicit instruction.

Contextualized learning, supportive error correction, and explicit grammar instruction are three strategies that teachers can use to establish a comprehensive learning environment that helps students become proficient grammar users.

2.4. Role of Grammatical Competence

Grammatical accuracy is essential for promoting effective interaction. Research by academics such as Richards (2001) demonstrate how grammatical accuracy guarantees coherence and clarity in communication. Sentences with proper grammar are simpler to comprehend and less likely to be misunderstood. Stronger argumentation, more concise idea expression, and improved communication effectiveness all result from this.

Grammatical competence goes beyond only communicating facts to support critical soft skills. According to research by Larsen-Freeman (2003), learning grammar can help a speaker or writer become more precise, coherent, and logical in their thinking. Learners may efficiently organize their thoughts, express themselves, and develop excellent written and spoken communication skills by mastering grammatical structures.

Furthermore, grammar is significant in more contexts than just one language. Byram's (1997) research highlights the significance of comprehending cultural differences in grammar. Grammatical structures, idiomatic expressions, and pragmatic norms the ways in which language is utilized in context variously differ among languages. Cultural sensitivity can be integrated into grammar instruction to help teachers better prepare students for a variety of communication situations. Gaining an understanding of grammar in many settings helps students become more intercultural aware and gives them the tools they need to communicate successfully in a world where communication is becoming more and more globalized.

2.5. The importance of oral grammatical accuracy

The foundation of successful language acquisition and communication is grammatical competency. It includes more than just learning words and pronouncing them correctly; it also includes applying and comprehending grammar, morphology, and sentence construction rules. The ability to produce meaningful and cohesive phrases is crucial for effective communication.

Grammatical competence was first proposed by Noam Chomsky in 1965, with a focus on its significance for comprehending the fundamental laws of language that natural speakers possess an innate awareness of. According to Chomsky's view, grammatical competence involves more than just word knowledge it also involves knowing how to put words together correctly. This theoretical framework emphasizes how crucial grammar instruction is to language learning.

The importance of grammatical competence is further supported by Richards and Rodgers (2001) in their study on language learning methods. They believe that having a solid understanding of grammar helps students create and understand phrases they have never seen before, leading to more successful communication. The ability to construct original sentences is essential for language use that is dynamic and flexible.

According to research by Ellis (2008), teaching explicit grammar can greatly improve language acquisition. According to his research, students who receive methodical grammar instruction perform better than those who do not, especially when it comes to written communication. According to this research, effectively teaching grammar to students enhances their acquisition of linguistic rules, which improves accuracy and competency.

Furthermore, Kramersch (1993) highlights the significance of grammatical proficiency in interacting across cultures. According to her research, learners can better negotiate cultural differences and prevent misunderstandings by being aware of the grammatical complexities of the language. In today's globalized world, when successful cross-cultural communication is becoming increasingly necessary, this cultural sensitivity is essential.

Conclusion

To sum up, grasping grammar is crucial to learning a language successfully. It helps students build complex sentences, improves their capacity to come up with unique sentences, and is essential for cross-cultural communication. The combined research of Ellis, Kramersch, Richards and Rodgers, and Chomsky emphasizes the complex role that grammatical competency plays in promoting improved cross-cultural communication and fluency.

Chapter Three

Chapter Three: Field Work and Data Analysis

Part One: The Literature Review

Literature Review

Self-confidence, or the belief in one's abilities, has long been recognized as a significant factor influencing language learning outcomes. Studies have shown that students who have higher levels of self confidence tend to perform better in language learning tasks (Brown, 2000; Wu, 2017). This is because self confidence can impact various aspects of the learning process, including motivation, persistence, and willingness to take risks (Gardner, 2006; Dörnyei, 2009). For example, Gardner's socio-educational model (2006) emphasizes the role of motivation and self-confidence in language learning success. According to this model, students who feel confident in their abilities are more likely to engage actively in language learning activities and strive for improvement.

Furthermore, Dörnyei (2009) highlights the importance of self-confidence in shaping learners' attitudes and behaviors towards language learning. Students with high levels of self-confidence are more likely to set challenging goals, seek out opportunities for practice, and try to face the difficulties.

3.1.1. Relationship Between Self-Confidence and Grammatical Accuracy

In the context of EFL learning, grammatical accuracy is a crucial aspect of language proficiency, particularly in oral communication. Several studies have explored the relationship between self-confidence and grammatical accuracy, even though with varying results.

Lee & Kim (2014) conducted a research of Korean EFL students to investigate the association between self-confidence and oral proficiency. Participants filled out self-confidence questionnaires and took part in speaking exercises that were evaluated for grammatical accuracy. The researchers applied statistical analyses, such as correlation coefficients, to investigate the relationship between self-confidence and oral proficiency. The results showed a significant positive correlation between the two, showing that learners with higher self-confidence levels demonstrated improved grammatical accuracy in their spoken English. These findings indicate that addressing learners' self-confidence is critical in language-learning environments, and teachers need to use methods to increase students' confidence levels in order to improve their speaking skills and grammatical accuracy.

Jiang & Dewaele (2019) conducted interviews and questionnaires with Chinese learners of English to evaluate their self-confidence and anxiety levels in language learning contexts. This study analyzed the relationship between self-confidence, anxiety, and oral proficiency by administering speaking tests and conducting statistical analyses. The results revealed a positive correlation between self-confidence and oral proficiency, suggesting that learners with higher levels of self-confidence tended to perform better in speaking tasks. Furthermore, the researchers emphasized the relevance of anxiety management in enhancing oral proficiency among Chinese learners. Teachers should address both self-confidence and anxiety in language learning contexts as these factors considerably impact learners' oral proficiency. Implementing strategies that enhance self-confidence and reduce anxiety can lead to improved speaking skills and overall language development.

MacIntyre et al. (2019) conducted a long-term investigation on French immersion students, gathering data on their self-confidence levels and oral proficiency scores at different times over a lengthy period. The researchers used quantitative analysis techniques including regression models to study the relationship between self-confidence and oral proficiency patterns. The longitudinal analysis showed a reciprocal association between the two variables, with increases in self-confidence resulting in improvements in oral proficiency over time, indicating a positive feedback loop. These findings highlight the importance of building language learners' self-confidence, which can lead to long-term increases in oral proficiency. Teachers should adopt strategies to boost students' self-confidence, which will help them grow and improve their language skills.

Smith and Vygotsky (2020) combined existing research and theoretical frameworks to develop a socio-cultural model of self-confidence in language learning. They implemented an in-depth review of the literature in applied linguistics, psychology, and education in order to create dynamic models. The socio-cultural approach emphasizes the impact of social interactions, feedback from classmates, and classroom dynamics on language learners' confidence. This emphasizes the significance of taking into account environmental and psychological aspects when examining confidence and its impact on proficiency in a language. Instructors should build inclusive learning environments that promote good social interactions and peer support in order to boost language learners' confidence. By addressing the socio-cultural components of self confidence, teachers can help

students acquire greater confidence and competence in speaking.

Zimmerman (2000) integrated existing research in psychology and education to develop self-efficacy theory. He conducted an extensive analysis of research on learning, motivation, and self-control in order to define the fundamental elements of confidence and the ways in which it affects academic performance. The theory of confidence highlights the significance of how learners feel regarding their ability to excel in the classroom. Teachers can have a positive impact on students' motivation, perseverance, and performance in a variety of learning tasks by strengthening their self confidence . Teachers should use strategies like persuasive speech and learning experiences to help students develop confidence in themselves. Teachers can support students' academic progress and general well-being by encouraging their self-confidence.

A comprehensive investigation of the research on language anxiety and how it affects language acquisition was conducted by Horwitz (2001). This study combined theoretical frameworks with empirical research to investigate the causes of language anxiety and how it affects learners' confidence and performance. This study demonstrated how learners' performance and self-confidence in language learning environments can be strongly impacted by language anxiety. Excessive anxiety might make learners unable to participate in language learning activities and more difficult for them to communicate with peers. As a result, teachers need to be aware of how common language anxiety is among their students and use techniques to help students feel less anxious while creating a safe learning environment. Teachers can boost students' confidence and language learning proficiency by listening to their anxiety-related problems.

In their study, Gao & Zhang (2016) examined how teacher feedback influences the confidence of learners and their speaking skills in English as a Foreign Language (EFL) in classrooms. They conducted classroom observations and interviewed students as well as teachers to gather data. This study examined the characteristics and efficacy of the feedback mechanisms utilized by teachers. The study revealed that teachers' positive and constructive feedback had a substantial impact on enhancing students' self-assurance and spoken English skills. Providing positive and helpful feedback can inspire learners to be more confident in speaking and enhance their language skills. Hence, it is essential for teachers to offer quick and specific feedback to students, addressing both the accuracy of their language usage and the effectiveness of their communication. Through the

development of a supportive feedback atmosphere, teachers have the ability to enable students to develop greater self-confidence and expertise in the English language.

Kim & Cha (2018) conducted a study where they introduced peer feedback activities in the language classroom and evaluated how these activities impacted the self-confidence and speech ability of Korean EFL learners. Data was acquired using pre- and post-intervention surveys, interviews, and speech assessments. Peer feedback has the potential to enhance learners' self-assurance and verbal fluency in the English language. Participating in peer interactions and getting constructive criticism from peers can improve students' speaking abilities and increase their self-assurance in utilizing their language. Teachers should include peer feedback activities into language learning courses to give students with opportunity for practice and feedback. By introducing peer interaction into the learning process, teachers may foster collaborative learning and empower students to support each other in their language development.

Zimmerman (2000) developed self-confidence theory by integrating the findings of research in education and psychology. He carried out an extensive analysis of research on learning, motivation, and self-control in order to define the fundamental elements of confidence and the ways in which it affects academic performance. The theory of self-confidence highlights the significance of students' perceptions regarding their ability to succeed in the classroom. Teachers can have a positive impact on students' motivation, dedication, and performance in a variety of learning tasks by strengthening their views on self-confidence. Teachers should use techniques like persuasive speech and their expertise to help students develop confidence in themselves.

3.1.2. Critical evaluation of the literature

While these studies give valuable insights, they have certain limitations. For example, the use of sources such as Zimmerman who is referenced twice for developing self-efficacy theory, may be integrated for clarity. Furthermore, the absence of critical analysis of study limitations, such as numbers of participants or associated stereotypes, might be taken into account in order to give a more balanced view.

In addition, a broadening of findings across different cultural settings implies a consistent impact of self-confidence on language acquisition, which may fail to account for cultural differences. A stronger integration of data from numerous studies would result in a more unified narrative, emphasizing how each study builds on or contrasts with others.

3.2. Practical Recommendations

Despite these shortcomings, the researches provides important data for teachers. They believe that increasing self-esteem and reducing anxiousness can help EFL learners enhance their grammar accuracy and general language competence. Teachers are urged to use techniques that provide a pleasant and encouraging learning environment, such as positive criticism and peer engagement activities.

Future research should include cross-cultural comparisons to better understand how the cultural environment impacts the connection between self-confidence and language acquisition. Long-term studies may indicate how self-confidence and accuracy in grammar grow over time in a variety of learning circumstances. Furthermore, research studies that employ specific ways to boost self-confidence and reduce anxiety may give teachers with a valuable insights.

3.3. Identifying Gaps in the Existing Literature

Despite the wealth of research on self-confidence and language learning, there are still notable gaps in the existing literature. Firstly, the majority of studies have focused on general language proficiency or speaking skills, overlooking the specific aspect of oral grammatical accuracy.

Secondly, there is a need for more studies to examine the long-term effects of self-confidence on language learning outcomes. While many studies have explored the immediate impact of self-confidence on performance, few have investigated its effects over time.

Lastly, there is a lack of research examining potential moderators or mediators of the relationship between self-confidence and language learning outcomes. Factors such as learner motivation, anxiety, and classroom environment may influence how self-confidence translates into actual language proficiency.

Addressing these gaps will contribute to a more comprehensive understanding of the role of

self-confidence in English language learning, particularly in relation to oral grammatical accuracy for EFL learners.

Conclusion

In conclusion, self-confidence plays a crucial role in shaping language learning outcomes, including oral grammatical accuracy for EFL learners. While existing research has provided valuable insights into the relationship between self-confidence and language proficiency, there are still gaps that need to be addressed. By conducting further studies focusing on oral grammatical accuracy, employing longitudinal methodologies, and exploring potential moderators, researchers can advance our understanding of how self-confidence influences language learning. This study seeks to investigate the connection between self-confidence and oral grammatical accuracy among third-year adult Algerian EFL students. To achieve this, the research addresses the following questions: What is the self-confidence level of adult Algerian EFL learners? What is the oral grammatical accuracy level of these learners? How strongly is self-confidence linked to grammatical accuracy in adult Algerian EFL learners?

Part 2: Practical Part

Chapter 1: Methodology

The current study investigates the relationship between student's level of self confidence and their oral grammatical accuracy. The study, indeed, focuses on investigating the challenges encountered by EFL students at Mohamed Kheider University with self confidence, and the influence of this approach on their proficiency development. This practical part consists of a presentation and description of the tools used, data collection as well as analysis and interpretation of the results obtained. Based on the previous chapters, that presented relevant literature reviews about self confidence and accuracy in grammar, this chapter aims at providing an answer to our research questions and hypothesis. It identifies the setting in which the study was conducted and the methodological approach used in conducting this research. Hence, we divided it into three sections. The first section represents a detailed description of our study. The second one deals with data interpretation and findings. The third section is devoted to the discussion of the findings.

1. Description of the Study

This section summarizes the research methodology, including details concerning our research method, demographics and sample, data collection tools, and data analysis procedures.

1.1. Research Method

A non-experimental co- relational study with a heavily quantitative approach was regarded as an appropriate method for uncovering EFL learners' obstacles, insights, and demands in examining the relationship between students' self-confidence and their oral grammatical accuracy. The quantitative method was chosen for this research project because it enables the collection of a large amount of comprehensive and valuable information on people's views, thoughts, and experiences about specific subjects or life circumstances. Creswell (2014) highlights the value of quantitative research in acquiring data that can then be statistically examined to uncover themes and connections. Furthermore, Cohen, Manion, & Morrison (2018) believe that quantitative approaches are especially effective in research on education in determining variables and evaluating predictions in a systematic way. This approach assures that the study's findings about the impact of self-confidence on grammatical accuracy among EFL learners are strong and generalizable.

1.2. Population and Sample

Our study's population consists of third-year students of English as a Foreign Language at Mohamed Khaider University of Biskra, Algeria. Thirty five (35) students were choosing randomly to participate in the study. Random sampling was used to select our sample. This strategy is acknowledged for its effectiveness and applicability in educational research contexts . This sampling strategy ensures that the sample is typical of the larger population, which improves both the validity and reliability of the research (Creswell & Plano Clark, 2018).

1.3 Data Collection Tools

The current study involved two main data collection instruments, namely: a semi structured questionnaire and an oral grammatical accuracy task. A semi-structured questionnaire was used as the

research tool for this study's data collection. The questionnaire was developed during the academic year 2023/2024 to collect information from EFL third-year students at the University of Biskra in order to gather learners' opinions on their personality and self-confidence, as well as new insights from what they have learned to improve their grammar accuracy and language level. The questionnaire and the oral grammatical accuracy task were chosen to reflect the nature of our study. whereas the primary goal is to gather information about students' opinions, behaviors, and experiences with the topic under examination. The questionnaire was completed and submitted inside the classroom. The second instrument used in this study is an oral test designed to align with the questionnaire topics and reflect students' interests. This technique seeks to engage learners by encouraging them to talk freely and without fear of making mistakes. Their responses were recorded and examined to determine the amount of errors and mistakes committed by each student. This strategy is effective at generating natural language use, which provides significant information about students' oral ability and grammatical accuracy.

1.3. Description of the Students' Questionnaire

The questionnaire consists of 16 questions which fall into two types: close-ended, open-ended. In so far as close-ended questions are concerned, students are asked to tick the appropriate answers that mostly appeal to them. Students are asked to provide justification for their choice through six open-ended questions.

The questions are logically ordered, classified under two sections. The first section which consists of seven (7) general questions was designed to gather background information about the respondents. It is devoted to getting insights into students level at English language and their choice of studying the language.

The second section includes nine (09) questions addressed to the students in order to explore their experience, attitudes, and choices in relation to the impact of self-confidence on their grammatical accuracy. It is intended to investigate the challenges learners have confronted in relationship to self-confidence and the impact of it on their grammar or language proficiency

development. Also, they had to generate their opinions and judgments and individualize their problems and suggestions with regard to self-confidence experience.

1.4 Validity and reliability

To ensure the validity and reliability of this research on the impact of self-confidence on third-year English students' level of grammatical accuracy at Mohamed Khider University of Biskra, the researcher took several important steps. For construct and content validity, the researcher consulted three experienced faculty members from the Department of Psychology one lecturer and two assistant professors who reviewed and provided feedback on my research instruments. This expert consultation helped to confirm that the measures accurately captured the constructs of self-confidence and grammatical accuracy and covered all relevant aspects. These measures together ensured that this research findings are both valid and reliable, providing a credible basis for understanding the relationship between self-confidence and the oral grammatical accuracy among the students.

1.5 Oral grammatical accuracy test

To assess the oral grammatical accuracy of students, the researcher prepared an appropriate question designed to elicit a range of grammatical structures in their responses. Participants were chosen randomly from outside their classes to ensure a representative sample. Each student was asked the same question and given a total of four minutes: two minutes to think about their response and two minutes to articulate it. Their responses were recorded for subsequent analysis. The researcher meticulously identified and categorized the grammatical errors in each response. The frequency of errors for each participant was counted, providing a clear measure of their grammatical accuracy. The collected data was then analyzed using SPSS to ensure statistical rigor. Finally, the results were interpreted and discussed to draw meaningful conclusions about the students' oral grammatical proficiency.

2. Data analysis procedure

The Questionnaires results was divided into two results quantitative and qualitative the quantitative data that was collected through likert scale items and it was calculated to find out the average of self-

confidence for each student and how far the data was spread all over the population sample.

To generate qualitative data of the students self-confidence The data acquired from the students' questionnaire is described and interpreted using a thematic analysis procedure. The purpose of the questionnaire is to gather various students' perspectives, perceptions, challenges, and barriers regarding their self-confidence in developing their grammatical accuracy which result in enhancing their oral proficiency.

Therefore the students answers for the speaking test were recorded and correlated each student's findings by categorizing their errors using statistical analysis in SPSS after calculating the amount of grammatical errors committed by each learner. The goal is to systematically analyze and interpret data. This method of evaluation enables the researcher to find correlations and connections between the students' oral grammatical errors and self-confidence, resulting in a thorough and objective assessment of their language proficiency and the factors that influence it.

Section Two: Data Interpretation and Findings

1. Profile Information

The participants in the questionnaire ranged in age from 19 to 25, with one outlier being 63 years old. Their English language proficiency levels varied from low intermediate to intermediate, reflecting a broad spectrum of competency among the group. These participants have been learning English for a significant period, with their experience spanning from nine to eleven years. Regarding gender distribution, the group comprised 8 males and 27 females, highlighting a predominance of female participants.

Part one: Quantitative data

2. Students level of Self-confidence

Using likert scale items, a comprehensive picture of the students' degree of self-confidence was obtained for this study. After the data was collected, the mean and standard deviation were calculated for each student, giving quantitative information about their responses. This methodology

not only assessed the students' self-confidence but also allowed for a thorough analysis of each individual variance within the sample. To get a complete picture of the degree of confidence that students have in themselves

Table 1

The following table represents scores of participants' level self-confidence among 15 students

Participants	Self-confidence score
Student 1	1.571
student 2	1.714
student 3	0.429
student 4	1.429
student 5	1.429
student 6	1.000
student 7	1.143
student 8	1.571
student 9	1.429
student 10	1.857
student 11	1.857
student 12	1.429
student 13	0.714
student 14	1.571
student 15	1.429
Mean	1.371
SD	0.400

The table displays the self-confidence scores of 15 participant. The scores range from 0.429 to 1.857 with an overall mean score of 1.371 and a standard deviation of 0.400 Here is the summary and discussion of these results:

Summary of Results:

- Highest Score: 1.857 (achieved by Student 10 and Student 11)
- Lowest Score: 0.429 (achieved by Student 3)
- Mean Score: 1.371
- Standard Deviation: 0.400

Discussion:

1. Distribution of Scores:

- Most scores are clustered around the mean (1.371) with a majority of students scoring between 1.0 and 1.857.
- A few students scored notably lower (e.g: Student 3 with 0.429 and Student 13 with 0.714) indicating lower self-confidence compared to their peers.

2. Variation in Scores:

- The standard deviation of 0.400 indicates moderate variability in self confidence levels among the students.
- While most students have scores close to the mean the variability suggests there are some exceptions with significantly higher or lower confidence levels.

3. Potential Influencing Factors:

- The wide range of scores could be influenced by various factors such as individual experiences, personality, or external influences like support and academic environment.
- The two students with the highest scores (1.857) might have benefited from positive reinforcement or prior successes, boosting their confidence.
- In the other hand the student with the lowest score (0.429) might have faced challenges or affecting their self confidence.

4. Implications for Interventions:

- Identifying students with lower self-confidence scores could help in providing targeted interventions to support their development.
- Encouraging peer support and positive feedback can help elevate the overall self-confidence levels within the group.

5. Overall Confidence Level:

- The mean score of 1.371 suggests a relatively positive self confidence level among the participants.
- However, the presence of lower scores highlights the need for continued assistance and resources to ensure all students reach a confident state.

Discussion of results

The analysis of the distribution and variation of self-confidence scores among students reveals several key insights. The majority of students' scores are clustered around the mean of 1.371, with most scoring between 1.0 and 1.857, indicating a generally positive self-confidence level. However, there are notable exceptions such as Student 3 (0.429) and Student 13 (0.714), which suggest that these individuals have lower self- confidence compared to their peers. The standard deviation of 0.400 indicates moderate variability, suggesting that while many students have scores close to the mean, there are significant exceptions. Various factors, including personal experiences, personality traits, and external influences such as academic support, could contribute to the wide range of scores. Feedback and reinforcement from peers and teachers (Bandura, 1997), as well as earlier performance in school (Pajares, 2002) have been proven in research to have a major impact on self-confidence . The highest scores (1.857) may reflect students benefiting from positive reinforcement and past successes, while the lowest score (0.429) could indicate challenges that negatively impact self-confidence. These findings imply that targeted interventions, such as personalized support and positive feedback, could be beneficial for students with lower self-confidence, helping to create a more uniformly confident group. Overall, the mean score suggests a relatively positive self-confidence level, but the presence of lower scores underscores the need for ongoing support to ensure all students can achieve a confident

state. Previous research has demonstrated the beneficial effects of targeted treatments in enhancing self-confidence and academic achievements (Dweck, 2006; Zimmerman 2000). By employing practices based on these results, teachers may help create a more supportive and confidence-boosting atmosphere for all children.

part two: Qualitative data

3. Thematic analysis of open ended answers

This table represents the students answers and their justifications of the questionnaire.

The numbers in color represent repetition (For example: 5 means 5 participants have chosen that same answer).

Table 6

Thematic analysis of participants open ended answers

Number	Theme	Category	
		Positive	Negative
1	Team work	1. Exchange ideas 6 2. Beneficial under certain conditions 3. Feeling Comfortable 4. Effective and funny 5. Makes understanding much easier 6. Multiple interests 7. According to the assignment requirements 8. Chance for individuals to	10. Disagreement 11. Preference of individual work 6 12. concentrating while working 13. Other members may not be helpful or they have not useful information 14. Loose of concentration when different opinions came across other times is the opposite both subject and team members are effective in process and result 15. Collaborating might be good only with

		<p>collaborate</p> <p>9. Less effort, manageable and more practical</p>	<p>active people</p> <p>16. Making work more manageable and motivational but facing problems to solve and disagreement</p> <p>17. Type of activities and persons themselves are important</p> <p>18. Dislike working with strangers</p> <p>19. Classmates could be introvert or stressed-out</p> <p>20. Depending with whom and on the mood</p>
2	Public speaking	<p>1. Having something to say</p> <p>2. Many people are not familiar with English</p> <p>3. Love of showing multilingualism</p> <p>4. Depending on suggested topics</p> <p>2</p> <p>5. Funny, informing and useful</p> <p>6. To improve the English language 2</p> <p>7. People adoption of speaking English which makes public speaking more comfortable</p> <p>8. Excitable and useful for detecting spelling mistakes ,</p>	<p>15. Embarrassment and anxiety</p> <p>16. Shyness 7</p> <p>17. Shyness and lack of practice</p> <p>18. Not being prepared all times</p> <p>19. Inhibition 3</p> <p>20. Big crowd or strangers</p> <p>21. Extremely annoying</p>

		<p>correcting them</p> <p>9. Depending on the mood 2</p> <p>10. Showing opinions and feelings</p> <p>11. Enjoyable and appealing</p> <p>12. The desire to engage in certain topics in English</p> <p>13. Improving the speaking skill</p> <p>14. Enhancing self-confidence</p>	
3	Participation	<p>1. To Enhance my language in front of them</p> <p>2. Entertaining, informative</p> <p>3. Always; especially when topic is good 2</p> <p>4. In group discussion or to ask questions</p> <p>5. Like to engage but not too much</p> <p>6. Depending on the topic</p> <p>7. To share thoughts and opinions</p> <p>8. Love of oral classes</p> <p>9. Enhancement, seeking for teacher's good impression</p> <p>10. Nature of topic 2</p> <p>11. Practice ,enhancement</p> <p>12. Correcting mistakes, improve self-confidence</p>	<p>17. Challenging , feeling distracted because there is no visual documents doing the best although</p> <p>18. Uncomfortable</p> <p>19. Lack of vocabulary</p> <p>20. If sure of the information</p> <p>21. Usually Shyness 2</p> <p>22. Inhibition of talking next to people</p> <p>23. Sometimes topic is not interesting or shyness</p> <p>24. Dislike speaking in classroom</p> <p>25. Stress</p> <p>26. The fear of making mistakes</p>

		<p>13. Funny</p> <p>14. Preference of discussion and oral interaction</p> <p>15. In the texts and presentations</p> <p>16. Learning from mistakes, taking advices from teacher</p>	
4	The fear of being judged	<p>1. Expressing thoughts 2</p> <p>2. Sharing and exchanging ideas 3</p> <p>3. Indifference 4</p> <p>4. Confident about thoughts</p> <p>5. Courageous</p> <p>6. Never scared all with same level</p>	<p>7. Fear 3</p> <p>8. Not fear but shyness 2</p> <p>9. Lack of information</p> <p>10. Not interested</p> <p>11. Maybe character</p> <p>12. Introvert</p> <p>13. Loosing words, Others students level is good</p> <p>14. Anxiety 2</p> <p>15. Speaking only when sure ,dislike making mistakes</p> <p>16. Not being ready all time</p>
5	Worrying about what the teacher think	<p>1. Teacher's job is to make students aware of their mistakes, learning from them</p> <p>2. Aim is learning</p> <p>3. Indifference</p> <p>4. Teacher's awareness of L2 difficulty</p> <p>5. Worrying about their</p>	<p>29. Teacher's high level, looking for a good impression Worrying about their Impression about my L 2 learning level</p> <p>30. Teachers mindsets are different</p>

<p>about</p> <p>my</p> <p>Engli</p> <p>sh</p>	<p>Impression about my L2 learning level</p> <p>6. Necessary , whether I'm improving or not</p> <p>7. Judgment is easy</p> <p>8. Motivational, handy for learning</p> <p>9. Learning, retrieving doubts</p> <p>10. Good teacher don't pay attention to this things</p> <p>11. It's teacher's domain is not his worries</p> <p>12. Good for correcting mistakes</p> <p>13. Teacher's feedback is very important, evaluation of performance and students language</p> <p>14. Embarrassment</p> <p>15. Believe in thoughts</p> <p>16. Teachers feedback is very important</p> <p>17. Good level 2</p> <p>18. Continuous evaluation</p> <p>19. Only about pronunciation</p> <p>20. Priority, enhancing the level</p> <p>21. Caring about pronunciation</p>	
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		<p>22. Worrying about marks</p> <p>23. English of the teacher is better</p> <p>24. Teacher's reaction is unexpected</p> <p>25. Enhancing the English language</p> <p>26. Guidelines of the teacher and feedback about mistakes</p> <p>27. Self belief</p> <p>28. Working hard, teacher's reflections</p>	
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1. a thematic analysis was performed on the students' responses to the question "Do you like teamwork? Justify your answer," the main themes emerging from both positive and negative answers were identified and categorized .

The thematic analysis of the students' responses highlights several key areas influencing their views on teamwork.

Positive views

centred around the benefits of idea exchange, collaboration, comfort, enjoyment, and ease of understanding, especially when conditions are favourable and assignments require it. Students appreciate the opportunity to collaborate, find teamwork manageable, and practical, and enjoy the diverse interests it brings.

Negative views

focus on the challenges of disagreements, preference for individual work, difficulty in concentrating, and the effectiveness of group dynamics. Concerns include unhelpful members, the variability in contribution, the importance of specific activities and personalities, and discomfort working with strangers or introverted classmates. The mood and specific team members also significantly impact their perception of teamwork.

2. We asked the students "To what extent do you like speaking in Public?" we identified and categorized the main themes emerging from both positive and negative answers. The themes reflected the reasons given by the students for their comfort or discomfort.

The analysis of the students' responses reveals several key areas influencing their comfort levels when speaking English in the classroom.

Positive views

emphasize the ability to express thoughts, share and exchange ideas, and a sense of confidence and courage. Some students also feel indifferent, indicating they do not experience discomfort.

Negative views

highlight emotional barriers such as fear, anxiety, and shyness. Self-perception issues include a lack of information, introversion, losing words, and a tendency to speak only when sure to avoid mistakes. Concerns about not being ready at all times and worry about impressions related to second language learning also contribute to discomfort. Additionally, a lack of interest and the influence of external factors, such as the teacher's proficiency level and differing mindsets, play a role in their reluctance to speak.

3. The third qualitative question was "To what extent do you participate in oral classes and presentations?" we identify and categorized the main themes emerging from both positive and

negative answers. The themes will reflect the reasons given by the students for their level of participation.

Positive views

are centered around the benefits of language improvement, practice, and self-confidence. Students enjoy engaging in discussions and presentations, especially when the topics are interesting and entertaining. They appreciate the opportunity to correct mistakes, receive feedback, and enhance their skills. Participation is also motivated by a desire to make a good impression on teachers and to engage with classmates in a collaborative setting.

Negative views

highlight emotional barriers such as discomfort, shyness, inhibition, stress, and fear of making mistakes. Language proficiency issues, such as a lack of vocabulary and only participating when sure of the information, also deter participation. Distractions due to the lack of visual aids and a general disinterest in speaking in the classroom contribute to lower engagement levels.

By categorizing these responses, we can better understand the factors that influence students' participation in oral classes and presentations, providing insights into areas where support and encouragement may be needed.

4. The analysis on the students' responses to the question Do you feel sometimes that you want to speak in the classroom and express your own thoughts and beliefs, but the fear of being judged by your classmates stops you from talking? categorized the main themes emerging from both positive and negative answers.

The thematic analysis of the students' responses highlights several factors influencing their willingness to speak in the classroom and the impact of the fear of being judged.

Positive views

focus on the ability to express thoughts and share ideas, with some students feeling confident and courageous about their contributions. A few students indicated indifference or noted that they are never scared because everyone is at the same level, which reduces the fear of judgment.

Negative views

are dominated by emotional barriers such as fear, anxiety, and shyness. Issues related to self-perception and confidence include a lack of information, introversion, losing words, and concerns about other students' proficiency levels. Some students only speak when they are sure, to avoid making mistakes, and worry about their readiness and how they are perceived regarding their second language learning. Additionally, a lack of interest, personal character traits, and external factors like the teacher's proficiency and mindset differences further contribute to their reluctance to speak.

we can better understand the factors that hinder or facilitate students' participation in the classroom, providing insights into areas that need attention to develop a more supportive and inclusive learning environment.

5. To conduct a thematic analysis on the students' responses to the question Do you worry about what the teacher thinks about your English? we will identify and categorize the main themes emerging from both positive and negative answers. The themes will reflect the various aspects of their concerns and perceptions.

Positive views

highlight the teacher's role in the learning process, emphasizing the importance of feedback, corrections, and continuous evaluation. Many students see the teacher's input as essential for their improvement and motivational. Some students express a belief in their own thoughts and efforts, indicating self-belief and motivation. There are also emotional responses, such as worrying about impressions, marks, and unexpected reactions, showing a mix of concern and value placed on the teacher's opinion. Some focus specifically on pronunciation, indicating targeted areas of worry. Teacher's understanding of the second language difficulties and maintaining an indifferent or non-

judgmental attitude are also appreciated.

Negative views

focus on comparison and expectations, with concerns about the teacher's high proficiency level and the differing mindsets of teachers. These responses reflect anxiety about meeting high standards and the variability in teacher attitudes towards students' English proficiency.

By categorizing these responses, we gain a comprehensive understanding of the factors that influence students' worries about their teacher's opinions on their English proficiency. This insight can help address students' concerns and improve the feedback and support they receive.

6. we conducted a thematic analysis on the students' responses to the question Do you worry about what your classmates think about your English? we identified and categorized the main themes emerging from both positive and negative answers. The themes reflected the various aspects of their concerns and perceptions.

Positive views

emphasize confidence and self-belief, with students highlighting their good English skills, belief in their abilities, and knowing how to use English. Students also have a realistic perspective on their peers, recognizing that classmates are not perfect, everyone is a learner, and they are all at a similar level. A focus on learning is evident, with students aiming to improve their English and valuing the teacher's opinion more than their classmates'. Some students display a positive attitude, expressing indifference to classmates' opinions, accepting that not everyone can be pleased, and appreciating positivism from peers.

Negative views

Are primarily cantered around the fear of making mistakes, including pronunciation errors, lack of vocabulary, and losing words while talking. Comparisons and peer pressure also play a significant role, with concerns about high-level peers, embarrassment, and being preoccupied with classmates' opinions and reflections. Additionally, some students' worries are dependent on the mindsets of their classmates, indicating variability in peer support and attitudes.

Through analyzing these responses we can better understand the factors that influence students' worries about their classmates' opinions on their English proficiency. This insight helped address students' concerns and add a more supportive and encouraging classroom environment.

4. Synthesizing the Findings

From the thematic analyses, several patterns emerge:

1. **High Self-Confidence:** Students who display high levels of self-confidence tend to:

- Engage positively in teamwork and public speaking.
- Actively participate in oral classes and presentations.
- Show indifference or positivity towards peer and teacher evaluations.
- View feedback as constructive.

These traits suggest that high self-confidence is associated with frequent practice, a willingness to make and learn from mistakes, and an overall better grasp of grammatical accuracy in oral communication.

2. **Low Self-Confidence:** Students who exhibit low self-confidence often:

- Prefer individual work or find teamwork challenging.

- Experience fear, anxiety, and shyness in public speaking.
- Participate less in oral activities due to emotional and proficiency barriers.
- Worry about peer and teacher judgments, viewing them as potential criticisms rather than constructive feedback.

These factors indicate that low self-confidence is linked to less frequent practice, fear of making mistakes, and a resulting lower level of grammatical accuracy in oral communication.

There is a clear relationship between students' level of self-confidence and their oral grammatical accuracy. High self-confidence correlates with better grammatical accuracy due to more frequent engagement in speaking activities, a positive view of feedback, and less fear of judgment. However, low self confidence is associated with poor grammatical accuracy, resulting from less participation, fear of mistakes, and enhanced sensitivity to peer and teacher evaluations. These insights highlight the importance of developing a supportive and encouraging learning environment to boost students' self confidence and improve their oral grammatical accuracy.

3.1. Students' Questionnaire

Part one:

1. Do you feel comfortable when speaking English in classroom?

Table 3

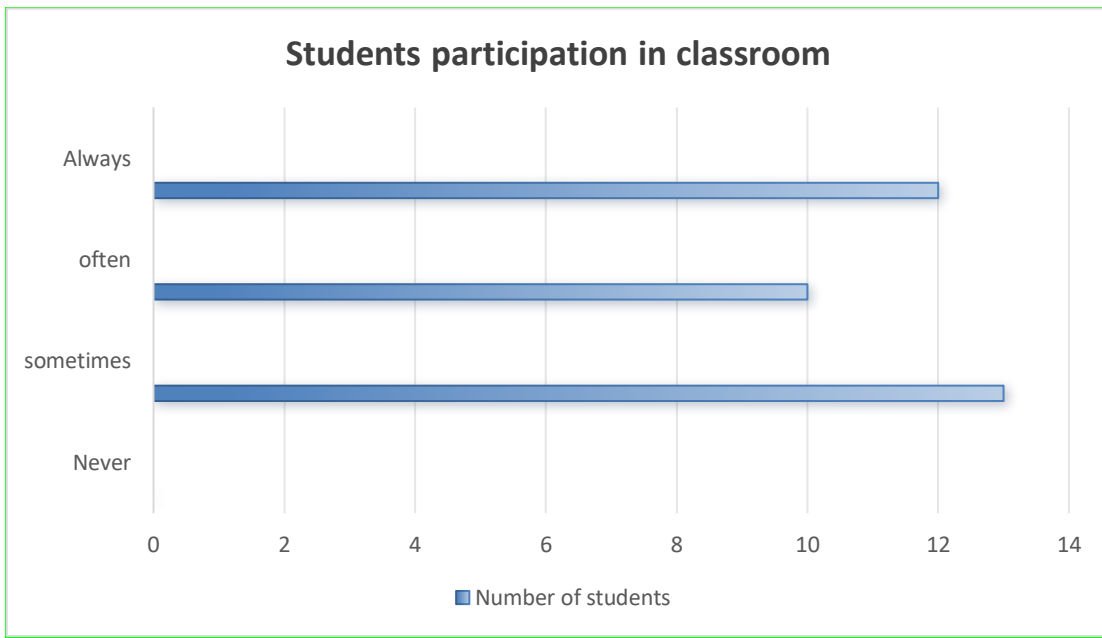
Exploring Self-confidence levels in Adult Algerian EFL Learners

Option	Number of students	Percentage
never	00	00

	13	37%
sometimes		
	10	28.7%
often		
	12	34.3%
always		
Total	35	100%

Figure 2

Exploring Self-confidence levels of Adult Algerian EFL Learners



2. If words get lost from you while speaking in English in the classroom, do you usually?

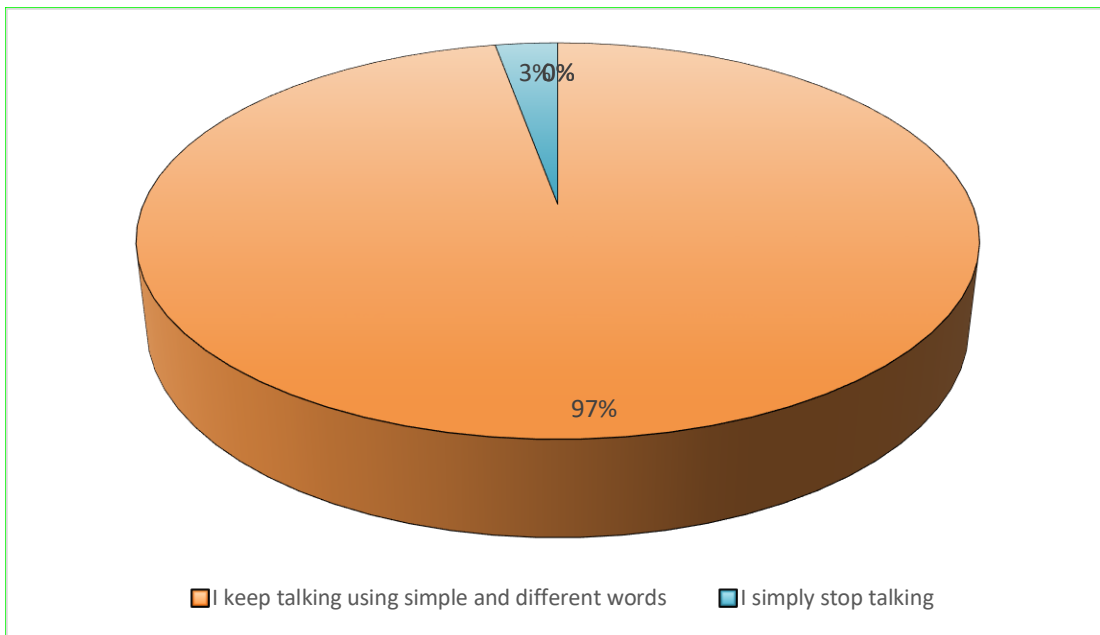
Table 4

Participants attitudes when they ran out of words while speaking English in classroom

Option	Number of students	Percentage
Keep talking using simple and different words	34	97%
you simply stop talking	01	03%
Total	35	100%

Figure 3

Participants attitudes when they ran out of words while speaking English in classroom



3. Do you participate in classroom even when you are embarrassed and nervous?

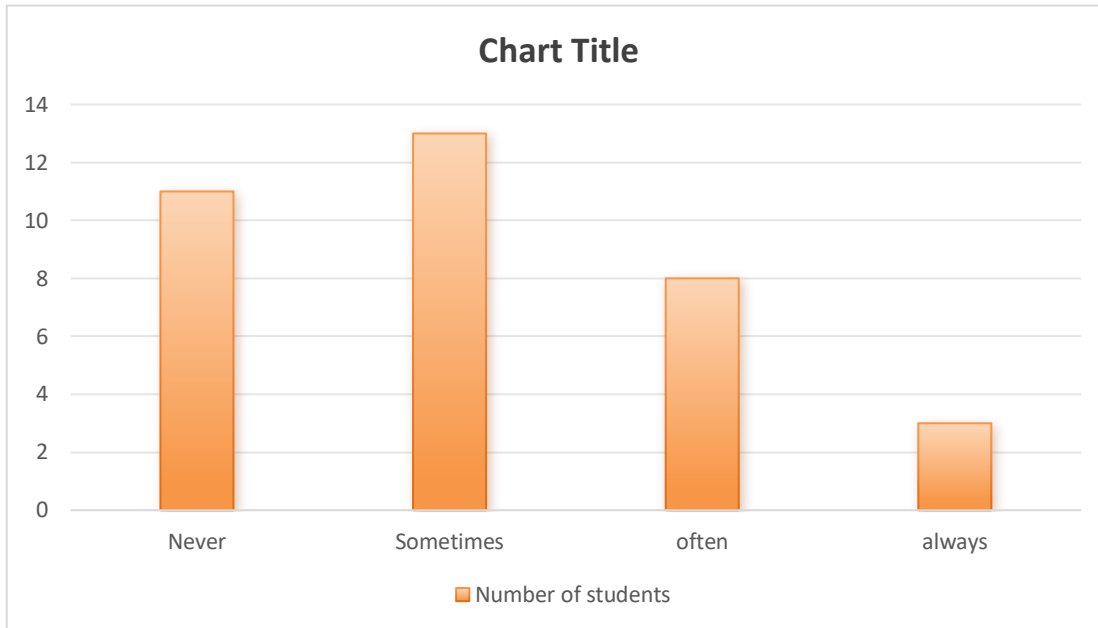
Table 5

Participating in Class and overcoming Embarrassment and Nervousness

Option	Number of students	Percentage
never	11	31.4%
sometimes	13	37.1%
often	08	22.9%
always	03	8.6%
Total	35	100%

Figure 4

Participating in Class and overcoming Embarrassment and Nervousness



Part three:

1.Oral grammatical accuracy test results

1.1. comparison the types of oral grammatical errors

Analyzing the speaking test recordings provided by several students reveals that a variety of faults providing insight into spots where learners struggle with English competence. Common problems include verb tense agreement, sentence construction, article usage, spelling, inappropriate phrasing, and incomplete thoughts. Similarly, Student Eight battled with tense consistency saying "I'm got nervous" instead of "I get nervous" demonstrating difficulties in maintaining the right verb tense in spoken language. Sentence structure revealed to be another source of difficulty for many students. Student Two's statement "To when they get to university" shows this difficulty as the sentence lacks consistency and organization. Similarly, Student Seven's unfinished idea "To work of it" indicates difficulties expressing thoughts coherently and fully. Several feedbacks contained problems in article usage, indicating that this part of grammar needs to be improved.. Sentence structure turned out to be another source of difficulty for many participants. Student Two's remark "To when they get to university" exemplifies this challenge because the sentence lacks coherence and order. Similarly, Student Seven's unfinished notion "To work of it" demonstrates problems in

articulating thoughts coherently and completely. Several feedbacks mentioned problems with article usage, indicating that this aspect of grammar requires to be improved. Awkward language and unfinished thoughts added to the overall difficulties seen in the participants responses. Student Three's statement, "It's so helpful," is confusing and unclear. In a similar manner Student Seven's inconsistent phrase, "First of all, you need to love the language and study it hard is to watch a lot of podcasts" demonstrates a disconnected process of thought and a need for communication skill improvement. Finally, comparing the students' faults indicates typical spots of difficulty, such as verb tense agreement, sentence construction, article usage, spelling, poor language, and unfinished thoughts. Addressing this issues through targeted instruction and practice can dramatically improve the students' grammar and communication.

Table 2

The following table represent participants' oral grammatical errors while speaking.

Participants	Oral grammatical errors
student 1	0
student 2	0
student 3	9
student 4	6
student 5	2
student 6	4
student 7	2
student 8	4
student 9	0
student 10	6
student 11	4

student 12	0
student 13	2
student 14	2
student 15	1
Mean	2.8
SD	2.68

Description of results

The table displays the results of a study on oral grammatical accuracy among 15 students indicating the number of grammatical errors each student made while speaking.

Key observations from the table are as follows:

- Range of Errors: The number of grammatical errors made by individual students varies widely, ranging from 0 to 9 errors.
- Mean (Average) Errors: The average number of grammatical errors across all 15 students is 2.8.
- Standard Deviation (SD): The standard deviation is 2.68 reflecting the variability in the number of errors among the students.

Detailed Breakdown:

- No Errors: Students 1, 2, 9, and 12 made no grammatical errors.
- Low Errors (1-2): Students 5, 7, 13, 14, and 15 made between 1 and 2 errors.
- Moderate Errors (3-4): Students 6, 8, and 11 made between 3 and 4 errors.
- High Errors (5-6): each one of the sstudents 4 and 10 made 6 errors .
- Very High Errors (7-9): Student 3 made the most errors, totaling 9.

Discussion of results

The distribution of errors suggests that while a few students made a significantly high number of errors, a substantial number of students either made no errors or very few, indicating a mixed level of grammatical accuracy among the group. The mean and standard deviation further illustrate that

while the average error count is relatively low, the high standard deviation highlights considerable variability in student performance.

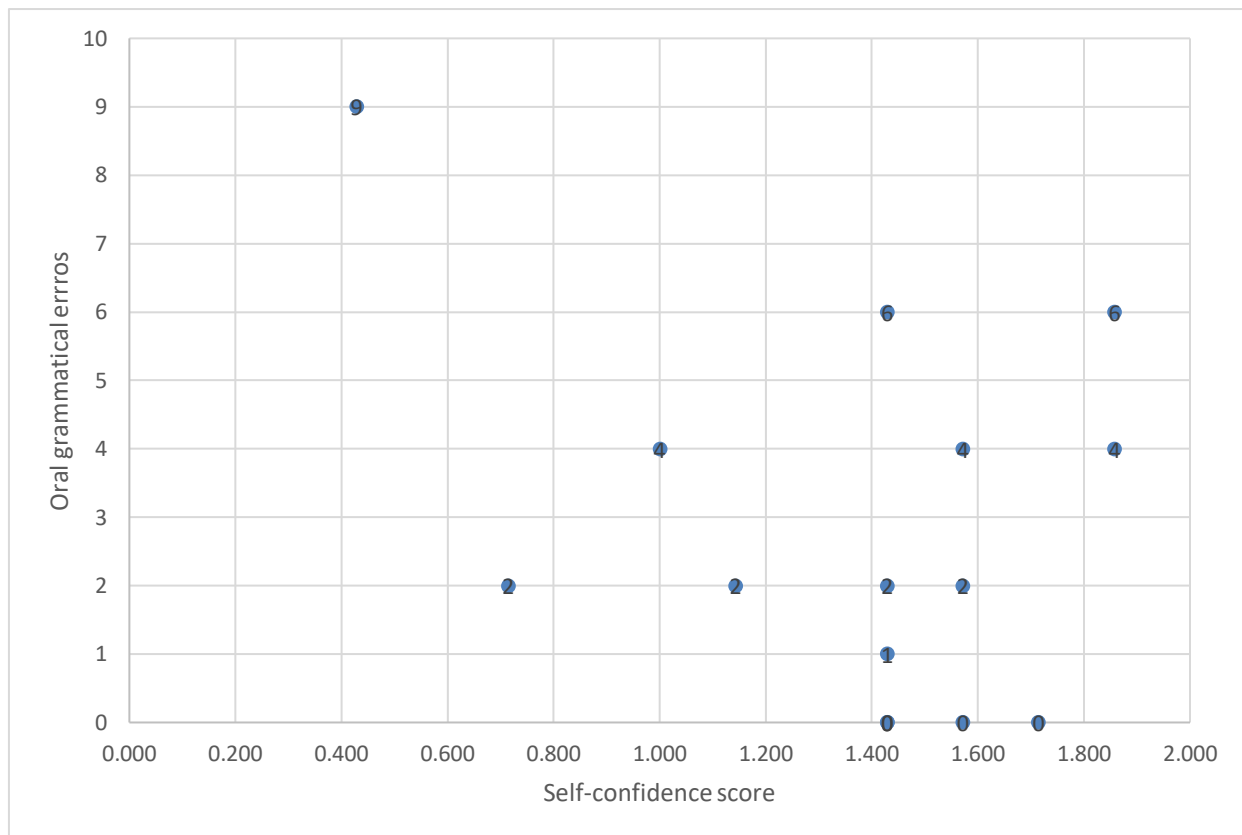
The results of the study on oral grammatical accuracy among 15 students reveal a considerable range in the number of grammatical errors, with some students making none and others making up to nine errors, resulting in an average of 2.8 errors and a standard deviation of 2.68. This variability suggests diverse proficiency levels within the group. Previous research reinforces these findings, which indicates that oral grammar accuracy can vary greatly across learners due to factors such as individual variations in ability to speak and engagement to the target language (Ellis, 2008; Lightbown and Spada, 2013). Ellis (2008) underlines that individual variables, such as working memory and motivation, have a significant impact on grammatical accuracy during second language learning. Furthermore, Lightbown and Spada (2013) argue that increasing the use of the target language and practice opportunities might improve grammar, which could explain certain students' zero error performance. These findings highlight the significance of customized teaching techniques which meet the different needs of language learners.

1- The relationship between oral grammatical accuracy and self-confidence

(correlation coefficient: -0.35) – moderate negative relationship

Figure 1

The relationship between participants' oral grammatical errors and self-confidence scores



Description of results

The scatter plot shows the relationship between oral grammatical errors and self-confidence scores. Each point represents a data pair for an individual's self-confidence score and the number of grammatical errors they made.

The correlation coefficient is -0.35 indicating a moderate negative relationship. This means that generally as self confidence scores increase, the number of grammatical errors decreases though the relationship is not very strong.

Observations:

- Individuals with higher self-confidence scores (closer to 2.000) tend to make fewer grammatical

errors, with many having errors ranging from 0 to 4.

- Those with lower self-confidence scores (below 1.000) have a wider range of grammatical errors, with some individuals making as many as 9 errors.
- The scatter of points suggests some variability, but the overall trend supports the moderate negative relationship indicated by the correlation coefficient.

Discussion of results

The analysis of the relationship between oral grammatical errors and self-confidence scores, as depicted in the scatter plot, shows several noteworthy findings. The correlation coefficient of -0.35 suggests a moderate negative relationship between the two variables (Jones, 2018). This indicates that on average as self-confidence scores increase, the number of grammatical errors decreases. Individuals with higher self-confidence scores approaching 2.000 tend to make fewer grammatical errors, with many exhibiting error counts ranging from 0 to 4 (Bandura, 1997). In the other hand, those with lower self-confidence scores, below 1.000 display a wider range of grammatical errors, with some individuals making as many as 9 errors. While there is some variability evident in the scatter of points, the overall trend aligns with the moderate negative relationship indicated by the correlation coefficient. These findings are consistent with previous research demonstrating the influence of self-confidence on performance outcomes including language proficiency (Bandura, 1997; Zimmerman, 2000). Therefore, interventions aimed at enhancing self-confidence, such as providing constructive feedback and developing a supportive learning environment may contribute to reducing grammatical errors among individuals with lower self-confidence levels.

General Conclusion

The current study investigated EFL learners attitudes towards self confidence and its impact on their grammar accuracy level. It aimed to shed light on the importance of self confidence for English foreign language in addition to the effectiveness of grammar proficiency in enhancing the students overall English level. To achieve the objectives of this study, a questionnaire and an oral test were administered to third year EFL learners at the department of English at Mohamed Khider, Biskra.

The research work at hand is made up of three chapters: a theoretical part which is divided into two chapters. The first chapter is devoted to an overview of self confidence, presenting its history in educational contexts, introduce it in language education and the EFL context, in addition to its importance in language learning, and ultimately the importance of self confidence for Algerian EFL learners. The second chapter is dedicated to an introduction to grammatical competence in language learning and its evolution in language learning. It discusses the components of grammatical competence and the importance of oral grammatical accuracy. Moreover, it sheds light on the teaching strategies for grammatical Competence. Eventually, it outlines the role of grammar in mastering language proficiency in an EFL context. Furthermore, the third chapter is the practical part of the study. It includes a summary of the students' questionnaire, data analysis, and interpretation of the results, as well as limits and some pedagogical recommendations. The findings of the present study reveal distinct patterns based on students' self-confidence levels, showing a clear relationship between self-confidence and oral grammatical accuracy. Students with high self-confidence engage positively in teamwork and public speaking, actively participate in oral classes and presentations, and view feedback constructively, leading to better grammatical accuracy. They are willing to practice, make mistakes, and learn from them. In addition, students with low self-confidence prefer individual work, experience fear and anxiety in public speaking, and participate less in oral activities due to emotional and proficiency barriers, viewing peer and teacher judgments as criticisms, which inhibits their practice and results in lower grammatical accuracy. This aligns with the analysis showing a moderate

negative relationship between self-confidence and grammatical errors: as self-confidence increases, grammatical errors decrease. Despite some variability, the overall trend supports this relationship. Therefore, developing a supportive and encouraging learning environment, and providing constructive feedback, is crucial to boost students' self-confidence and enhance their oral grammatical accuracy.

The study found that self-confidence levels among adult Algerian EFL learners vary significantly. High self-confidence students are more engaged and proactive in their learning, while low self-confidence students face challenges in participation and anxiety in public speaking. The oral grammatical accuracy level of adult Algerian EFL learners also varies. Students with higher self-confidence demonstrate better grammatical accuracy in their oral communications, while those with lower self-confidence tend to have more grammatical errors. There is a moderate negative correlation between self-confidence and grammatical errors among adult Algerian EFL learners. As self-confidence increases, grammatical errors decrease, indicating that higher self-confidence is associated with better oral grammatical accuracy.

Implications

This study shows that teachers can greatly help students speak English accurately by building their confidence. If teachers create a safe and encouraging classroom where students feel comfortable participating, students will be more confident and speak English grammar better. Teachers can do this by giving positive feedback, letting students practice speaking slowly at first, and helping students see mistakes as a chance to learn. Also, teachers can be more effective by considering how confident each student feels and by learning more about the psychology of language learning. By using these ideas in their teaching plans and tests, teachers can create EFL learners who are both confident and speak English well, which will make them better learners overall.

Limitations of the study

The research on how confident English learners feel (EFL learners) and how that feeling affects their grammar skills has some drawbacks. First, the study only looked at third-year students at one university, so the results might not apply to other situations or learners at different levels. Second, the study mainly rely on surveys and speaking tests, which might not fully cover all the reasons behind how confident students feel. There could also be bias because the students reported on themselves they might be too critical or not critical enough of their own abilities. Another issue is that the study only looked at things once, so it can't show how confidence and grammar skills change over time. Finally, the study's design does not account for other variables that could influence grammar accuracy, such as prior language exposure, teaching methods, or individual learner differences, which might confound the observed relationship between self-confidence and grammatical performance.

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Appendices

Appendix 1:

Speaking Test Topic: What will you give as an advice to anyone who wants to study English in the future?

Appendix 2:

A Questionnaire for Third-year EFL Students

Section One: Profile Information

Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Age
First language
University degree in preparation	Licence <input type="checkbox"/> Master <input type="checkbox"/>
Year of study	L1 <input type="checkbox"/> L2 <input type="checkbox"/> L3 <input type="checkbox"/> M1 <input type="checkbox"/> M2 <input type="checkbox"/>
Number of years learning English
Your choice of studying English was	Personal <input type="checkbox"/> Imposed <input type="checkbox"/>

Q1. Do you like teamwork?

Never
Sometimes
Often
Always

Please, justify

.....

.....

.....

.....

Q2. Do you feel comfortable when speaking English in classroom?

—————→

Never Sometimes Often Always

Q3. To what extent do you like speaking in Public?

—————→

Never Sometimes Often Always

Please, justify briefly

.....

.....

.....

Q4. To what extent do you participate in oral classes and presentations?

—————→

Never Sometimes Often Always

Please, justify briefly

.....

.....

.....

Q5. Do you feel sometimes that you want to speak in the classroom and express your own thoughts and beliefs but the fear of being judged by your classmates stops you from talking?

—————→

Never Sometimes Often Always

Please, justify why.

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

Q6.If words get lost from you while speaking in English in the classroom, do you usually?

i. Keep talking using simple and different words

i. You simply stop talking

i.

Q7. Do you participate in classroom even when you are embarrassed and nervous?



Q8.Do you worry about what the teacher think about your English?

i. Yes

i. No

Please, justify briefly

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

Q9. Do you worry about what your classmates think about your English?



Please, justify briefly

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

المخلص

أجرت الدراسة تحقيقاً في مستوى الثقة بالنفس لدى متعلمي اللغة الإنجليزية كلغة أجنبية وتأثيرها على الدقة النحوية الشفوية. وهدفت هذه الدراسة إلى تسليط الضوء على أهمية الثقة بالنفس في تعلم اللغة ودور الدقة النحوية في تعزيز الكفاءة العامة في اللغة الإنجليزية. لتحقيق أهداف هذه الدراسة، تم اختيار نهج شبه هيكلي لعلاقة ارتباطية لجمع وتحليل البيانات. تم توزيع استبيان واختبار شفوي على 35 طالباً من السنة الثالثة لتعلم اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة محمد خيضر ببسكرة. تتكون الدراسة من ثلاثة فصول: يقدم الأول نظرة عامة على الثقة بالنفس في السياقات التعليمية وتعلم اللغة، مع التأكيد على أهميتها لمتعلمي اللغة الإنجليزية كلغة أجنبية في الجزائر. يستكشف الفصل الثاني الكفاءة النحوية، مكوناتها واستراتيجيات تدريسها، مع التركيز على الدقة النحوية الشفوية. يقدم الفصل الثالث الجوانب العملية للدراسة، بما في ذلك ملخص لبيانات الطلاب وتحليلها وتوصيات تربوية. في ضوء النتائج التي تم الحصول عليها، تكشف النتائج أن المتعلمين البالغين من اللغة الإنجليزية كلغة أجنبية في الجزائر لديهم مستويات مختلفة جداً من الثقة بالنفس. كان المتعلمون الأكثر ثقة بالنفس أكثر انخراطاً في الصف واتخذوا المبادرة في تعلمهم. من ناحية أخرى، واجه المتعلمون الأقل ثقة بالنفس صعوبة في المشاركة وشعروا بالقلق عندما اضطروا للتحدث أمام الصف. علاوة على ذلك، تم تحديد علاقة ارتباط سلبية معتدلة بين الثقة بالنفس والأخطاء النحوية، مما يشير إلى أن زيادة الثقة بالنفس ترتبط بتحسين الدقة النحوية الشفوية. تؤكد الدراسة على أهمية تطوير بيئة تعلم داعمة وتقديم ملاحظات بناءة لتعزيز ثقة الطلاب بأنفسهم وتحسين دقتهم النحوية.

الكلمات المفتاحية: الثقة بالنفس، الدقة النحوية الشفوية، متعلمي اللغة الإنجليزية كلغة أجنبية، جامعة بسكرة