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**Faculty of Literature and Foreign Languages**  
**Department of English Language and Literature**



# **MASTER THESIS**

Department of English Language and Literature

Sciences of the Language

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**The Impact of Self-Confidence on Learner's Engagement in Oral Presentations**

Case Study of Second Year EFL Students at Biskra University

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## Dedication

I dedicate this work to

My beloved parents, whose patience, and prayers have been the cornerstone of my strength. Your encouragement, and belief in me have carried me through the most challenging moments of this journey.

To my dear sisters **Samia, Hayatte, Roumaissa, and Nousseiba** thank you for always being there with kind words, encouragement, and love that knows no bounds.

To my supportive brothers **Abd Araouf, Abd Aljalil, Abd Asamad, and Alhachemi** thank you for your belief in me

To my best friend, **Afaf**, your friendship has been a sanctuary. Thank you for your sincere encouragement, emotional support, and for sharing in my joys and struggles.

To my loyal freind, **Ikhlas**, words cannot fully express my gratitude. Your companionship, dedication, and continuous encouragement have been instrumental to my journey. I am beyond blessed to have had you by my side.

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I could not have completed this work without your love, support, and faith in me. This achievement belongs to all of you.

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## **Abstract**

This study investigates the impact of self-confidence on learners' engagement in oral presentations. This work aims to grasp the relationship between self-confidence and learner engagement during oral presentation to provide essential insights for educators to use certain strategies in order to overall effectiveness in oral presentations for Second year English as a Foreign Language (EFL) students at Biskra University. We hypothesize that students' level of self-confidence can impact their engagement in oral presentation positively or negatively. We also, hypothesize that If teachers play their role in classroom effectively learners' engagement in oral presentations can be enhanced. In conducting the research, a mixed method has been utilized. Aquestionnaire has been designed to EFL second year students at Biskra University to gather data about students' self-confidence and oral presentations engagement. Along with a semi- structured interviews for teachers at the department of English. Based on the questionnaires' results, our hypothesis was confirmed that self-confidence has a great impact on student's engagement and their oral performance; having a high level of confidence may lead to better involvement in oral presentations. Thus, we recommend the implementation of oral presentation techniques as successful tools for enhancing learners' self-confidence, as well as; improving learners' speaking skill.

**Keywords:** Learners' Engagement; Oral Presentation; Self-Confidence; Teachers' role.

## **List of Abbreviations and acronyms**

**EFL:** English as a Foreign Language

**EL:** English Learners

**L2:** Second Language

**FL:** Foreign Language

**EM:** Extrinsic Motivation

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# General Introduction

### **Introduction**

Self-confidence is often considered as an essential element in learner's ability to engage and succeed in oral presentations. It refers to an individual's belief in their own abilities, judgment, and competence in treating different challenges. Particularly self-confidence plays a crucial role in the learning process, influencing not only how students deal with tasks but also how they perceive and respond to obstacles. It achieves their motivation, persistence, and the will to engage in multiple activities. Among the various skills that require self-confidence, one of the most significant is the ability to deliver oral presentations effectively. Oral presentations are commonly used in educational settings to assess students' understanding, critical thinking, and communication skills, and are often seen as a key instrument for learner's engagement in active learning. However, the success of these presentations is significantly influenced by the level of self-confidence a student possesses.

When students are confident in their abilities, they are more likely to adjust presentation task with a positive mindset, which in turn can reinforce their overall engagement in the process. A confident learner is one who believes that he can transmit his message clearly, treats any public speaking anxiety, and effectively communicates with the audience. Conversely, a lack of self-confidence can result in avoidance of challenges, anxiety and stress, and a passive approach to preparation, which may impede the overall effectiveness of the presentation.

Thus, Self-confidence is not just a characteristic that shapes how students view themselves, but also a key factor that influences the extent to which they actively participate in and perform effectively during oral presentations.



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The relationship between self-confidence and learner engagement in oral presentations is complex and multifaceted. Engagement, in this case, refers to the degree of effort, focus, and enthusiasm that students invest in the preparation and delivery of their presentations. High self-confidence typically leads to higher levels of engagement, as learners with confidence are more likely to take an active role in researching, structuring, and retraining their presentations. Their belief in their ability to succeed leads them to exploit time and effort into improving their performance, ensuring that they are well-prepared and capable of addressing challenges when they arise.

On the other hand, students with low self-confidence may feel afraid by the possibility of speaking in front of others, resulting in delaying, lack of preparation, and reduced engagement in the process. As a result, they may defeat to present their ideas clearly, often resorting to reading from notes or avoiding eye contact, which negatively impacts the overall quality of the presentation and reduces audience engagement.

Beyond preparation and delivery, self-confidence also influences how learners interact with their audience during oral presentations. A confident speaker is more likely to engage with the audience, maintaining eye contact, managing their tone of voice, and responding to questions or feedback in a thoughtful and composed manner. These behaviors not only make the presentation more engaging but also illuminate the level of competence and expertise, fostering a stronger connection between the presenter and the audience. Conversely, a lack of confidence can lead to misdelivery, nervous body language, and difficulty in managing audience interaction, all of which can reduce the effectiveness of the presentation and disengage listeners.

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The influence of self-confidence on learner engagement is also noticeable in the broader context of academic success. Students who experience positive outcomes from their presentations, often as a result of their self-confidence, are more likely to feel motivated and capable. This sense of achievement strengthens their belief in their abilities, leading to increased self-esteem and a willingness to take on more challenging tasks in the future. This cycle of positive reinforcement is essential in the development of presentation skills, as students who gain confidence from each successful presentation are better prepared to treat more complex speaking tasks in the future. In this way, self-confidence not only shapes immediate presentation results but also contributes to long-term development in communication abilities.

Furthermore, the importance of self-confidence in oral presentations goes beyond just the individual learner. In classroom and professional settings, the way in which a speaker reveals confidence can influence how they are grasped by others. A confident presenter is often appeared as more credible, dominant, and persuasive, which can improve the effectiveness of their message and increase their impact on the audience. This is especially true in educational contexts, where peers and instructors are more likely to engage with a student who appears assured and well-prepared. In contrast, a lack of self-confidence can lead to perceptions of incompetence or uncertainty, which may impede the presenter's ability to connect with their audience and reduce the overall impact of their message.

Despite its great necessity, self-confidence in oral presentations does not emerge in isolation. It is formed by a variety of aspects, including prior experiences, personality characteristics, and the learning environment. Positive feedback, reinforce peer interactions, and opportunities for practice are all crucial in fostering self-confidence. Educators play an essential role in helping learners build this confidence by creating

secure environments for practice, providing constructive feedback, and encouraging a mindset that views challenges as opportunities for improvement rather than threats to self-esteem. A supporting environment that values effort over perfection can assist learners overcome their anxiety and achieve the confidence they need to succeed in oral presentations.

In a world that is becoming more interconnected, where abilities are important, recognizing the role of self-confidence in student participation during oral presentations is more essential than ever. Strong oral communication is a vital skill, not just in education, but also in the workplace, where the ability to express ideas obviously and convincingly can greatly affect career improvement.

By discovering how self-confidence influences learner engagement in oral presentations, educators can better support students in overcoming obstacles to success, ultimately constructing an environment where learners feel encouraged to express themselves confidently and effectively. Through this exploration, we can gain valuable insights into the improvement of both communication skills and self-confidence, which are necessary for success in various settings.

### **1. Statement of the problem**

The effective engagement of EFL learners in oral presentations is a crucial part in creating good communication. Most of students make efforts to enhance their participation in oral tasks. But they encounter many psychological obstacles which undermine them from distinct communicating. Those problems differ according to learner's individual distinctions. Such as: willingness to speak, anxiety, shyness and the fear of making mistakes. These speaking problems are due to what is known as lack of self-confidence that impede their success.

Grasping the relationship between self-confidence and learner engagement during oral presentation could provide an essential insight for educators to use certain strategies, in order to overall effectiveness in oral presentations.

### **2. Research questions**

The research seeks to answer the following research questions:

- RQ1- why is self-confidence important in oral presentations?
- RQ2-What should be done to make learners more confident?
- RQ3-How can teachers reinforce learner's engagement in oral presentations?
- RQ4-What impact does a high level of self-confidence have on a student's oral performance?
- RQ5-To what extent does the use of oral presentations enhance student's oral performance?

### **3. Hypothesis**

- We hypothesize that if students have a strong level of self-confidence their engagement in oral presentation will increase.
- We hypothesize that If teachers play their role in classroom effectively learners engagement in oral presentations can be enhanced.

### **4. Research Objectives**

The study aims to explore the relationship between two variables: self-confidence and student's engagement in oral tasks, with a focus on the use of oral presentations' techniques and the teacher's role in the classroom. Specifically, the study aims to:

- Enhancing student's oral performance by reinforcing their confidence.

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- Helping students to engage more effectively in oral tasks by using public speaking strategies.
- Helping students to overcome their speaking problems by using oral presentation strategies.
- Investigating the impacts of oral presentations on the student's performance in English lessons.

## **5. Significance of The Study**

The main goal of the study is to highlight the impact of self-confidence on learners' engagement in oral presentations. Thus, it is important because it helps us grasp how self-confidence affects students' ability to participate and perform in oral presentations confidence is crucial for students, as it influences how secure and motivated, they feel when speaking in front of others.

By exploring how self-confidence impacts their engagement in oral presentations, this study can provide useful insights for instructors to improve their methods and support students in becoming more confident and active participants. This research could help identify ways to push students with lower self-confidence to become more encouraged and improve their presentation skills.

## **6. Research Methodology**

The study incorporates both qualitative and quantitative methods, so this methods guides us to explore the relationship between self-confidence and student's engagement in oral presentations.

### **Population and Sampling**

## **General Introduction**

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The population that has been selected to be engaged in this study are from English department in Mohamed Kheider university of Biskra. The sample selected for this work is second year students (31students) who need to be investigated about the challenges they face during oral presentations. In addition to some oral expression teachers (07teachers) in order to know how students can be self- confident in performing oral tasks.

### **Data Collection Methods**

In this research, we will gather data via teacher's interview and student's questionnaire. For the teacher's interview, we use it as a research instrument in order to get different points of views of oral expressions teachers based on their experiences and beliefs about the importance of self-confidence in improving student's oral performance. In other hand, we use the student's questionnaire in order to collect information about student's attitudes towards the great role of self-confidence on enhancing their engagement in oral tasks.

## **7. LiteratureReview**

To develop our research, we present the previous studies dealing with our study:

“The Student's Self-Confidence in Public Speaking.” The aim of this research is to examine the direct relationship between self-confidence and student's public speaking. It ensures that learners with higher level of self-confidence are able to communicate clearly and effectively during oral presentations. The study illuminates the psychological obstacles often faced by students such as lack of vocabulary, poor mastery of the subject and feeling afraid when they speak in public.

This study is from International Journal of Business, English and Communication (IJOBEC). Vol.1No.2,2023, pp.53\_57. “The Impact of Self-confidence on Student's Public Speaking Ability”. The study aims to explore the significant impact of self-confidence on student's engagement in public speaking. Focusing on the internal and external factors that contribute to a student's sense of self-confidence.

This study is about “The Importance of Self-Confidence in Enhancing Student's Speaking Skill”. This studying investigated the broader relationship between Self-confidence and speaking skill. It ensures that self-confidence plays an essential role in not only improving the ability to speak but also enhancing the learner's motivation to engage in oral activities.

The study is about "Investigating the Effect of Self-Confidence in Student's Speaking Performance “. This study examines the impact of Self-Confidence on Speaking Performance, especially during classroom presentations. It contributes valuable insights into how Self-confidence affects speaking performance, particularly providing experiential evidence that convince the idea that Self-confidence is a crucial element in successful public speaking.

This study is about “Investigating the Effects of EFL Student's Self-Confidence On their Oral Performance”. This study highlights the specific challenges faced by Illuminating how Self-confidence can reduce language anxiety and enhance both engagement and performance in oral tasks.

### **8. Structure of the Thesis**

This research is divided into two major parts: the theoretical part and the practical part. Each part serves a distinct aim in grasping the topic. The theoretical part is divided into two chapters.

#### **Chapter One: An Overview of Self-Confidence**

This chapter shows a general overview of self-confidence, especially as it relates to language learning and speaking performance. It provides definitions of self-confidence, explains its significance, and explores the characteristics of low and high self-confidence. Understanding these characteristics helps to determine how varying levels of self-confidence can influence a student's oral performance. The chapter highlights the roles that both teachers and students can play in developing self-confidence. It discusses how teachers can foster an environment that encourages risk-taking and self-confidence in speaking participations, while also examining how students undertake responsibility for achieving their own confidence. Ultimately, this chapter highlights how improving students' self-confidence can lead to improved oral performance in EFL classes.

#### **Chapter Two: Learners Engagement in Oral Presentations**

This chapter primarily focuses on learner engagement and oral presentations in the context of English as a Foreign Language (EFL) classes. It emphasizes the importance of oral presentations in these classes, illuminating how essential it is for students to actively participate in oral activities in order to improve their language proficiency. This chapter also addresses some psychological problems that students may face, which could impede their engagement in oral tasks, such as anxiety or fear of making



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mistakes. Additionally, the chapter explores the role of teachers in the classroom, specifically how they can create an encouraging environment and utilizing various strategies (visual aids) to improve students' engagement in oral presentations. Teachers are crucial in motivating students, helping them adjust their psychological obstacles, and guiding them in becoming more confident in their oral tasks.

### **Chapter Three: Interpretation of the Findings**

This current practical chapter is assigned to present the data collection and analysis of the results. By examining the data, researchers investigate the effectiveness of methods used by teachers and the impact of self-confidence on students' speaking abilities. It serves as the basis for evaluating the practical implications of the theoretical concepts presented in the first two chapters.

# **Chapter One: An Overview of Self- Confidence**

## **Chapter One an Overview of Self-Confidence**

### **Introduction**

- 1.1. Definition of Self-Confidence
- 1.2. Importance of Self-Confidence
- 1.3. The Effects of High and Low Self-Confidence on Oral Performance
- 1.4. Characteristics of Students with High Self-Confidence
- 1.5. Characteristics of Students with Low Self-Confidence
- 1.6. The impact of Self-Confidence on Motivation and Autonomy
- 1.7. The Concept of Motivation
- 1.8. The Concept of Autonomy
- 1.9. Definition of Learner Autonomy
- 1.10. Self-Confidence, Self-Efficacy and Self-Esteem
- 1.11. Anxiety and Self-Confidence
- 1.12. The Impact of Anxiety on Students' Oral performance and Confidence
- 1.13. Teachers Role in Developing Students' Oral Performance and Confidence
- 1.14. Tips for Building Confidence in Learners

### **Conclusion**

### Introduction

This chapter presents an overview and background of self-confidence and its significance for students' oral proficiency are given in this chapter. It is, in fact, preferable for students to understand the traits of both high and low confidence. Additionally, it addresses the two key topics of autonomy and motivation brought on by self-confidence. We also discuss the distinctions between self-confidence and its close synonyms, self-efficacy and self-esteem. It addresses the idea that anxiety is a major factor in students' lack of confidence, as well as its types, definition, and effects on FL learning. This chapter emphasizes how teachers help students become more self-assured. Finally, we will go over confident methods and approaches that improve students' confidence and oral performance.

#### 1.1. Definition of Self-Confidence

Self-confidence is defined as individual's overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, Like or dislike themselves. This is like someone's feelings about themselves or self-esteem and competition that are associated with self-concept. It means that someone who is confident and capable of dealing with the word includes the belief that he or she can expect success or failure. Salim (2015, as cited in Nadiah, Arina& Ikhrom, 2019).

Self-confidence is based on perceptions, both of our capabilities and of what the task or challenge requires, not on the underlying skills themselves or the task requirements. Our self-confidence concerns what we believe we can do with what we think we have and what we think we have to do (Hollenbeck and Hall, 2004, p.255).

Lauster ( as cited in Nadiah, Arina& Ikhrom, 2019) that self-confidence is related to the ability in doing something right. This assumption makes the individual never become a person who has true self-confidence. However, the human ability is limited

in some things that can be done and ability that can be mastered (Kamridah, 2016). From the statement above the researcher concluded that self-confident is an ability to do something on the subject as a personal characteristic with a belief in their self-ability optimistic, objective, responsible, rational, and realistic.

This means that Self-Confidence refers to the individual's belief on their own capacities, decisions, and qualities. This confidence leads them to do any task with high level of optimism and responsibility to succeed. In addition to that self-confidence is built through experiences, competence, and mindset that embraces growth and resilience.

### **1.2. Importance of Self-Confidence**

The Importance of Self-Confidence is a very essential factor that FL students should possess, and as it plays an important role in communicating. When students trust their abilities, they will facilitate their learning process and engage in the task without any difficulties, in addition, they will control everything they do. Kakepoto (2012, p. 71) stated that "Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively". That is to say, learners with high self-confidence trust their capacities in accomplishing their future objectives, they are more successful in performing the foreign language and they overcome their obstacles that prevent them from progress and success.

Mckerrow et al., (2007, p. 61) have stated "Appearing confident will help put your audience at ease as they listen to your ideas". So, learners who show their confidence in the class or among group of people, they have the chance to attract their attention because confidence makes them more successful.

### 1.3. The Effects of High and Low Self-Confidence on Oral Performance

Oral performance is affected differently by low and high levels of self-confidence. Performers that are confident in themselves have a higher chance of success. But low performers who lack confidence are seeing a decline in how well they convey themselves in the foregoing language. Hale (2004) provides examples of the effects of high and low self-confidence on performance as listed in the following table:

**Table 1.1.**

Examples of the effects of high and low self-confidence on oral performance  
(Hale, 2004, p.13).

High Self-confidence	Low Self-confidence
Giving maximum effort A willingness to take chances A willingness to react positively to set - backs and learn from the situation High commitment to training Strong focus on the task at hand Positive attitude and belief in own skills and talent.	Lack of effort More likely to give up Playing safe Misdirected focus Tendency to attribute outcome of events to factors that cannot be controlled ( eg luck, environmental conditions ).

The performance of students with low self-confidence and those with high self-confidence differs significantly. Students' confidence level can be inferred from their performance results. For instance, pupils who perform well and effectively show that they have a high level of self-confidence.

### 1.4. Characteristics of Students with High Self-Confidence

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

- **Ambitious:** Because they believe in their own abilities and capabilities, confident learners establish clear goals and are eager and ambitious about reaching them. They also believe that they can succeed and do anything they desire while learning.
- **Goal oriented:** Pupils that have a lot of self-confidence focus solely on their objectives and overcome obstacles to reach their goals.
- **Forward-thinking:** Students that are self-assured are visionary; they never consider failure and are constantly upbeat. They aim for success in life in general as well as in the educational process.
- **Attractive and Effective Performers:** High-confidence students are adept at drawing in teachers, possess the intelligence to deliver their oral presentations in an engaging manner, and are able to foster a laid-back environment.



**Figure 1.1.** Students with high level of self-confidence present more effectively.

### 1.5. Characteristics of Students with Low Self-Confidence

Lack of self-confidence can constantly influence students' speaking and oral presentations in the classroom since they do not believe in themselves and find challenges to achieve their goals. Lack of confidence is an effect caused by the lack of vocabulary. Students feel embarrassed, and they do not trust their abilities when they are performing an oral presentation. Carnegie (1956) said “The gaining of self-confidence and courage, and the ability to think calmly and clearly while talking to a group is not one-tenth as difficult as most people imagine” (p.4).

Many students do not try to reinforce their self-confidence because they think it is hard to achieve. In this context Carnegie aimed to eliminate self-confidence in speech. Since Low self-confidence is seen as a psychological barrier to success, so students with such behavior will always perform poorly and have a detrimental impact on their careers. Those students have specific features as Wright (2008, p. 13) suggested:

- **Fearful of Change:** students who lack confidence are extremely nervous about everything and are scared to try anything different.
- **Pessimistic:** Students who lack confidence are negative about everything; they never try to complete their assignments and only expect negative outcomes from their presentations. Because they face fear and insecurity when learning, they give up easily
- **Dealing with Communication Issues hardly:** Students who lack confidence find everything challenging, including speaking; they stutter, hesitate, make mistakes, or forget what they're saying. Each of these behaviors prevents them from communicating or performing.



- **They are insecure and perceive themselves as victims:** they constantly place the blame on others and persuade themselves that they are acting morally. They easily give up if they face any learning obstacle.



**Figure 1.2.** The impact of low self-confidence on students' presentation behavior.

### **1.6. The Impact of Self-Confidence on Motivation and Autonomy**

According to Benabou and Tirole (2002) self-confidence has its effect on motivation and can change humans' behavior and is considered as a factor for students' problem-solving skill at the university.

Self-confidence enables students to develop stronger personalities that can direct them and increase their engagement in the course. Self-confidence has a significant impact on students' academic performance because it increases their motivation in the classroom and gives them more autonomy over their education. Students must be

more involved, motivated, and accountable for their own education; self-assurance helps them become successful learners

### **1.7. The Concept of Motivation**

It is worth to note that motivation is a concept that could be described as a driving force that energizes human's behavior.

#### **A. Definition of Motivation**

Motivation is often defined as psychological quality that prompt learners or students to achieve their goals. Belmechi and Hummel (1998) defined motivation as a composite of intensity and orientation that corresponds respectively to the effort and to the learner's goal. On the contrary, Gardner and Tremblay (1994) explain that motivation differs from orientation because students might demonstrate a particular orientation, but they may not be motivated to achieve the goal.

Motivation, in this case, is the positive power toward learning the language to attain the goal reflected in the orientation. This power, Gardner and Tremblay (1994) suggested, stems from the desire to attain the goal, positive attitude toward learning language. Motivation is a psychological quality that drives learners to achieve their goals, combining intensity and orientation. It is the positive power towards learning a language, stemming from the desire and positive attitude towards achieving the goal.

#### **B. Types of Motivation**

Later, Deci and Ryan (1985) introduced self-determination theory. This theory distinguishes two types of motivation, that is, extrinsic and intrinsic, influencing on learners' success.

##### **➤ Intrinsic Motivation**

Deci and Ryan (1985) assert that intrinsic motivation is rooted in one's positive feelings toward the action performance. In other words, intrinsic motivation is induced by the learners' action (Amabile et al. 1994). In fact, this orientation is considered as main impetus for discovering, learning, extending the abilities, and seeking for new challenges and phenomena (Deci and Ryan, 1985). This type of motivation related to the factors like curiosity, personal interests, or finding an activity enjoyable can generate intrinsic motivation.

### ➤ **Extrinsic Motivation**

Extrinsic motivators are outside forces, such as recognition, money, a job, etc., that inspire people to act and achieve their goals and objectives. In other words, students' motivation and efforts to learn the FL are solely influenced by outside forces as (Deci & Ryan, 1985) who declared that the extrinsic motivation is aroused by the external factors such as rewards, grades, or the opinions of others.

In conclusion, the two types of motivation are not the same. EM does not last long because it disappears as soon as objectives are met. However, it originates from the inner side of students, instant messaging endures for a very long time. As a result, students who possess a high degree of confidence will do the best to recognize their goals, which is what motivates them to learn.

## **1.8. The Concept of Autonomy**

Autonomy is a special type of freedom. It is the ability or the right of individuals to make their decisions freely, without any external control or influence.

Autonomy is not exercised in every matter but only on those aspects that have importance (Taylor, 1979-1999; Doyal and Gough, 1991). Kabeer (1999) refers to

autonomy as “strategic life choices’ that are critical for people such as the choice of livelihood, residence or family situation. When those decisions cohere with their true self, individuals are acting authentically, not merely doing whatever they want (Ekstrom, 1993). Autonomy involves self-control and independence, and it is a basic principle in different aspects of life such as, law, politics, ethics and psychology.

### **1.9. Definition of Learner Autonomy**

Learner autonomy, especially in the field of foreign language learning was clearly articulated in the 1979 report prepared by Holec for the Council of Europe under the title of Autonomy in Foreign Language Learning. As for the philosophical background of learner autonomy, the starting point to encourage learners to become more autonomous is to have them accept the responsibility for their own learning.

According to Holec (1981), learners should be given the responsibility to make decisions concerning all aspects of their own special learning styles, capacities and needs. Because they are responsible and self-sufficient learners, confident students behave freely and take responsibility for their decisions, with the teacher serving only as a guide. Thus, confidence fosters learners' autonomy, which enables them to give effective presentations. In addition, Self-confidence it enriches individuals to control of their decisions. This means when students are given the freedom to make their decisions, choices and act freely, they develop a stronger sense of responsibility and trust in their own judgment.

### **1.10. Self-Confidence, Self-Efficacy, and Self-Esteem**

The concepts of self-efficacy, self-confidence, and self-esteem are interconnected and interchangeable. Many linguists as; Bandura, Ferkany and Hall make a distinction between them. They are relate to how a person views themselves, but each one

## **Chapter One An Overview of Self-Confidence**

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focuses on different factors: self-confidence is a general belief in one's abilities, self-efficacy is the specific belief in one's abilities to succeed, and self-esteem is the overall feeling of self-worth.

### **A. Self-Confidence**

Self-confidence is defined as the believe or trust that a student has in performing something successfully (Kanza, 2016). According to Perkins (2018) self-confidence is related to success, achievements in education, conciliation, and a persons' well-being, among other things and self-efficacy, self-esteem, and self-compassion are the three factors which can affect the level of self-confidence of any individual. It generally refers to one's attitudes and beliefs about oneself.

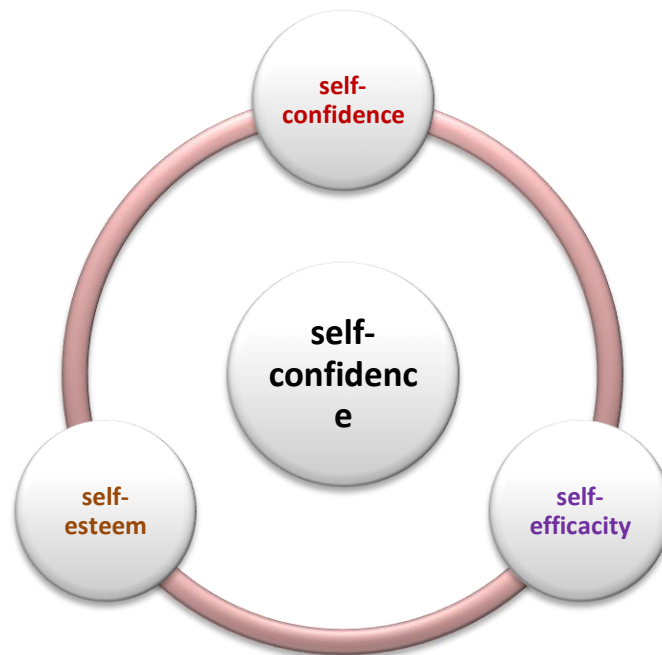
### **B .Self-efficacy**

Self-efficacy is defined as a person's belief in his ability to perform a task (Gist, 1987), and one's belief that he can effectively use this skill to achieve certain results (Bandura, 1997). In other words, because they have faith in their own abilities, students who possess self-efficacy are more likely to achieve positive goals. However, they lose their self-efficacy and are unable to accomplish their goals if they do not believe in their own abilities. In actuality, students who have low self-efficacy will be negative about their education.

### **B. Self-esteem**

According to Ferkany (2008, p. 120) is "how a person feels about him or herself, good or bad, and as manifested in a variety of ways, for example, in pride or shame, but especially in self-confidence". Accordingly, students' assessment of themselves is

known as self-esteem. Because they value themselves, students who have high self-esteem develop close bonds with their friends and family. In the meantime, students who lack self-esteem disregard everything, even things that are good for them; they will never value themselves, and as a result, their presentations will be poorly delivered.



**Figure 1.3.** The three concepts Self-confidence, Self-efficacy and Self-esteem are interrelated and work together. Researchers’ design

### 1.11. Anxiety and Self-confidence

Many EFL learners struggle with anxiety because it undermines their confidence.

#### A. Definition of Anxiety

“a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” Spielberger (1983, as cited in Songyut Akkakoson, 2016). It is the sentiment of distress or apprehension about the next happenings of life (Hussain et al., 2021). In the same vein, Woodrow (2006) indicated

that anxiety is a problematic language learning process and can cause unwillingness in potential learners. Anxiety is a collection of negative emotions brought on by students' uncertainties and lack of confidence. Additionally, it is closely tied to the classroom setting where students attempt to use the FL for production, practice, and communication.

### **B. Types of an Anxiety**

There are three types of an anxiety which are:

#### ➤ **Trait anxiety**

MacIntyre and Gardner (1991, p. 87) refer to it as a more permanent feeling of anxiety, i.e., learners who suffer from this type are likely to be highly nervous in all situations. Thus, Students who feel this way don not talk or engage; they would rather remain silent than make mistakes.

#### ➤ **State anxiety**

In contrast to trait anxiety, state anxiety is a temporary emotion that is characterized by a sense of tension related to a particular activity, such as exams or oral tests, and it will eventually go away. Salkind (2008, p. 38) stated that: “It may negatively influence FL learning and learners” performance, as it can interfere with their learning, social, and emotional development”.

#### ➤ **Situation-specific anxiety**

This type concentrates on the circumstances that cause anxiety. It alludes to the fear that EFL students feel in specific educational settings. In other words, it appears in particular situations, such as oral exams, public speaking, and class participation. It

refers to the “apprehension experienced by EFL learners in oral expression skills in some learning contexts” (Hameed and Jawad, 2024).

### **1.12. The Impact of Anxiety on Students’ Oral Performance and Confidence**

Horwitz and Cope ( 1986, as cited in Diaz-Ducca, 2012) concluded that “teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language” (p. 71). ( Djahimo , Bora & Huan, 2018) stated that several students showed their behavioral reactions, such as stammering, fidgeting, trembling, procrastination, and avoidance behavior which made them uneasy in their performance. Many FL students have encountered the stress that comes with learning foreign languages in the classroom; this challenge has a significant effect on both the students' learning and personalities. They experience anxiety and fear when speaking. They will therefore result in subpar performance.

In a FL classroom, anxiety puts students’ self-confidence at risk by erasing their skills and increasing the likelihood of failure. This can cause students to feel embarrassed and disengaged, in other words, students with high levels of self-confidence are less likely to experience anxiety. They are typically more involved in the educational activities. Less confident students, on the other hand, are more nervous and may misunderstand the teacher's message, which could result in poor communication. Only in a laid-back, welcoming environment where students are at ease and comfortable with the teacher and one another can oral proficiency be attained.



### 1.13. Teachers' Role in Developing Students' Self-Confidence

The Teacher's role description encompasses more than just transfer knowledge. Actually, teachers have a more important role than that; they should be aware of their students' needs and know how to create a fun environment where they feel comfortable and motivated to complete the assignment. Teachers are crucial in helping students develop their confidence, but they shouldn't force them to speak; instead, they should use a range of techniques to encourage them to do so and boosting their belief in their own skills. Cole et al. (2007, p. 12) have stated, "Confidence and competence go hand in hand and increasing your learners' confidence will help them to develop their skill"

Teachers must employ a variety of strategies to help their students develop self-confidence, including:

- **Using Praise:** Giving students praise in the classroom helps them to believe in their abilities. All of the encouraging words that motivate students to perform better are included in the use of praise. Knight and Lee (2008: 38) suggested that: "Good", "nice job", and "thanks" are all examples of unlabeled praises that instructors may give to students". Since their efforts are valued, students will undoubtedly give it their all without any problem.
- **Giving Help and Care:** Students' speaking abilities are significantly impacted by their teachers' feedback. Because of this, students are constantly curious about how their teacher feels about their performance. Strong relationships will be cultivated between teachers and students, and any stress or anxiety that may arise during performance will be lessened. Teachers will also have a closer relationship with their students, which will help them perform better. Kyriacou (1995, p. 73)

stated that: “In your interactions with pupils, the two areas that probably have the greatest effect are how you treat pupils' errors and the extent to which you take a personal interest in their progress”.

- **Treating Students Equally and Fairly:** Bias in the classroom causes students to lose confidence. In order for students to feel abandoned, refrain from participating, and begin to despise one another. According to Stronge (2007, p.25) students anticipate that their teachers will treat them fairly, both when they behave well and when they do not, and will refrain from showing partiality. Teachers must therefore give every student a chance to perform. Teachers should therefore give every student an equal opportunity and employ the same strategies when they misbehave.

### 1.14. Tips for Building Confidence in Learners

These are multiple tips for English learners to achieve their self-confidence:

- **Start with a Strong and Persistent Desire:** An instructor could almost predict with certainty how quickly you would advance if he could look into your heart and mind right now and determine the depth of your desires. Your accomplishments will also have that color and consistency if your desire is weak and pale (Dale, 1956,p.45).

Chauncey, Depew(n.d,as cited in Dale, 1956) “There is no other accomplishment,” “which any man can have that will so quickly make for him a career and secure recognition as the ability to speak acceptably.”

- **Know Thoroughly What You Are Going to Talk About:**A person can not feel very comfortable in front of his auditors unless he has prepared his speech and knows what he will say. The blind leading the blind is how he is. Your

speaker should feel self-conscious, repentant, and ashamed of his carelessness in such a situation (Dale, 1956, p.9). “I was elected to the Legislature in the fall of 1881,” Teddy Roosevelt (as cited in Dale, 1956) wrote in his Autobiography, “and found myself the youngest man in that body. Like all young men and inexperienced members, I had considerable difficulty in teaching myself to speak. I profited much by the advice of a hard-headed old countryman who was unconsciously paraphrasing the Duke of Wellington, who was himself doubtless paraphrasing somebody else. The advice ran: “Do not speak until you are sure you have something to say and know just what it is; then say it, and sit down.”

- **Act Confident:** James (as cited in Dale, 1956), “although it may appear that action comes after feeling, in reality, feeling and action go hand in hand. We can indirectly control the feeling, which is not under the direct control of the will, by controlling the action, which is. Therefore, if our natural joy is gone, the only way to regain it is to sit up with a smile on your face and act and speak as though it were already there. Nothing else on that occasion can make you feel happy if such behavior does not. Therefore, in order to feel brave, we should act brave and put all of our will into that. A courage fit will probably take the place of fear. Take Professor James’ advice to heart. Acting as though you already have courage will help you develop it when you are in front of an audience. Of course, all the acting in the world will not do much if you are not ready. However, assuming you know what you are going to discuss, take a deep breath and move quickly outside. Actually, take a deep breath for 30 seconds before you ever address the audience.”

- **Practice:** “The final and most crucial point we need to make here is this. Even if you forget everything you've read thus far, keep in mind that speaking is the first, last, and most reliable method to build speaking confidence. In the end, it all boils down to one crucial element: practice, practice, practice. Such a man needs nerve control and composure, not courage. He can only acquire this through real practice. He needs to completely control his nerves through habit and frequent self-mastery exercises. In the sense of consistent effort and will power exercises, this is mostly a habitual issue” (Dale,1956, p.12).

### Conclusion

Since speaking is regarded as the fundamental component of success and calls for a confident speaker, enhancing speaking proficiency is the first professional interest in teaching the FL. The definition of self-confidence and its key connotations its significance, its impact on motivation, and its autonomy were covered in this chapter. Additionally, students' confidence is undermined by the idea that anxiety poses a threat. For students to increase their speaking performance, boost their confidence, and lessen various forms of anxiety.

Teachers play an important role in helping students become more confident. Indeed, students lose confidence and become distracted if the teacher gives them harsh criticism. Additionally, the instructor ought to instill the value of taking chances.

# **Chapter Two :**

## **Learners' Engagement in Oral Presentations**

## **Chapter Two: Learners' Engagement in Oral Presentations**

### **Introduction**

#### **2.1. Definition of Learner Engagement**

#### **2.2.TypesLearner Engagement**

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##### **2.4.1.Informative presentation**

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#### **2.7.Preparation of Oral Presentation**

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**2.17. Teachers' Role in Enhancing Oral Presentation**

**Conclusion**

## **Introduction**

Learners' engagement in oral presentations is a crucial component of the educational process, reflecting their active participation, communication skills, and overall involvement in learning. Engagement during presentations goes beyond simply delivering information it includes the speaker's enthusiasm, interaction with the audience, clarity of expression, and ability to convey ideas confidently.

When learners are genuinely engaged, they are more likely to take ownership of their learning, develop critical thinking skills, and improve both their verbal and non-verbal communication. Oral presentations provide a platform for students to express their understanding, build confidence, and connect theoretical knowledge with real-life application. Therefore, enhancing learners' engagement in oral presentations is essential for promoting deeper learning and effective communication skills in academic settings.

In this chapter we, define learner engagement and provide a several insights about oral presentation and its' definition, types, importance and how students produce an effective oral presentation in order to deliver such information and knowledge effectively. In addition to the teachers' role in enhancing oral presentation performance.

### **2.1. Definition of Learner Engagement**

Chapma (2002, as cited in Tran,2016) defines student engagement in terms of their cognitive investment in, active participation in, and emotional commitment to their learning. Many others develop their view points of student engagement based on student motivations, teacher-student interactions, interactions between learners,



institutional policies, socio-political factors, and the role of non institutional influences such as family, friends, health and employment.

Learner engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. It reflects how actively and emotionally involved they are in the learning process. In other words, student engagement could be present in behavioral or emotional forms; and it can be driven by students themselves or external factors.

## 2.2. Types of Learner Engagement

According to Reeve (2012), there are four types of engagement. These are behavioral, emotional, cognitive, and agentic engagement.

- **Behavioral learner engagement:** the degree of effortful student involvement including behaviors such as attention, persistence, and effort.
- **Emotional learner engagement:** emotional engagement was accepted as the presence of positive emotion – such as interest, enthusiasm, and happiness – while involved in a task (Fredricks et al.,
- **Cognitive learner engagement:** cognitive engagement is seen as students' efforts in learning in a strategic, self-regulating, focused way (Fredricks et al., 2004; Skinner et al., 2009).
- **Agentic learner engagement:** Tseng (2011) proposed “agentic engagement” as the fourth dimension for reason that students are not somebody who only react to learning activities since teachers assign those activities to them.

### 2.3. Definition of Oral Presentation

Oral presentations can be defined as brief discussions of a focused topic delivered to a group of listeners in order to impart knowledge or to stimulate discussion. They are similar to short papers with an introduction, main body and conclusion (Ohio Wesleyan University). They are classified into different types due to their modes of delivery and purposes. In terms of delivering modes, Dwyer, as in [5], gives five forms of presentations or speeches which are impromptu speech, manuscript speech, memorized speech, briefing, and team briefing.

Al Issa and AL Qubtan (2010, p.277) claimed that presentations are one of the activities that can increase student interest in taking initiative, thinking outside the limits of required textbooks, and using language in an engaging and creative manner. The students can consider ways to sharpen their imaginations, particularly to develop their speaking skills through presentations.

According to Chivers and Shollbred (2007, p. 5), giving presentations is an excellent learning experience. The speakers offer the audience an opportunity to ask any questions they may have at the conclusion of their oral presentation, and then they respond to those questions to finish their job. Based on the above-mentioned definitions, the researcher comes to the conclusion that giving presentations is an action done to share thoughts and information with audiences in an effort to improve students' speaking skills.

Presentations are a means to involve the students in the collaborative teaching/learning process because at the higher education students need to talk to get the ideas clear and during the process of presentation, especially at the time of question/answer session, the audience gets understanding of the subject matter as

(Davis, 1993) says that students learn best when they are actively involved in the process.

Ming (2005 as cited in Kuldip & Afida, 2017, p. 118) defined oral presentation as 'partly spoken and partly visual form of communication' which usually has a time limit and happens in organizational settings. Likewise, Baker (2000) claims oral presentations are like formal conversations which are structured and have a time frame. Oral presentation is one of the useful means to practice the foreign language as it combines both verbal and non-verbal aspects to deliver thoughts in front of an alive audience (Berket, 2024).

Oral presentations refer to the ability to communicate thoughts, ideas, or feelings effectively through spoken language. It involves the use of words, tone, clarity, fluency, and appropriate body language to convey a message in conversations, presentations, or discussions. Good oral expression includes proper pronunciation, grammar, and organization of ideas, and it's a key skill in both personal and professional communication.

## **2.4. Types of Oral Presentation**

According to Chivers and Shoolbred (as cited in Nadia Benaissa, 2013) "understanding the style of presentation will help you to explore (the main goal of giving this presentation" based on their aim, oral presentation divided into informative and persuasive oral presentation.

**2.4.1. Informative oral presentation**

Chivers and Shoolbred state that “This type of presentation (Informative presentation) is used in many organizations where students or employees are expected to report progress at key stages of a project.”

Making the audience learn something new is the main objective of this kind. The speaker in this kind of presentation gives an educational speech. The goal of an informative presentation is to engage the audience and provide them with a wealth of knowledge in a intensive amount of time.

**2.4.2. Persuasive oral presentation**

According to Chivers and Shoolbred, presenters must have compelling material and convey it clearly in this kind of presentation. Presenters should also make an effort to convey confidence to the audience. When needed, the presenters may express some emotion. Moreover, Baker believes that persuasive contains three elements, which are:

**a. Logos**

According to L Elaine Wittenberg & Melinda M logos is related to logic. Logical evidence usually involves forms of reasoning, statistics, or some form of empirical research. Today's high-tech modern society places great value on logical evidence. This form of evidence is very persuasive in arguments. Unfortunately, the persuasiveness of logical evidence often causes speakers to use too much of it.

**b. Ethos**

Elaine Wittenberg & Melinda M (2014) stated that Ethos is similar to ethics, and shares a lot with this term. An arguer is said to have ethos if he or she is trustworthy,

credible, or knowledgeable in a certain area. A person with a great deal of ethos is normally very persuasive. In argument, the ethos of both the speaker and his or her sources lends credibility and strength to an argument. Ethos means the one presenter use their character to influence the audience.

**c. Pathos**

Elaine Wittenberg & Melinda M (2014) stated that : Pathos is the final type of evidence. Pathos appeals attempt to involve the emotions of the audience. They employ personal stories, examples, or illustration. They can also involve the use of fear or sympathy. Audiences may be warned by a candidate that voting for his or her opposition will hurt working families or the nation's children. Audiences may also be shown pictures of the candidate hugging elderly people or working on a farm. Both of these examples demonstrate how words or pictures can be used by persuaders to elicit certain emotions.

**2.5. Advantages of Oral Presentation**

The ability to communicate is the most important goal that communicative language teaching aims to reach. It is to be able to operate effectively in the real world (Hedge, 2000). Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions. With globalization graduates need to be proficient t in oral communication skills in order tofunction effectively in the professional setting (Živković & Stojković, 2011). Generally speaking, effective oral communication is essential for success and promotion in business (Murphy and Hildebrand, 1997).

Morley (2006, as cited in Slađana Živković, 2014) For successful oral communication, students need a thorough in-depth instruction and practice. The best practice is to give oral presentations. Oral presentation skills are essential for employability and true academic study as they lead students to enter into debate and sustained reasoning. They enable students to participate fully in their learning, demonstrate their ability to communicate, and help them develop competencies in an area of their future working places.

Oral presentations have been shown to be extremely successful with respect to improving learners' L2 skills, and increasing their autonomy. For example, Girard, Pinar and Trapp (2011) found that using oral presentations in their classroom lead to greater class interaction and participation, an increased interest Gavin BROOKS and John WILSON 203 in learning, and noticeable improvements in their students' communication and presentation skills.

King (2002) adds that oral presentations have been shown to help bridge the gap between language study and language use; that presentations require students to use all four language skills in a naturally integrated way; and that presentations have been shown to encourage students to become active and autonomous learner

A well delivered presentation not only informs but also engages and persuade listeners through the use of tone, body language, and appropriate visual aids. This skill demonstrates professionalism and preparedness, which can enhance the speakers' credibility and positively influence how their message is received. Effective oral presentation is an essential skill that plays a significant role in academic, professional, and every day communication. It enables individuals to clearly and confidently

convey their idea and making it easier for the audience to understand complex information.

Among the many advantages of designing oral presentations for students are (King, 2002)

- Linking language study with language in use.
- Exercise the four skills naturally.
- Encourage students to gather, ask and construct knowledge.
- Enhance team work and spirit.
- Support students to being active and autonomous learners.

## **2.6. Effective Oral Presentation**

Effective presentations require presenters to understand the aim, to be able to analyze the audiences, to deliver smooth flow of ideas, and to lead an appropriate and organized structure as well as the language style of the presentation. It is essential for presenters to use appropriate strategies and make the audience feel part of the presentation in order to achieve the aim (Grand, 2010).

It is important for successful presentations to meet the expectations of the audience. In addition, the presented ideas should be properly organized following a specific logical or chronological order, from general to specific, known to unknown, cause-effect, problem-solution, and the like (Storz et al., 2002). When giving presentations, presenters should also use proper styles of verbal and nonverbal language and structure the presentations following a specific order, generally with an introduction, a body and a conclusion (Grand, n.d.; Storz et al., 2002; Williams, 2008) Bunyarat Duklim and Sita Musigrungsi(2018,p.46),stated that giving successful presentations, students need not only to understand the content but also the structure

and suitable forms of the target language used in the organization of specific oral presentations

The following table will summarize the main checklist of an effective oral presentation:

**Table 2.1.**

Oral Presentation Tips(Berket, p.393)

Aspect	Explanation
<b>Review the Instructor's Criteria</b>	<ul style="list-style-type: none"> <li>Consider the length of your presentation The instructor of your tutor (topic title, individual or group work)</li> </ul>
<b>Choose Your Topic</b>	<ul style="list-style-type: none"> <li>Think about the topic selection and narrow down to be precise and concise.</li> </ul>
<b>Consider Your Audience</b>	<ul style="list-style-type: none"> <li>To whom the talk will be addressed.</li> </ul>
<b>Gather Information</b>	Become familiar with the topic to show mastery
<b>Organize Ideas</b>	<ul style="list-style-type: none"> <li>Outline your main ideas, show your quotes and information in a proper way.</li> </ul>
<b>Prepare Notes and Visuals</b>	Visuals may include video, pictures, hand-outs, PowerPoint slides, and whiteboard notes.
<b>Practice</b>	Practice in front of mirror or to a closer people to build confidence and receive feedback from them
<b>The Presentation</b>	Begin with an ice-breaker_ Make a good



	use of eye contact. _ Donnot forgets to smile.
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## 2.7. Preparation of Oral Presentation

According to researchers, preparation, preparation, and preparation are the three essential components of a successful presentation. It is crucial to instruct students in oral presentation preparation after teaching them how to speak and listen to this type of communication.

In addition to expressing main ideas, creating questions, working within a deadline, and preparing audio and/or visual aids, students also have a chance to differentiate between many types of oral presentations, and how to conduct them in different situations. Not only knowing how to speak properly in public or in front of the class, but preparing how to discuss and answer questions is also significantly required for students (Meloni & Thompson, 1980).

### 2.7.1. Planning and preparation stage

Duklim and Musigrungs (2018, p.58)“Effective time management does not involve how to manage scheduling techniques, but is related to planning and practicing before giving a speech “In addition , the time that students have to prepare their presentation has a significant impact on the preparations’ outcome. Chivers and Shoolbred (2008) claim that

A short amount of time creates pressures on what you can achieve and may limit the quality of the final presentation. A long amount of time can result in a lack of focus with tasks been left until closer to the delivery date, then a period of frenzied activity leading up to the event. (p.22)

According to Bunyarat Duklim and Sita Musigrungsi (2018)“A good oral presentation requires time to prepare. Many presenters present naturally, as if they were talking with the audience and have spent sufficient time for content preparation”

Therefore, allowing students much time to prepare their project can help them produce a good work. Moreover, Chivers and Shoolbred (2008, p.22) list some steps that planner can follow to succeed in their preparation:

- Listing all of the tasks that need to be completed before the date of the presentation
- Placing these tasks in an order of priority
- Allocating the time needed to complete each of these tasks
- Checking your progress regularly
- Reallocating the remaining time to make sure that you complete all of the tasks

One can argue that in order to improve their comprehension of the subject, students require all of the time that their teachers allot to them in order to prepare an oral presentations must be capable of presenting and illustrating the material to their peers. If students get their topic ready, This will assist them in providing thoughtful answers to all of the questions posed by their teacher or fellow students. Additionally, pupils must plan if they are working in groups. Their presentation collectively, as all of them ought to be fully informed on the subject.

### **2.7.2. Preparation of the Content**

Because presenters will provide their information orally, oral presentations differs from other types of presentations. Therefore, the content needs to be relevant and interesting the audience Chivers and Shoolbred (2008, p.23) claim that it is useful to create the content in the following ways:

**a. Decide What you include and what to Leave Out**

According to Chivers and Shoolbred (2007, p. 23) “You will need to set your chosen content within the context of the module studied and make sure that it is relevant”. The presenters make an effort to connect their subject to actual events that take place in their community, school, or the world. The audience may find a presentation more engaging when the subject topics is new.

**b. Choose examples to provide interest and improve understanding**

According to Chivers and Shoolbred (2007, p.24) “It can be helpful at the start of presentation to use examples that the audience will already understand. Also think about how you can use some topical examples to keep their interest and attention “

**c. Provide a links further sources of information**

After writing down their sources, the speakers share them with the audience. The audience may find this useful in learning more about the topic.

According to Chivers and Shoolbred (2008, p.24) “The source could be related to the content that you have not been able to include but can be used for further reading and knowledge development”. The goal of providing the sources is to assist the audience in their search for additional knowledge about the topic.

To conclude, a well-planned and structured oral presentation is required. If students prepare their work before presenting it, they will have an impact on their audience.

**2.7.3. Delivery of Oral Presentation**

According to Bunyarat Duklim and Sita Musigrungsi (2018, p.51)“Delivering an effective oral presentation can make the audience understand what the presenter wants

to deliver. In addition, the presenters have to present or deliver information clearly and smoothly". As a result, the structure of an oral presentation should be designed to help the audience comprehend the purpose of the work. The presenters should be able to manage the time allocated for their presentation in order to accomplish their objective.

#### **2.7.4. Time allocated for delivering the presentation**

A good presenter knows how to make the most of the time allocated for information. They are able to complete their presentation within the allotted time. According to Chivers and Shoolbred (2008, p. 22) "how you use the time during the presentation will be influenced by how much content you intend to cover, the structure of this content and the amount of audience participation expected". Additionally, practicing presentations in a group setting is another challenge for presenters they do not have as much time to rehearse in this situation. In conclusion, the speakers must plan and structure their work to ensure they are on time.

### **2.8. Structure of an Oral Presentation**

The speaker properly arranges his topic and gives a clear structure in order to influence the listener. According to Chivers and Shoolbred (2008, p. 22), "a clear structure usually helps the audience to gain a quick understanding of the content of the presentation". If presentation is structured, this makes easier for the listener to understand it.

Berket (2024, p.391), stated that The important components of spoken presentations are the following: Introduction, The main body (Methodology, Findings), Conclusion (Debate).

- **Introduction:** Berket (2024, p.391) stated that In the introduction Greet your audience then present yourself, declare the purpose of your presentation, introduce your presentations and its layout. Make sure that good introduction attracts more audience and gains much attention.
- **The main body:** In the main body let your audience know about your ideas, use visual aids (Berket, 2024).
- **Conclusion:** In the conclusion Deduce your talk, present a brief summary of what has been stated before and then open the door for questions, further comments and additions to enrich the discussion of your topic and the target theme (Berket, 2024).

## 2.9. The Use of Visual Aids in Oral Presentation

Canning (as cited in Nurhizrah, Refnaldi and Syaifullah, 2018) “ visuals can be used to help enhance the meaning of the message trying to be conveyed by the speakers through the use of paralinguistic cues”. Moreover, she claims that: The use of illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, reproductions, or anything else used to help one sees an immediate meaning in the language may benefit the learner by helping to clarify the message”. Since the purpose of visual aids in oral presentations is to enhance the effectiveness of the subject, students must choose them carefully because the goal is to support their presentation.

## 2.10. Benefits of Visual Aids

By using visual aids during a speech, the effectiveness of the speech can be greatly enhanced. It is helpful in many speeches to present objects, images, quotes, or data clearly and dramatically so that it can be understood by the listeners. Even though

visual aids come in different types and are used for different purposes, there are quite a few benefits and tips to remember when dealing with any kind of additional evidence that is presented to an audience when it comes to visual aids

Miller (2015, as cited in Chong Yu Qian & Logenthini, 2023) It is also very important that you use visual aids in your presentation so that you can maintain the attention of your audience. When a relevant visual is added to an oral presentation, it helps to keep the audience's eyes focused forward and increases their retention of the information that is being presented. It has been shown that when oral and visual learning is combined, the rate of retention is greatly increased

Visual aids in oral presentations offer several benefits that enhance both the delivery and reception of information. They help to clarify complex ideas, making it easier for the audience to understand and retain key points. Visual elements such as charts, graphs, images, and videos can break down data into digestible pieces and illustrate relationships or trends more effectively than words alone. They also engage the audience's attention, making the presentation more interesting and dynamic

### 2.11. Types of Visual Aids

There are several types of visual aids that help learners to deliver their oral presentations in good manner:

- **The speaker:** Sometimes the speaker can use his/herself as visual aid by showing movements, demonstrating steps, doing magic tricks, etc.
- **Diagrams:** Moses Alabi stated that Diagrams can be particularly effective in simplifying complex information and making it more accessible for visual learners.

- **Flowcharts:** Flowcharts, for instance, can be utilized to demonstrate step-by-step procedures, decision-making processes, and the flow of information or activities (Moses Alabi , 2024).
- **Mind Mapping:** Moses Alabi claimed that the branching structure of mind maps helps visual learners organize information, identify connections, and develop a deeper understanding of the subject matter.
- **Concept map:** focuses on establishing and illustrating the relationships between various concepts within a particular subject. By creating visual representations of these conceptual connections, visual learners can better grasp the underlying structure and interrelationships of the content (Moses,2024).
- **Infographics:** Infographics, which combine visual elements like charts, graphs, and icons with concise textual information, can be used to summarize and present data in a visually appealing and easily digestible format.
- **Data visualization:** The use of specialized data visualization tools, such as interactive charts, maps, and simulations, can be highly beneficial for visual learners in subjects like geography, history, and the sciences, where the ability to interpret and analyze visual representations of data is essential.
- **Videos and Animation:** Videos can be utilized to demonstrate scientific experiments, historical reenactments, or artistic techniques, providing visual learners with a more immersive and interactive learning experience. Animations, on the other hand, can be particularly useful in explaining complex phenomena, mathematical models, or technological systems, by breaking down the information into easily digestible visual presentation
- **Photographs:** Pictures made by using a camera: crime scene photo, a picture of a dog, etc. In sum, visual aids contribute to presentation. It forces the audience to

remain focused on the presentation. Furthermore, certain material is hard to comprehend just by listening to it. In addition, the primary objective of assigning oral presentation is to help them become more fluent in English. FL students will gain valuable experience that could aid them in other careers if they prepare, organize, and plan this project correctly.

### **2.12. Oral presentation and Body language**

When speaking a second language, it is important to be aware of what the body communicates when particular postures, gestures or facial expressions are used, as they may convey unintentional meaning and thus affect the outcome of L2 communication. The students gained awareness of the meaning conveyed by major body postures and hand movements, as well as the importance of gaze in communication.

### **2.13. Preparation of EFL for Oral Presentation**

Hedge (2000, as cited in, Berkat, 2024) believed that, the ability to communicate is the most important objective to achieve while learning a foreign language. Students are in need of practice to learn the target language. Oral presentation is the remedy and the clue in such cases; it enables students to engage into debate, participate and demonstrate their communicative competences.

Girard and Trapp (2016, as cited in,berkat,2024) claimed that the potential benefits of students' oral presentations include: greater class interaction and participation, increased interest in learning, new perspectives not covered otherwise, improvement in communication and presentation skills .Making the students proficient in language and cultural norms is the main goal of the communicative approach. Instructors put more of an emphasis on exercises that can raise learner's proficiency in speaking.



One of these exercises that students complete in oral communication classes is oral presentations. Student's oral presentations are a common part of many courses at colleges and universities as they are one of the ways to improve learning of course material.

## **2.14. Students' Oral Proficiency Problems**

### **2.14.1. Anxiety**

One of the factors that has potential to affect students' speaking proficiency and performance is anxiety (Aliyu et al., 2019). (Horwitz et al (1986, as cited in, Markus et al) stated that students who encounter test anxiety often put impractical demands on themselves and feel that anything less than a perfect test performance is a failure. Thus, they may become too concerned and start thinking that they will never be able to pronounce a word correctly or give a good presentation.

Anxiety can also make it difficult to focus or remember what to say, leading to disorganized speech and poor eye contact. As a result, even if someone is well-prepared, they may speak too quickly or seem less confident, which can reduce the overall quality of the presentation and make it harder to keep the audience interested.

### **2.14.2. Fear**

(Horwitz et al 1986, as cited in, Markus et al) students who encounter this fear often feel worried when they are required to do oral presentations in English as they fear getting low marks from their lecturers, being often corrected for their mistakes such as in pronunciation, and being laughed at by their peers when making mistakes while speaking in front of the class.

Meanwhile, Grieve et al., (2021) demonstrated that most of the students in their study were fearful of oral presentations mainly because of the fear of being judged, their uncertainty about the topic and the physical symptoms that they had such as shaking hands and panic attacks.

Fear can negatively affect oral proficiency during a presentation by causing nervousness, hesitation, and loss of focus. When a person is afraid, they may struggle to speak clearly, forget parts of their speech, or avoid making eye contact. This can lead to a less confident and less effective delivery, making it harder for the audience to understand and stay engaged.

Jennifer and Lindsay (2008,as cited in Berket,2024) suggested these tips to conquer fear and anxiety while presenting an oral presentation.

- Face out what causes fear.
- Take a deep breath.
- Get ready before you speak.
- Practice.
- Get enough sleep or rest and have a good and energetic meal.
- Visit the space ahead of time.
- Play the Worst-Case Scenario game; guess that the worst situations will happen then.
- Think about remedial solutions. Take the pressure off yourself to become an effective speaker.
- Visit an Oral Communication Tutor (OCT)! Teachers can embark into the task

### **2.15. Correlation between Oral Presentation and Self-Confidence**

Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners. When there is low self-confidence, on the contrary, „learners suffer from uncertainty, insecurity, fear and social distance” (Rubio, 2007, p.7).

Among the four language skills, the achievement of oral performance is thought to be highly correlated with self- confidence. FL learners can't speak the language or express themselves freely and fluently without some degree of it (Brown, 1994). Thus, the main objective of this paper was to examine the correlation between general self-confidence and learners' academic achievement on an oral presentation test.

### **2.16. Teaching Oral Presentation**

Teaching principles of oral presentations at university level is an especially relevant curriculum segment and is done with the ultimate purpose of better communicating professional knowledge to other professionals and to non-specialists (Živković & Stojković, 2013).

Every professional is involved in some aspects of communication which usually involve gathering, analyzing, and distributing scientific and/or technical information efficiently and accurately for specific audiences.

There is a demand for the teacher in the classroom not to be only a guide, organizer, instructor, mediator and supporter, but, as King (2002) comments, to hold questions and answers sessions, provide feedback, and evaluation of students' performance.

Oral presentations provide numerous benefits for teachers (Al-Issa & Al-Qubtan, 2010). Teachers can be open-minded with the students when they listen to them. Oral presentations engage students to be eager to learn. They will be more active and braver to give an oral presentations and teacher just only facilitate them how to give oral presentation effectively. (Thornbury & Meddings, 2009).

Students have to be taught the skills involved in giving a presentation. This can include such things as “when to use eye contact, how to organize a presentation, (how to) connect with an audience, (how to) use body language and manage time, and how to construct an effective PowerPoint presentation”.

When students were been asked about what is good presentation, they been related it to a clear speech, correct language and when the audience get the main idea. Therefore, it is important to teach student how to make an oral presentation because most of them have not clear ideas about how to do it.

### **2.17. Teachers' Role in Enhancing Oral Presentation**

Eba Teresa Garoma stated that Teachers still play a key role in the background, as facilitators, research guides, ultimate references and source of encouragement. Their role in oral presentation is guiders, organizers, consultants, resource persons, and supporters. These roles involve also organizing into groups, preparing details, more information about the topic, helping them to learn how to use visual aids in their presentation, and finally, evaluation of the students' performance.

Dawit & Demis (2015 as cited in Eba) take the teacher's role a bit further and argue that teachers should also be more thoughtful, less covert in their evaluation to encourage students. They also argued for a more horizontal (peer) task allocation and

evaluation habits since students seem to be at more ease while with peers than teachers.

In their own classrooms, educators must take up the role of the researcher. Practitioners should get to know their students, their attitudes toward oral production, and the factors that contribute to their poor performance and reluctance to participate in speaking activities before implementing strategies to help students overcome speaking anxiety in foreign languages, encourage motivation, and improve foreign language performance.

The teacher's role in an oral presentation is to act as a facilitator, guide, and evaluator throughout the entire process. Before the presentation, the teacher helps students prepare by offering guidance on research, structure, and effective speaking techniques. During the presentation, the teacher observes and listens attentively, ensuring that each student has the opportunity to express themselves clearly and confidently.

## **Conclusion**

Oral presentations are one of the communication methods that aims to improve students' English proficiency. If it is well prepared, structured, and organized, it will be beneficial and enjoyable activity for learners. This practice is one of speaking activities that aims to develop the students' proficiency level in English and to assist them to build self-confidence in their ability to speak in front of public. The aim of this activity is to enhance students 'oral proficiency in language speaking and listening. At the end of their presentation, students should be aware how to communicate effectively with others. In this second chapter, we focused on learners' engagement and how self-confidence influence on their engagement in oral

performance and the most difficulties that students faced in learning L2. Oral presentation can be a beneficial way to deal with students' difficulties in oral presentations tasks

# **Chapter Three:**

## **Data Analysis and**

## **Interpretation**

## **Introduction**

### **3.1. Research Design**

### **3.2. Population and Sampling**

### **3.3. Research Tools**

#### **3.1. Description of the Questionnaire**

#### **3.2. Validity of the Questionnaire.**

#### **3.3. Reliability of the Questionnaire**

#### **3.4. Students' questionnaire Results**

#### **3.5. Description of Teachers' interview**

#### **3.6. Interview Analysis**

## **Discussion**

## **Conclusion**



## Introduction

This final chapter presents the fieldwork component of our research which explores the impact of self-confidence on learners' engagement in oral presentations. The study specifically targets second-year English students at the University of Biskra aiming to understand how their level of self-confidence influences their participation and performance during speaking tasks in the classroom.

To achieve this objective and validate our hypothesis namely that higher self-confidence leads to greater engagement and improved oral performance in a foreign language. The questionnaire was directed toward second year students, and the interview toward English language teachers of UMKB from different levels.

The chapter begins with an overview of the target population and the context in which the data was collected. This is followed by a detailed description, analysis, and interpretation of the responses from both questionnaire and interview. The analysis is divided into two main sections: the first focuses on the learners' responses, and the second discusses the teachers' perspectives. Finally, we conclude by offering suggestions and recommendations on how enhancing self-confidence can contribute to more effective learner engagement and better outcomes in oral presentations.

### 1. Research Design

This study adopts a qualitative and quantitative approaches, aimed at exploring the extent to which self-confidence influences students' oral performance. The primary focus is on understanding learners' engagement during oral presentations and identifying how their self-perception affects their participation and communication in a classroom setting. The data will be analyzed using descriptive statistics. Responses

to likert-scale questions (strongly agree, agree, neutral, disagree, strongly disagree) will be presented in percentages and displayed through tables and visual diagrams.

## **2. Population and Sampling**

The population selected for this study are second year LMD students at Mohamed Kheider University of Biskra. The sample was single group of second-year students from the Department of English at UMKB. The group includes thirty-one (31) students of varying ages and genders, chosen randomly to ensure the generalizability of the findings.

This study specifically focuses on second-year English students because they are exposed to have a foundational knowledge of the language. Having studied English throughout both middle and secondary school, they are expected to possess a basic command of grammar and vocabulary. Additionally, as beginner university students, they are likely to be aware of the significance of learning foreign languages perhaps one of the key reasons they have chosen to carry on English as their field of study. By focusing on this group, the research aims to explore how their level of self-confidence may influence their engagement in oral presentations at the early stages of their university education.

A total of (07) teachers from the Department of English at the University of Biskra were randomly selected to participate in this study. The participants include English teachers from different levels, all of whom have experience teaching or are currently teaching the Listening and speaking module.

The purpose behind selecting this particular group of students is to investigate their awareness and perceptions regarding the role of self-confidence in students' oral performance. Their insights are essential to understanding how teachers perceive the

relationship between learners' self-confidence and their engagement in oral activities within the foreign language classroom.

### **3. Research Tools**

This study aims to examine the impact of EFL students' self-confidence (independent variable) on their engagement in oral presentations (dependent variable). As self-confidence is an abstract, non-measurable construct, the research employs questionnaire and a semi-structured interview as primary data collection tools. These instruments are considered appropriate for gathering qualitative insights and achieving more reliable and comprehensive findings.

The first questionnaire was administered to a randomly selected sample of thirty one second-year LMD English students. Its purpose is to explore their perceptions regarding self-confidence and its influence on their oral performance in the classroom.

The interview was distributed to seven teachers of Listening and speaking. Their responses were crucial for providing a professional perspective on the role of self-confidence in learners' oral performance abilities. Given their extensive experience and frequent interaction with a variety of students, their input is essential in supporting or challenging the study's hypothesis

Students' questionnaire is divided into three parts; the first one is demographic information about the students. The second one is about the effect of self-confidence on learners' speaking and listening performance. The third part is about learners' engagement in speaking and listening activities.

### **3.1. Students' Questionnaire**

#### **3.1.1. Description of the questionnaire**

Learners' questionnaire is shared to (31) second year students of English at the University of Biskra.

The questionnaire is composed of three sections structured as follows:

#### **Part One: Demographic Information**

This section is an introductory part which indicates learners' demographic information in order to determine their language competence level. (Q1) is about their Gender (male, female). (Q2) is about their age.

#### **Part two: The Effects of Self-Confidence on Learners' Speaking and Listening performance.**

The second section deals with the effect of self-confidence on learners' speaking and listening performance, it has fifteen questions. (Q3) students are asked if they are capable to deliver well presentation. (Q4) students are asked if they feel confident and able to express their ideas clearly. (Q5) is about whether the students consider themselves a good public speaker. (Q6) they are asked if they believe that their vocabulary and pronunciation are suitable for presentations. (Q7) they are asked if they are competent as their peers when presenting in front of a group. (Q8) they are asked if they feel nervous before giving an oral presentation. (Q9) is i tend to forget what i want to say due to an anxiety ?. In (Q10) they are asked if their hands or voice tremble when they speak in front of an audience. (Q11) they are asked if they are avoid eye contact because of nervousness. (Q12) is about if students feel overwhelmed when asked to present without prior preparation. (Q13) they asked if they are practice

their presentation multiple times before delivering it.(Q14) is about whether students feel confident when they prepare well for presentation.(Q15) students asked if they organize their ideas clearly before speaking in front of an audience. In (Q16) they are asked if they use strategies such as rehearsing with friends or recording themselves to improve.(Q17) is about if students take time to anticipate possible questions .

### **Part three: Learners' Engagement in Speaking and Listening activities**

This section formed of fourteen questions focuses on learners' engagement in oral presentations and how self-confidence help students to engage actively in speaking and listening activities. (Q18) is about if the learners actively participate to give presentations in class. (Q19) students are asked if they enjoy engaging in oral activities during lessons. (Q20) They asked if they prefer to participate rather than avoid speaking in front of others.In (Q21) They are asked if they feel motivated to improve their speaking skill through presentation. (Q22) students are asked if they see oral presentation as an opportunity rather than a challenge. (Q23) they are asked if they can express their thoughts clearly without frequent pauses. (Q24) they are asked if they find it easy to maintain a smooth flow of speech during presentation. In (Q25) they are asked if they are rarely struggle to find the right words when speaking in front of a class.(Q26) students are asked if they can complete a presentation without relying too much in notes.(Q27) they are asked if they feel confident responding to spontaneous questions during a presentation.(Q28) is about maintaining eye contact with the audience while presenting.(Q29) is about standing with confidence and slouching while presenting.(Q30) students are asked if their facial expressions match the emotions i want to convey in their presentation.(Q31) they are asked if they move naturally instead of standing stiffly when presenting.

**3.1.2. Validity of The Questionnaire**

The validity of the questionnaire is a crucial component in ensuring the reliability of the gathered data. It is typically evaluated before its administration. To boost the questionnaire's validity, it was given to the supervisor for complete survey. During this checking, the supervisor assessed multiple elements including the complexity of the questions, the clarity of the content, and the discovery of any repetitive or ambiguous items.

This pre- administration revision by the supervisor was intended to determine and address any potential errors that could impede the questionnaire validity. The feedback obtained during this stage enabled improvements, ensuring that the questionnaire carefully measured its intended constructs. By solving issues related to question clarity, potential bias, and comprehension obstacles, the instrument's validity was boosted, thereby enhancing the reliability of the data collected.

**3.1.3. Reliability of the Questionnaire**

To evaluate the internal consistency of the questionnaire, Cronbach's Alpha was calculated. The analysis yielded a coefficient of 0.782 based on 29 items, which indicates an acceptable level of reliability. This suggests that the items included in the questionnaire are sufficiently consistent in measuring the underlying constructs of the research. While not excellent, the reliability level falls within the acceptable range, supporting the use of the instrument for data collection. Therefore, the questionnaire was considered reliable for evaluating the targeted aspects of the research.

Table 3.1.

Reliability Coefficient (Cronbach's Alpha) for the Questionnaire

Reliability Statistics	
Alpha de Cronbach	Number of items
0,782	29

## 3.1.4. Surdents' questionnaire Results

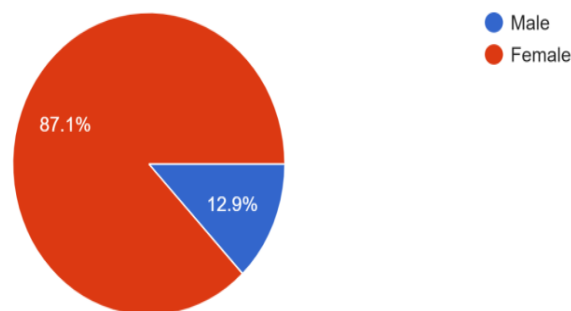
## Item 1. Students Gender

Table 3.2.

Gender Distribution.

Element	Number	Percentage
a) Male	04	12.9%
b) Female	27	87.1%
Total	31	100%

Gender:  
31 responses



**Figure 3.1. Gender Distribution**

The results from the above table are out of 27(87.1%) are female and 04(12.9%) are male. We notice that the higher number of whole participants are female. This results indicate that girls are more interested in studying foreign language than boys.

#### **Item 2.AgeDistrubution**

**Table 3.3.**

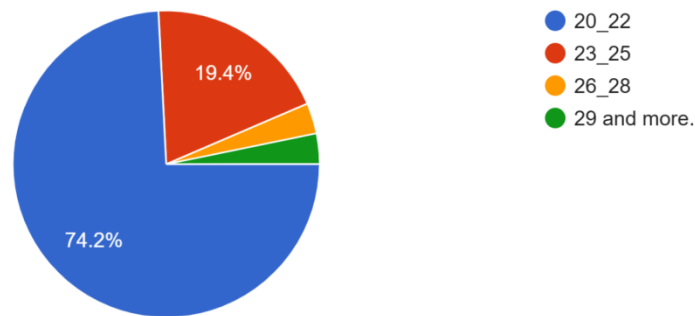
#### **Age Distribution.**

Element	Number	Percentage
20 – 22	23	74.2%
23 – 25	6	19.4%
26– 28	1	3.2%
29 and more	1	3.2%
Total	31	100%



Age:

31 responses

**Figure 3.2.AgeDistrubution.**

The above table reveals that the majority of students (74.2%) fall within the age group of 20-22, while 19.4% between 23-25. Only a small portion falls within older age brackets Whereas, a small number of students aged 26 or older, with only 6 students aged 23–25, and 2 students aged 26 or older. These results reflect the expected age range of second year students.

**Item 3.I believe I am capable of delivering an effective oral presentation.**

**Table 3.4.**

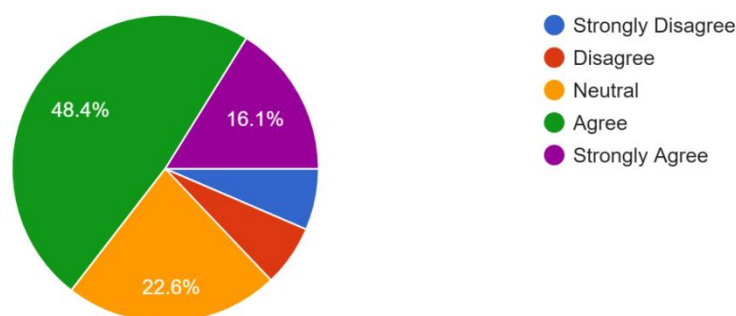
**The ability to deliver an effective oral presentation.**

Element	Number	Percentage
Strongly Disagree	2	6.5%
Disagree	2	6.5%
Neutral	7	22.6%
Agree	15	48.4%

Strongly Agree	5	16.1%
<b>Total</b>	31	100%

I believe I am capable of delivering an effective oral presentation.

31 responses



**Figure 3.3. The ability to deliver an effective oral presentation.**

The results of the table above reveal that 15(48.4) % of responders are agree and 5(16.1%) are strongly agree that they are able to deliver an effective oral presentation. Meanwhile, 7(22.6%) of responders is neutral that they are neither certain nor unsure with the topic. On other hand, 2(6.5%) of participants are disagree and 2(6.5%) are strongly disagree. The results indicate that the majority of the participants possess confidence in their oral presentation abilities. Thus, most responders believe in their capability to deliver effective oral presentations, although a notable minority either lack confidence or are doubtful about their ability.

**Item 4. I feel confident in my ability to express my ideas clearly**

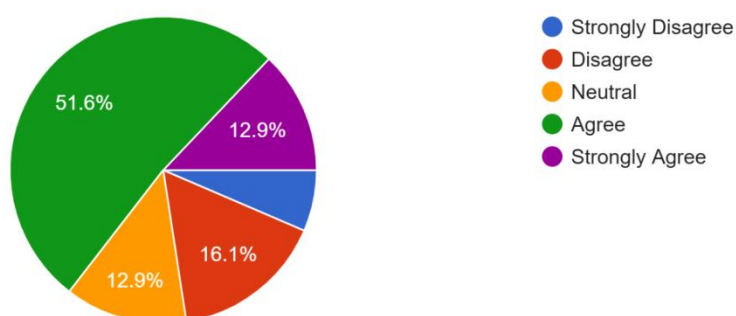
**Table 3.5.**

**The ability of confident students to express their ideas clearly.**

Element	Number	Percentage
Strongly Disagree	2	6.5%
Disagree	5	16.1%
Neutral	4	12.9%
Agree	16	51.6%
Strongly Agree	4	12.9%
Total	31	100%

I feel confident in my ability to express my ideas clearly.

31 responses



**Figure 3.4. The ability of confident students to express their ideas clearly.**

The results from the above table present that (16, 51.6%) of English participants are agree and 4(12.9%) are strongly agree that they believe on their ability to present confidently and clearly. Meanwhile, 4(12.9%) of responders are neutral that they are

agree nor disagree toward the issue. On other hand, 5(16.1%) of participants are disagree and 2(6.5%) are strongly disagree that they do not feel confident on their expressive capacity during presentations

The results indicate that a majority of the participants feel confident in their ability to express their thoughts clearly whereas,, other students either lack confidence or remain uncertain about their expressive abilities due to the lack of language proficiency.

**Item 5. I consider myself a good public speaker.**

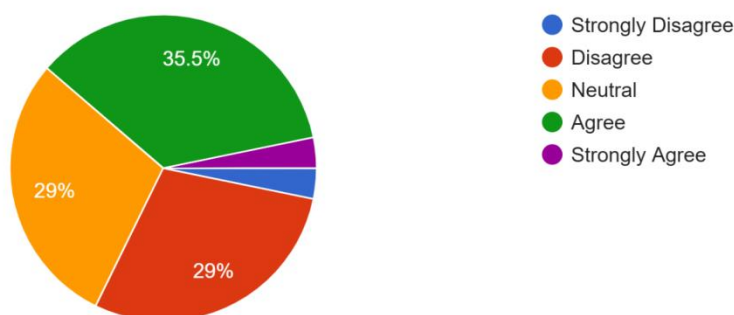
**Table 3.6.**

**Good public speaker.**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	9	29.0%
Neutral	9	29.0%
Agree	11	35.5%
Strongly Agree	1	3.2%
Total	31	100%

I consider myself a good public speaker.

31 responses



**Figure 3. 5. Good public speaker.**

The results from the above table reveal that 11 (35.5%) of responders are agree and 1(3.2%) strongly agree that they consider themselves as a good public speakers. Meanwhile, 9(29.0%) of responders are neutral that they are neither agree nor disagree with the topic. On other hand, 9(29.0%) of participants are disagree and 1 (3.2%) are strongly disagree that they fail to be good public speakers. The results indicate that the majority of students have a positive view of their public speaking skills, others are lacking confidence or feeling unsure about their speaking abilities publicly.

**Item 6.1.I believe my pronunciation and vocabulary are suitable for presentations.**

**Table 3.7.**

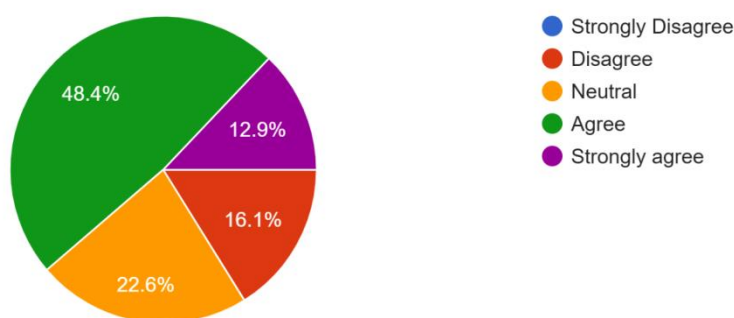
**The sufficient pronunciation and vocabulary for good presentations.**

Element	Number	Percentage
Disagree	5	16.1%

Neutral	7	22.6%
Agree	15	48.4%
Strongly Agree	4	12.9%
Total	31	100%

I believe my pronunciation and vocabulary are suitable for presentations.

31 responses



**Figure 3.6. The sufficient pronunciation and vocabulary for good presentations.**

The results of the above table reveal that 15 (48.4%) of responders are agree and 4(12.9%) are strongly agree that they have the sufficient vocabulary and good pronunciation to give a good presentation. Meanwhile, 7(22.6%) of responders are neutral that they are neither agree nor disagree with the statement. On other hand, 5(16.1%) of participants are disagree that they do not believe on performance ability to present with good vocabulary and pronunciation. The results indicate that the majority of students are confident in their language skills, while a significant portion still misuse their vocabulary and pronunciation, which may impede presentation performance.

**Item 7. I feel as competent as my peers when presenting in front of a group**

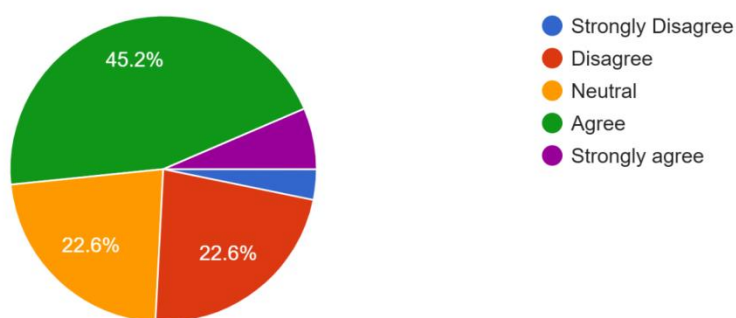
**Table 3.8.**

**Competition among students while presenting publicly.**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	7	22.6%
Neutral	7	22.6%
Agree	14	45.2%
Strongly Agree	2	6.5%
Total	31	100%

I feel as competent as my peers when presenting in front of a group.

31 responses



**Figure 3.7. Competition among students while presenting publicly.**

The results of the above table reveal that 14(45.2%) of responders are agree and 2(6.5%) are strongly agree that they feel competent as their peers while presenting. Meanwhile,( 22.6% ) of students are neutral that they are neither agree nor disagree

with the issue. On other hand 7(22.6 %) of responders are disagree and 1(3.2%) strongly disagree that they are not competent as their peers . The results indicate that many students compare themselves with others abilities to speak and some feel that are minor, which can affect their engagement and self-confidence in front of group.

**Item 8.I feel nervous before giving an oral presentation.**

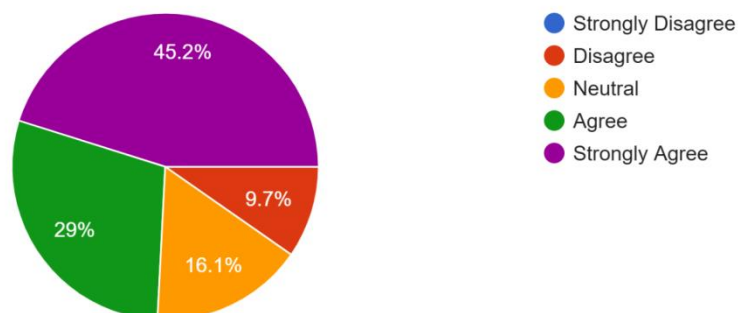
**Table 3.9.**

**The effect of nervousness before giving an oral presentation.**

Element	Number	Percentage
Disagree	3	9.7%
Neutral	5	16.1%
Agree	9	29.0%
Strongly Agree	14	45.2%
Total	31	100%

I feel nervous before giving an oral presentation.

31 responses





**Figure 3.8. The effect of nervousness before giving an oral presentation.**

The results from the table above reveal that 14(45.2%) of responders are strongly agree and 9(29%) are agree that they feel nervous before giving oral presentations. Meanwhile, 5(16.1%) of participants are neutral that they are neither sure nor unsure toward the statement. On other hand, Only 3(9.7%) of responders are disagree that they are feel at ease before giving oral presentation. The results indicate that presentations' nervousness is prevalent among students and it hinders their engagement in oral presentation in addition to making learners less confident

**Item 9. I tend to forget what I want to say due to anxiety.**

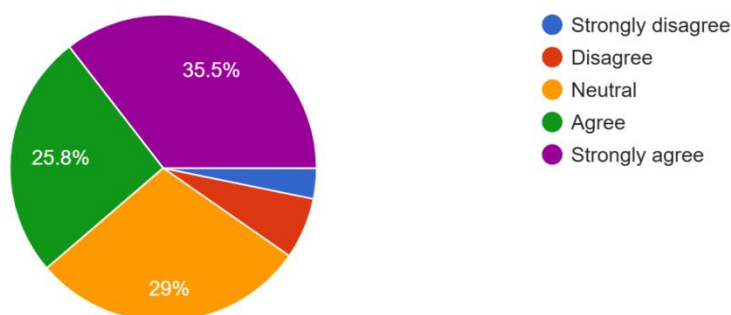
**Table 3.10.**

**The impact of anxiety on student's oral performance.**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	2	6.5%
Neutral	9	29.0%
Agree	8	25.8%
Strongly Agree	11	35.5%
Total	31	100%

I tend to forget what I want to say due to anxiety.

31 responses



**Figure 3.9. The impact of anxiety on student s'oral performance.**

The results of the above table present that 11(35.5%) of responders are strongly agree and 8(25.8%) are agree that they tend to forget what they want to say due to the anxiety . Meanwhile ,9(29.0%) are neutral hat they are neither agree nor disagree with the issue. On other hand, 2(6.5%) of responders are disagree and 1(3.2%) are strongly disagree. The results indicate that the majority of students struggle from psychological stress and how directly affect students' oral performance during presentations.

**Item 10. My hands or voice tremble when I speak in front of an audience.**

**Table 3.11.**

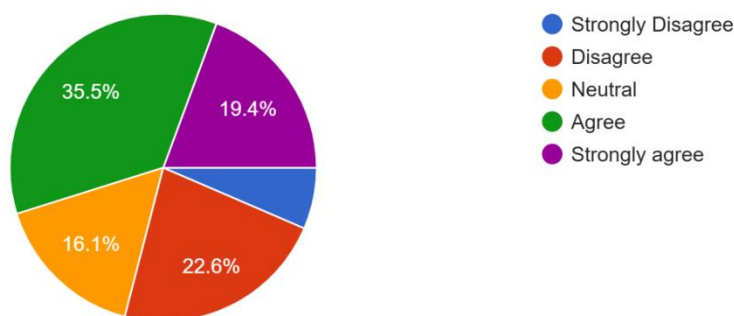
**Trembling of students' voice and hand while speaking in front of classmates.**

Element	Number	Percentage
Strongly Disagree	2	6.5%
Disagree	7	22.6%
Neutral	5	16.1%

Agree	11	35.5%
Strongly Agree	6	19.4%
Total	31	100%

My hands or voice tremble when I speak in front of an audience.

31 responses



**Figure 3.10. Trembling of students' voice and hand while speaking in front of classmates.**

The results of table above reveal that 11(35.5%) of responders are agree and 6(19.4%) are strongly agree that they struggle with hands and voice trampling when they speak in front of others. Meanwhile, 5(16.1%) of responders are neutral that they are neither agree nor disagree toward the issue. On other hand, 7(22.6%) of participants are disagree and 2(6.5%) are strongly disagree that they are able to present in front of an audience without any physical problems.

The results indicate that The majority of students are supposed to face physical signs of nervousness, such as trembling hands or voice. This psychological problem boosts the widespread of performance anxiety and the need to help students enhance calming and confidence-building techniques for oral presentations. Incontrast, many

students they are able and confident on their oral performance ,they can do their oral tasks easily without any psychological barriers.

**Item 11.I avoid eye contact with the audience because of nervousness.**

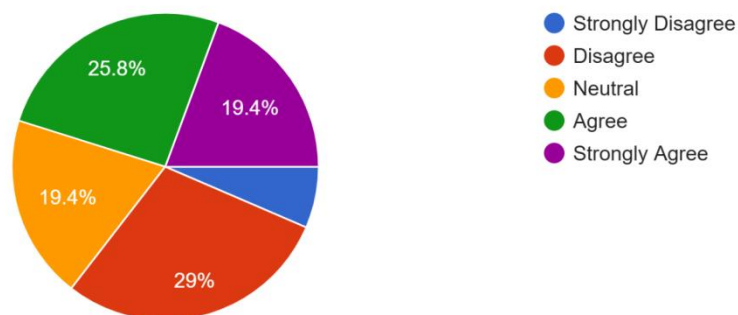
**Table 3.12.**

**The avoiding of students' eye contact with the audience due to nervousness.**

Element	Number	Percentage
Strongly Disagree	2	6.5%
Disagree	9	29.0%
Neutral	6	19.4%
Agree	8	25.8%
Strongly Agree	6	19.4%
Total	31	100%

I avoid eye contact with the audience because of nervousness.

31 responses



**Figure 3.11. The impact of nervousness on students' eye contact with the audience.**

The results of above table reveal that 8(25.8%) of responders are agree and 6(19.4%) are strongly agree that they cannot maintain their eye contact with the audience due to nervousness. Meanwhile, 6(19.4%) of responders are neutral that they are neither certain or unsure about their experiences toward the issue. On other hand, 9(29.0%) of participants are disagree and 2(6.5%) are strongly disagree that they are capable to keep their eye contact with others while presenting. The results indicate that most of students feel relax and confident while presenting whereas, the majority struggle with maintaining direct connection with their audience.

**Item 12. I feel overwhelmed when asked to present without prior preparation.**

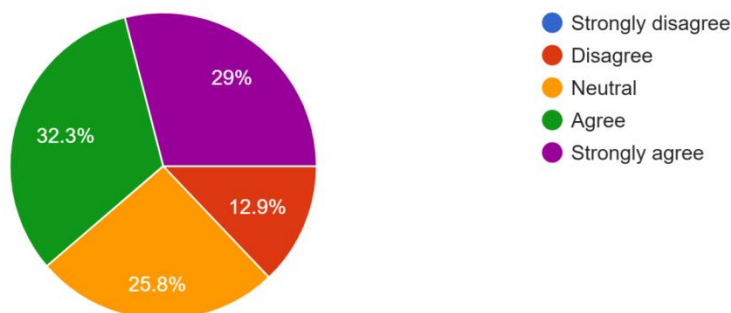
**Table 3.13.**

**Overwhelmed student are not comfortable to present without preparation.**

Element	Number	Percentage
Disagree	4	12.9%
Neutral	8	25.8%
Agree	10	32.3%
Strongly Agree	9	29.0%
Total	31	100%

I feel overwhelmed when asked to present without prior preparation.

31 responses



**Figure 3.12. Overwhelmed student are not comfortable to present without preparation.**

The results from the above table reveal that 10(32.3%) of responders are agree and 9(29.0%) are strongly agree that they are overwhelmed to present suddenly without any preparation. Meanwhile 8 (25.8%) of responders are neutral that they are neither agree nor disagree with the statement. In other hand ,4(12.9%) of responders disagree that they feel ready and interested to present without prior preparation. The results indicate that most of students find obstacles when they are supposed to do an oral presentation especially withno any practice before whereas, some students they feel confort when they asked to perform presentations because of readiness.

**Item 13. I practice my presentation multiple times before delivering it.**

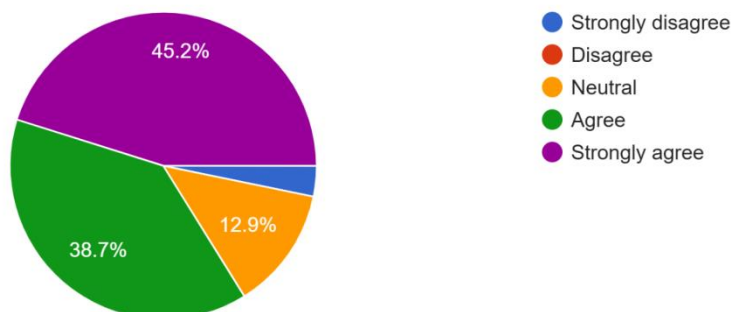
**Table 3.14.**

**The importance of preparedness of presentation for better delivery.**

Element	Number	Percentage
Strongly disagree	1	3.2%
Neutral	4	12.9%
Agree	12	38.7%
Strongly Agree	14	45.2%
Total	31	100%

I practice my presentation multiple times before delivering it.

31 responses



**Figure 3.13. The importance of preparedness of presentation for better delivery.**

The results from the above table reveal that 14(45.2%) of responders are strongly agree and 12(38.7%) are agree that they practice their presentation multiple times before delivering it. Meanwhile, 4(12.9%) of responders are neutral that they are neither agree nor disagree with the topic,1. In other hand, a small portion 1(3.2%) are strongly disagree that they do not. These results indicate that the majority of students

prefer to prepare before presenting, this preparation is crucial for students to build their self-confidence. Students are supposed to prepare their preparation multiple time in order to achieve good presentation.

**Item 14. I feel more confident when I prepare well for a presentation.**

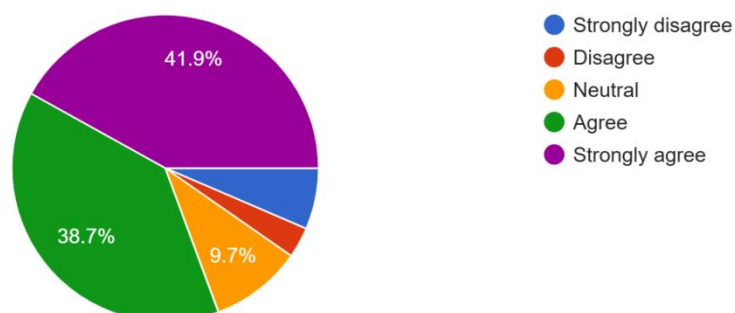
**Table 3.15.**

**Confident students are well prepared for presentation.**

Element	Number	Percentage
Strongly Disagree	2	6.5%
Disagree	1	3.2%
Neutral	3	9.7%
Agree	12	38.7%
Strongly Agree	13	41.9%
Total	31	100%

I feel more confident when I prepare well for a presentation.

31 responses



**Figure 3.14. Confident students are well prepared for presentation.**



The results from the table above reveal that 13(41.9%) of responders are strongly agree and 12(38.7%) are agree that they feel more confident when they are well prepared before presentations. Meanwhile, 3(9.7%) of responders are neutral that they are neither agree nor disagree with the statement. On other hand, a small portion of responders 2(6.5%) are strongly disagree and 1(3.2%) are disagree that they are less confident even they prepare well for their presentations.

The results indicate that the majority of students focus on preparation before presentations because it enhances their confidence. This also indicates that good preparation is one of the strongest factors influencing student confidence during oral tasks. In contrast, students who do not over rely on preparation before presenting, they are hesitated and afraid to perform or engage in oral tasks.

**Item 15.I organize my ideas clearly before speaking in front of an audience.**

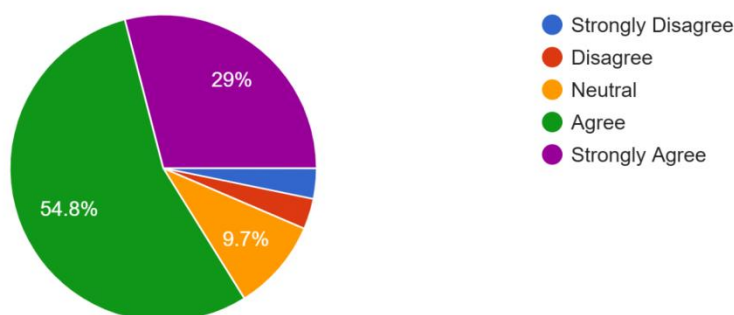
**Table 3.16.**

**The importance of the organization of ideas clearly before presenting publicly.**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	1	3.2%
Neutral	3	9.7%
Agree	17	54.8%
Strongly Agree	9	29.0%
Total	31	100%

I organize my ideas clearly before speaking in front of an audience.

31 responses



**Figure 3.15. The importance of the organization of ideas clearly before presenting publicly.**

The results from the table above reveal that 17(54.8%) of responders are agree and 9(29.0%) are strongly agree that they depend on the organization of their ideas clearly before starting to speak in front of others. Meanwhile, 3(9.7%) of responders are neutral that they are neither certain nor unsure to order their thoughts in front of an audience before speaking. On the other hand, 1(3.2%) of participants disagree and 1(3.2%) strongly disagree that they do not rely on ideas organization strategy before presenting

The results indicate that the majority of students depend on organizing their ideas before presenting to reinforce their confidence. This practice not only helps students' fluency but also reduces anxiety, enabling better control over speech content and structure. In addition, small portion of students typically struggle to engage in oral presentation without relying on ideas organization strategy which make lead them to bad performance.

**Item 16. I use strategies such as rehearsing with friends or recording myself to improve.**

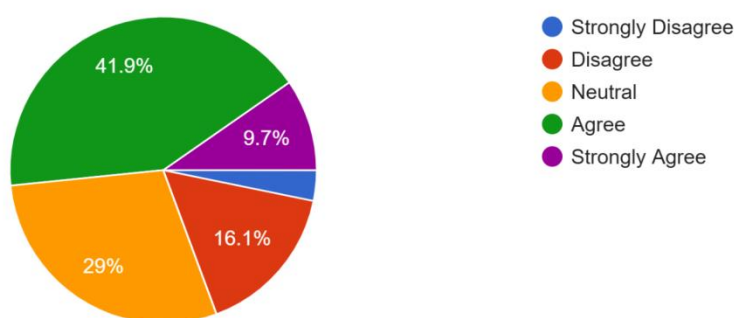
**Table 3.17.**

**The use of Rehearsing and recording strategies to enhance oral performane.**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	5	16.1%
Neutral	9	29.0%
Agree	13	41.9%
Strongly Agree	3	9.7%
Total	31	100%

I use strategies such as rehearsing with friends or recording myself to improve.

31 responses



**Figure 3.16. The use of Rehearsing and recording strategies to enhance oral performance.**

The results from the above table reveal that 13(41.9%) of responders are agree and 3(9.7%) are strongly agree that they rely on using certain strategies with their friends to improve their oral performance. Meanwhile, 9(29.0%) of responders are neutral that they are neither agree nor disagree with the issue. In other hand, a small portion of participants 5(16.1%) are disagree and 1(3.2%) are strongly disagree that they do

not utilize such methods to improve their oral presentations level. The results indicate that the majority of students rely on using practical strategies to foster their speaking fluency and oral performance, whereas some students are not aware about how they deal with such strategies.

**Item 17. I take time to anticipate possible questions and prepare answers in advance.**

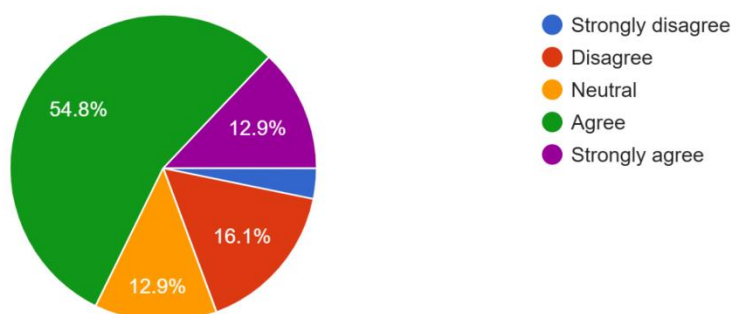
**Table 3.18.**

**The anticipation of possible questions and advanced preparation require enough time for good presentation.**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	5	16.1%
Neutral	4	12.9%
Agree	17	54.8%
Strongly Agree	4	12.9%
Total	31	100%

I take time to anticipate possible questions and prepare answers in advance.

31 responses



**Figure 3.17. The anticipation of possible questions and advanced preparation require enough time for good presentation.**

The results from the above table reveal that a significant portion of responders 17(54.8%) are agree and 4(12.9%) are strongly agree that they take time for expected questions and being prepared for answer in advance. Meanwhile, 4 (12.9%) of responders are neutral that they are neither with nor against the issue. On other hand, 5(16.1%) of participants are disagree and 1(3.2%) are strongly disagree that they do not engage in answers preparation for anticipated questions received by the audience

The results indicate that the majority of students are prepared to receive anticipated questions from the audience and they take time to prepare for the appropriate answer. This strategy helps students to engage in oral presentation effectively and reduces anxiety because most of students they do not follow such preparation strategy which make them under pressure.

**Item 18. I actively participate to give presentations in class.**

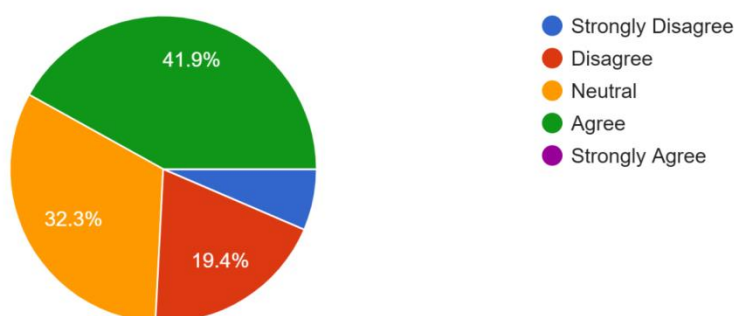
**Table 3.19.**

**Students' active participation for giving presentations in class.**

Element	Number	Percentage
Strongly Disagree	2	6.5%
Disagree	6	19.4%
Neutral	10	32.3%
Agree	13	41.9%
Total	31	100%

I actively participate to give presentations in class.

31 responses



**Figure 3.18. Students' active participation for giving presentations in class.**

The results from the table above reveal that the majority of responders 13(41.9%) are agree that actively participate in giving presentation in class. Meanwhile, 10(32.3%) of participants are neutral that they are neither agree nor disagree toward the topic. On other hand some responders 6(19.4%) are disagree and 2(6.5%) are strongly disagree that they are not active participants in giving oral presentation in class. The results indicate that the majority of students are confident and they actively engage and involved in giving oral presentations, while many students remain passive or unsure about engaging in such tasks, likely due to lack of self-confidence.

**Item 19.I enjoy engaging in oral activities during lessons.**

**Table 3.20.**

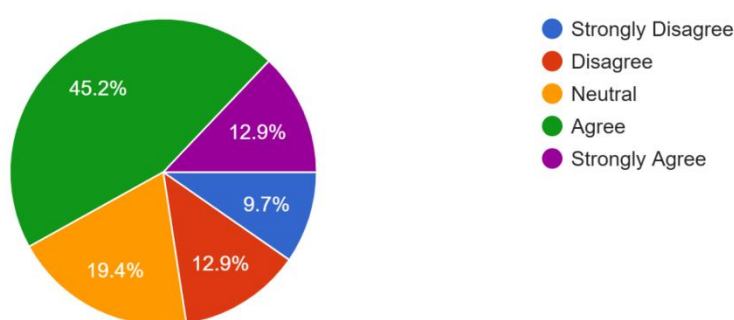
**Confident students enjoy their engagement in oral activities during lessons**

Element	Number	Percentage
Strongly Disagree	3	9.7%
Disagree	4	12.9%

Neutral	6	19.4%
Agree	14	45.2%
Strongly Agree	4	12.9%
Total	31	100%

I enjoy engaging in oral activities during lessons.

31 responses



**Figure 3.19. Confident students enjoy their engagement in oral activities during lessons**

The results from the above table reveal that 14(45.2%) of responders are agree and 4(12.9%) are strongly agree that they are interested on oral activities engagement during lessons. Meanwhile, 6 (19.4%) of participants are neutral that they are neither agree nor disagree with the topic. A small portion of responders 4(12.9%) are disagree and 3(9.7%) are strongly disagree that they. The results indicate that the majority of students express their positive feeling and enjoyment to engage in oral presentation. Whereas some students they do not interest in doing oral presentations because, they find themselves intimidating or stressful in doing oral tasks.

**Item 20.I prefer to participate rather than avoid speaking in front of others.**

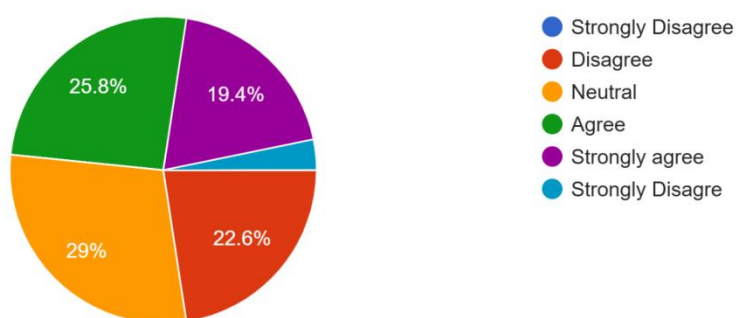
Table 3.21.

**Learners prfer participation instead of avoiding speak in front of others.**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	7	22.6%
Neutral	9	29.0%
Agree	8	25.8%
Strongly Agree	6	19.4%
Total	31	100%

I prefer to participate rather than avoid speaking in front of others.

31 responses



**Figure 3.20. Learners prfer participation instead of avoiding speak in front of others.**

The results from the above table reveal that 9(29.0%) of responders are neutral that they are neither positive or negative toward the willingness to participate rather than avoid speaking in front of others. Meanwhile, 8(25.8%) of responders are agree and 6(19.4%) are strongly agree that they feel comfortable and willing to speak with the



audience. In addition, 7(22.6%) of participants are disagree and 1(3.2%) are strongly disagree that they avoid to engage and speak publicly.

The results indicate that many students that a significance portion of students are interested and they have ability to present in front of others without any barriers while others still struggle with public speaking, ability despite its importance in second language learning.

**Item 21. I feel motivated to improve my speaking skills through presentations.**

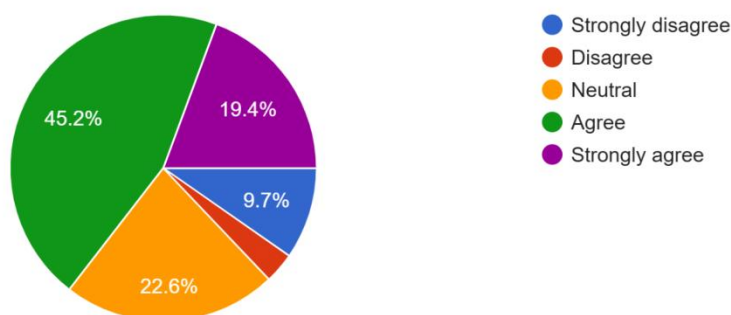
**Table 3.22.**

**Motivated students are likely improve their speaking skill using presentations.**

Element	Number	Percentage
Strongly Disagree	3	9.7%
Disagree	1	3.2%
Neutral	7	22.6%
Agree	14	45.2%
Strongly Agree	6	19.4%
Total	31	100%

I feel motivated to improve my speaking skills through presentations.

31 responses



**Figure 3.21. Motivated students are likely improve their speaking skill using presentations.**

The results from the above table reveal that 8(25.8%) of responders are agree and 6(19.4%) are strongly agree that they feel motivated and positive to enhance their speaking skill through presentations, whereas 7(22.6%) are neutral that they are neither agree or disagree with the statement. Meanwhile, a small portion 3(9.7%) are disagree and 1(3.2%) are strongly disagree that they are demotivated to improve their speaking skill through oral presentations.

The results indicate that the majority of students feel motivated to enhance their speaking skills through presentations. This reflects to the students' awareness of the value of oral tasks for language improvement. In contrast, many students feel pessimistic and inhibited to engage in presentation and improve their speaking performance.

**Item 22. I see oral presentations as an opportunity rather than a challenge.**

**Table 3.23.**

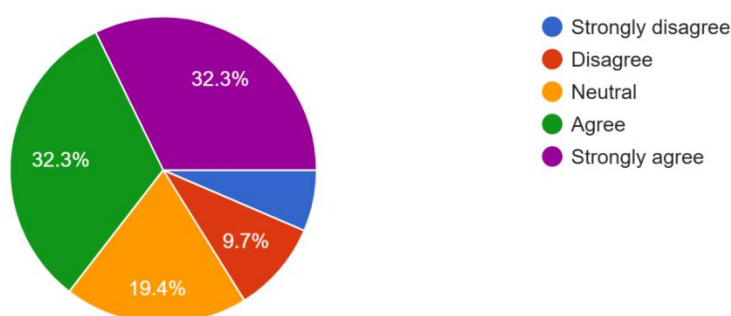
**Oral presentatons are opprtunity not a challenge.**

Element	Number	Percentage

Strongly Disagree	2	6.5%
Disagree	3	9.7%
Neutral	6	19.4%
Agree	10	32.3%
Strongly Agree	10	32.3%
Total	31	100%

I see oral presentations as an opportunity rather than a challenge.

31 responses



**Figure 3.22. Oral presentations are opportunities not a challenges.**

The results from the above table reveal that 10(32.3%) of responders are agree and 10(32.3%) are strongly agree that they consider oral presentation as a chance to ensure their ability rather than a challenge. Meanwhile 6(19.4%) are neutral that they are neither agree nor disagree with the statement. A small portion of responders 3(9.7%) are disagree and 2(6.5%) are strongly disagree that they see the performance of oral presentations as a barrier that makes them uncomfortable.

The results indicate that many students consider oral presentation as a great chance to develop their speaking performance, they are optimistic to seize the opportunity to

improve their fluency. However, other students view presentations pessimistically and make them more complex and bored.

**Item 23. I can express my thoughts clearly without frequent pauses**

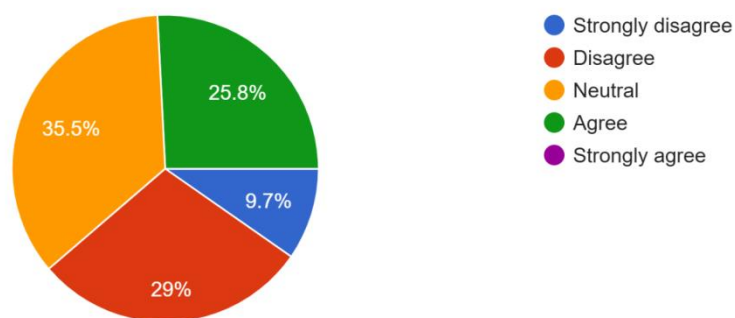
**Table 3.24.**

**The ability to express ideas clearly without frequent pauses.**

Element	Number	Percentage
Strongly Disagree	3	9.7%
Disagree	9	29.0%
Neutral	11	35.5%
Agree	8	25.8%
Total	31	100%

I can express my thoughts clearly without frequent pauses.

31 responses



**Figure 3.23. The ability to express ideas clearly without frequent pauses.**

The results from the above table reveal that the majority of responders 11(35.5%) are neutral that they are neither certain nor unsure that they are capable to express

their ideas and thoughts fluently and clearly without frequent pauses. Meanwhile, 8(25.8%) of responders agree that they are able to express their thoughts in continuous manner. In other hand 9(29.9%) of responders are disagree and 3(9.7%) are strongly disagree that they struggle with frequent pauses and find the difficulty to express their ideas obviously.

The results indicate that the majority of students are uncertain and varied in their perspectives toward the ability to express their thoughts clearly in front a class because of lack of self-confidence. Meanwhile, many students can perform oral presentations without any barriers. In addition, many students failed to perform oral presentations fluently and they feel that are under pressure which affected from both anxiety and lack of practice.

#### **Item 24.I find it easy to maintain a smooth flow of speech during presentations**

**Table 3.25.**

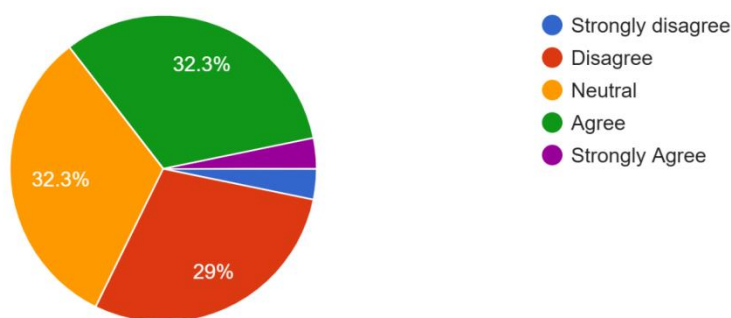
**The ease to maintain a smooth flow of speech while presenting.**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	9	29.0%
Neutral	10	32.3%
Agree	10	32.3%

Strongly Agree	1	3.2%
Total	31	100%

I find it easy to maintain a smooth flow of speech during presentations.

31 responses



**Figure 3.24. The ease to maintain a smooth flow of speech while presenting.**

The results from the above table present that 10(32.3%) of English students are agree and 1(3.2%) are strongly agree that they can keep a smooth flow of speech easily while presenting. Meanwhile, 10(32.3%) are neutral that they are neither agree nor disagree with the statement. On other hand , 9(29.0%) are disagree and 1(3.2%) are strongly disagree that they face some challenges that hinder their speech flow. The results indicate that most of students are fluent and flexible during presentation performance while some students' fluency and the speech delivery is hindered due to some psychological aspects such as nervousness, hesitation or lack of preparation.

**Item 25. I rarely struggle to find the right words when speaking in front of a class**

**Table 3.26.**

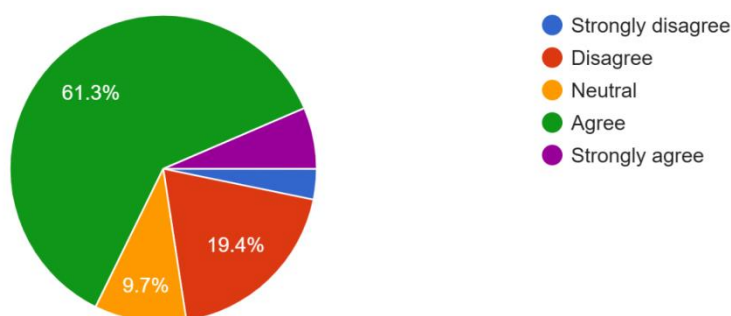
**Students' barriers to find the appropriate vocabulary while speak publicly.**

Element	Number	Percentage
Strongly Disagree	1	3.2%

Disagree	6	19.4%
Neutral	3	9.7%
Agree	19	61.3%
Strongly Agree	2	6.5%
Total	31	100%

I rarely struggle to find the right words when speaking in front of a class.

31 responses



**Figure 3.25. Students' barriers to find the appropriate vocabulary while speaking publicly.**

The results from the table above reveal that 19(61.3%) of English students agree and 2 (6.5%) are strongly agree that they feel comfortable to articulate their words when speaking in front of a class. Most of responders 3(9.7%) are neutral that they are neither agree or disagree with the issue, other students 6 (19.4%) are disagree and 1(3.2%) are strongly disagree that they find challenges to choose the appropriate words when speaking in front of a class. The results indicate that the majority of students rarely struggle to find words during presentations. This is a positive sign of rich vocabulary and that it is not a major problem for most students. On other hand,

many students have the difficulty and hesitated to find the right words when speaking in front of others.

**Item 26. I can complete a presentation without relying too much on notes.**

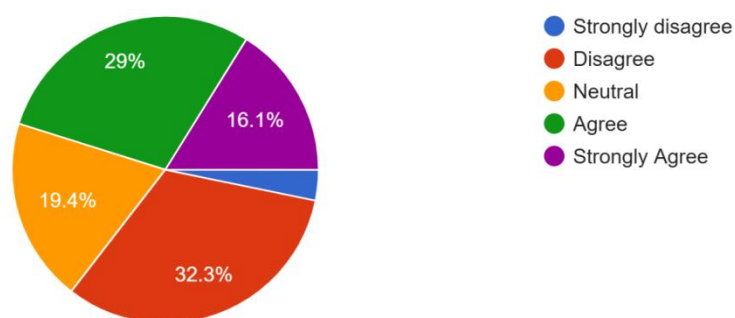
**Table 3.27.**

**Students' ability to present without relying too much on notes.**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	10	32.3%
Neutral	6	19.4%
Agree	9	29.0%
Strongly Agree	5	16.1%
Total	31	100%

I can complete a presentation without relying too much on notes.

31 responses



**Figure 3.26. Students' ability to present without relying too much on notes.**



The results from the above table reveal that 10(32.3%) of English students are agree and 5(16.1%) are strongly agree that they are capable to present without relying on limited note usage. Other student 6(19.4%) are neutral that they are neither agree or disagree with the issue. In other hand, 10(32.3%) of students are disagree and 1(3.2%) are strongly disagree that they are not able to perform presentations with over use of note usage. These results indicate that many students rely on written aids, which is a result of unsure or lack of preparation. Other students are more confident and show the improvement level of presentation abilities.

**Item 27.I feel confident responding to spontaneous questions during a presentation**

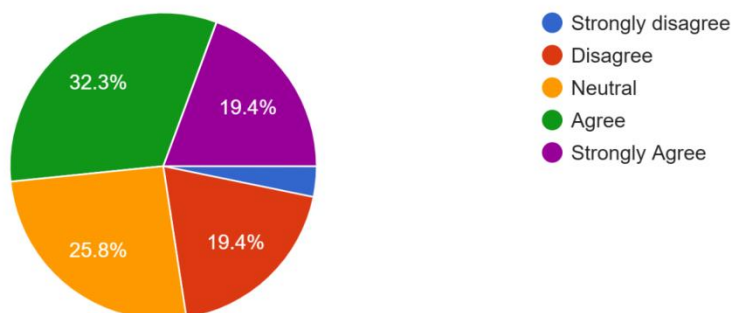
**Table 3.28.**

**Confident Students respond to spontaneous questions confidently during presentation**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	6	19.4%
Neutral	8	25.8%
Agree	10	32.3%
Strongly Agree	6	19.4%
Total	31	100%

I feel confident responding to spontaneous questions during a presentation.

31 responses



**Figure 3.27. Confident Students respond to spontaneous questions confidently during presentation**

The results from the above table reveal that 10(32.3%) of responders are agree and 6(19.4%) are strongly agree that they have the confidence to respond spontaneous questions when they are presenting. Some responders 8(25.8%) are neutral neither sure nor unsure about the subject while a small portion of participants 6(19.4%) are strongly disagree that they are not ready to receive the audience questions and actively respond to them. The results indicate that the majority of students feel confident dealing with spontaneous questions, which show students ability to conduct their oral presentation. In addition, some students they fail in interacting with spontaneous questions which overcome their deliver of presentation.

**Item 28. I maintain eye contact with my audience while presenting**

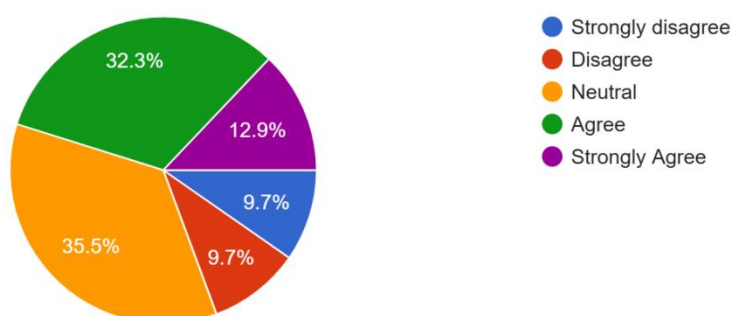
**Table 3.29.**

**Students' Maintaining eye contact with audience during presentations**

Element	Number	Percentage
Strongly Disagree	3	9.7%
Disagree	3	9.7%
Neutral	11	35.5%
Agree	10	32.3%
Strongly Agree	4	12.9%
Total	31	100%

I maintain eye contact with my audience while presenting.

31 responses



**Figure 3.28. Students' Maintaining eye contact with audience during presentations.**

The results from the above table reveal that 11(35.5%) of English students are neutral that they are neither agree nor disagree that they are keeping their eye contact with their audience when they perform presentation. Most of responders 10(32.3%) are agree and 4(12.9%) are strongly agree that they have the ability to maintain their

eye contact with the audience while presenting. A small portion of responders 3(9.7%) are disagree and 3(9.7%) are strongly disagree toward the issue. The results indicate that high majority of students showing uncertainty with audience interaction while using body language whereas, most of students are suggesting that body language can overcome a confidence obstacles .

**Item 29.I stand with confidence and avoid slouching while presenting**

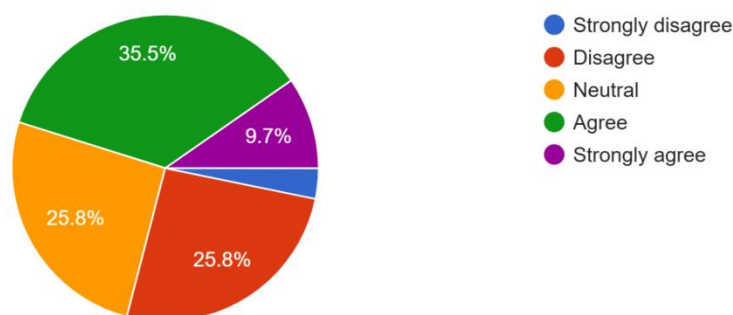
**Table 3.30.**

**Confident students stand confidently without slouching while presenting**

Element	Number	Percentage
Strongly Disagree	1	3.2%
Disagree	8	25.8%
Neutral	8	25.8%
Agree	11	35.5%
Strongly Agree	3	9.7%
Total	31	100%

I stand with confidence and avoid slouching while presenting.

31 responses



**Figure 3.29. Confident students stand confidently without slouching while presenting**

The results from the above table reveal that 11(35.5%) of students are agree and 3(9.7%) are strongly agree that they are stand confidently without slouching while presenting. Meanwhile, 8(25.8%) of students are neutral neither agree or disagree with the issue. On other hand, 8(25.8%) are disagreed and 1(3.2%) are strongly disagree that they cannot present confidently without any slouching.

The results indicate that a significant majority of students show self-consciousness in their body language use, which can affect the quality of presentation delivery and audience comprehension to the target subject . In contrast, there are some students which they are nearly to face these physical problems that hinder their self-confidence.

**Item 30. My facial expressions match the emotions I want to convey in my presentation**

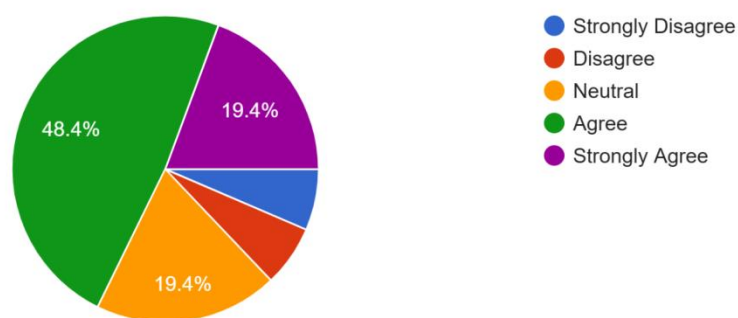
**Table 3.31.**

**The match between the presenter s' Facial expressions express and emotions want to convey.**

Element	Number	Percentage
Strongly Disagree	2	6.5%
Disagree	2	6.5%
Neutral	6	19.4%
Agree	15	48.4%
Strongly Agree	6	19.4%
Total	31	100%

My facial expressions match the emotions I want to convey in my presentation.

31 responses



**Figure 3.30. The match between the presenter s' Facial expressions express and emotions want to convey**

The results of the above table reveal that the majority of students 15(48.7%) agree and 6(19.4%) are strongly agree that their facial expressions indicate the expressive

emotions they want to convey during presentation. Meanwhile, 6 (19.4%) of responders are neutral neither they agree nor disagree with the topic. On the other hand, 2 (6.5%) of responders disagree and 2 (6.5%) are strongly disagree that their facial expressions do not fit their intended emotions.

The results indicate that most of English students can control their facial expressions when they speak, they are able to use their facial expression confidently and effectively which can positively influence their connection and the audience engagement. On the other hand a small portion of students fail in making a combination between their facial expressions and the intended emotions want to express.

**Item 31. I move naturally instead of standing stiffly when presenting**

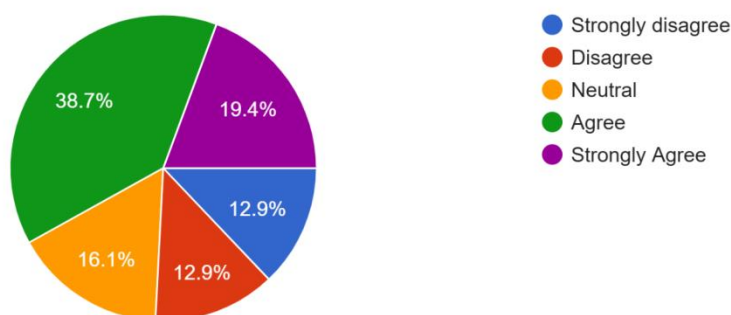
**Table 3.32.**

**The use of natural movements instead of standing stiffly while presenting.**

Element	Number	Percentage
Strongly Disagree	4	12.9%
Disagree	4	12.9%
Neutral	5	16.1%
Agree	12	38.7%
Strongly Agree	6	19.4%
Total	31	100%

I move naturally instead of standing stiffly when presenting.

31 responses



**Figure 3.31. The use of natural movements instead of standing stiffly while presenting.**

The results of the above table reveal that 12(38.7%) of English students agree and 6(19.4%) are strongly agree to perform their presentation naturally not stiffly. Small portion 5(16.1%) of students are neutral neither agree nor disagree about the issue. On other hand, 4 (12.9%) of responders disagree and 4(12.9%) are strongly disagree that they are conducting their body movements during presentations. The results indicate that the majority of responders feel physically at relax and ready while presenting, others indicating uncertainty in their presentation behavior. A small portion of participants struggle with miss control in their body movements due to anxiety or lack of experience.

## 3.2. Teachers' Interview

### 3.2.1. Description of Teachers' interview

Teachers' interview was conducted to gather information about the teacher' experience in teaching speaking and listening module, their attitudes towards the use of oral presentation, and teacher's opinions about speaking abilities of students to get more perspectives and information about the use of oral presentation. The Following questions have used during this interview.



1. What signs do you look for to determine whether a student or lacking confidence while presenting?
2. In your experience, what are the common factors that influence students' self-confidence in oral presentation tasks?
3. What strategies do you use to help students build their confidence in speaking and listening tasks?
4. How do you assess students' engagement during speaking and listening?
5. What differences do you observe between students who are confident and those who are not in terms of engagement?
6. What challenges do students with low self-confidence face in engaging actively in listening and speaking activities?
7. How do you ensure that students with low self-confidence still feel supported and encouraged to participate?

### 3.2.2. Interview Analysis

**Question 01 :** What signs do you look for to determine whether a student or lacking confidence while presenting ?

**Teacher 01:** whether they are prepared or not, their level of nervousness, their level of fear of conformation.

**Teacher 02:** Natural behavior we can see in their facial expressions and physical moment

**Teacher 03:** Body language and coping with unexpected situations

**Teacher 04:** Signs as fear , anxiety, unbalance in his voice and body language, some gestures,...

**Teacher 05 :** The way they pronounce and communicate their ideas in addition to body language.

**Teacher 06 :** Confident: Relaxed-Convincing Answers/Lacking Confidence: Hesitation/Mistakes.

**Teacher 07: whether** they are prepared or not, their level of nervousness, their level of fear of confrontation

The responses of the seven teachers reveal that teachers rely on physical and emotional signs to assess student confidence. General signs include body language, such as nervous movements or hesitation (Teachers 01, 02, 04, 05, 06), and facial expressions indicating fear or anxiety (Teacher 02, Teacher 04). Teachers also observe verbal cues, such as hesitant speech, mistakes, or lack of clarity in the student's communication (Teacher 06, Teacher 05). Preparation and nervousness are also identified as indicators of a lack of confidence (Teacher 07). These signs emphasize the role of both verbal and non- verbal signals in assessing students' self-confidence during presentations.

**Question 02 :** In your experience, what are the common factors that influence students' self-confidence in oral presentation tasks?

**Teacher 01:** Being knowledgeable and interested in the topic. Teachersfeedback, reactions and guidance is of great importance as well.

**Teacher 02:** mastery of the language and subject , and the soft skills too

**Teacher 03 :** lack of confidence in terms of language efficiency, lack of control over the tools required to face an audience

**Teacher 04** : fear, anxiety, stress, shy..

**Teacher 05** Content Preparation and presentation practice.

**Teacher 06** : 1. Good preparation-2. Assistance-3. Support.

**Teacher 07** : Fear to present in front of fellow classmates. Not enough preparation. Doubting in one's potentials. The fear of exterior judgement.

The teachers' responses indicate that knowledge of the topic and language proficiency are essential to building self-confidence (Teachers 01, 02, 03). Emotional factors like stress, fear, and anxiety are commonly have an effect on students' confidence levels (Teacher 04, Teacher 07). Teachers emphasize the role of preparation and practice in boosting confidence (Teacher 05, Teacher 06). Teacher feedback and support are crucial for reinforcing confidence, helping students carry on their emotional barriers and perfect their skills (Teacher 01, Teacher 06). These responses highlight the integration of good, cognitive preparation and emotional support as key aspects in facilitating confidence.

**Question 03** : What strategies do you use to help students build their confidence in listening and speaking tasks?

**Teacher 01** : Students can choose topics of their interest, offering positive feedback and guidance, and supporting their production through positive Reinforcement

**Teacher 02** : rehearsing, revising answers before answering ,

**Teacher 03** Create friendly environment, promote the can-do attitude, praise a lot, implement a variety of activities like listening to authentic materials, integrating role plays, open class discussions, individual presentations ....:

**Teacher 04 :** Support and encourage them, help them, tell them that they are learning, and making mistakes is a normal part of learning

**Teacher 05 :** encourage my students to prepare themselves well before presenting. The more they practice the better they perform in front of the audience.

**Teacher 06 :** 1. Reward- 2. Support- 3. Make the student feel comfortable.

**Teacher 07 :** It takes time for a learner to build their own confidence. In my case, I'd constantly encourage students to face their inner fears, to learn to overcome their insecurities by adapting to the same target scenarios

The teachers' responses stress the importance of creating a positive environment and providing support and encouragement to help students build confidence (Teachers 01, 04, 06). Key strategies include providing positive feedback, helpful guidance, and praise (Teacher 03, Teacher 04). Teachers also highlight the necessity of repeated practice, where students prepare and rehearse before presenting (Teacher 05, Teacher 06). Incorporating diverse in activities, such as role plays and discussions, helps students gain experience and feel more comfortable (Teacher 03). These strategies emphasize the integration of structured practice, emotional support, and engaging activities in building student self- confidence.

**Question 04 :** How do you assess students' engagement during speaking and listening?

**Teacher 01 :** It can be very clear through observing their interest and production

**Teacher 02 :** brief quizzes, questions, their reactions

**Teacher 03 :** Not really actively engaged

**Teacher 04 :** Through their participation, intervention,

**Teacher 05 :** When they understand well and respond in a comprehensive way to the different questions and tasks, it means that they are well engaged.

**Teacher 06 :** It depends: Sometimes, it is, active; in other times, it is passive.

**Teacher 07 :** How willing they are to engage, I can't force them to be part of the discussion unless they are ready.

Teachers reveal that they generally assess engagement by observing both participation and quality of responses (Teachers 01,04, 05). Active engagement is noticed by students' interest and willingness to interact (Teacher 07), while comprehensive answers indicate deeper engagement (Teacher 05). Some teachers note that engagement can be passive at times, depending on the student's emotional state or level of understanding (Teacher 06). Teachers also use quizzes and questions as tools to measure learners' engagement and understanding (Teacher 02). These responses reflect the integration of observation and formative assessments to measure student participation.

**Question 05 :** What differences do you observe between students who are confident and those who are not, in terms of engagement?

**Teacher 01 :** The amount and quality of production in addition to interaction

**Teacher 02** the confident students use less body gestures, high voice, no red face of shyness unlike the others

**Teacher 03:** confident students are actively engaged

**Teacher 04 :** Confident learners easily engage without motivation and support unlike the non confident ones. Es

**Teacher 05 :** Confident students seem to be more engaged in the communicative situation compared to non-confident ones.

**Teacher 06 :** Obviously, confident students are usually more engaged.

**Teacher 07 :** Confident student don't care about the outcome of their engagement, they just don't care. Students who face difficulties in engagement on the there hand, tend take other people's reaction intro consideration, they lack security

Teachers' responses indicate that confident students like to be more active in their participation, offering higher-quality responses and engaging more in discussions (Teachers 01, 05). Non-confident students often exhibit hesitation, body language indicating nervousness, and hesitate to engage (Teacher 02, Teacher 07). Confident students are also less influenced by fear of judgment and are more independent in their responses (Teacher 07). These observations highlight the differences between students who are more emotionally safe and those who encounter with anxiety and self-doubt during engagement

**Question 06 :** What challenges do students with low confidence face in engaging actively in listening and speaking activities

**Teacher 01 :** Shyness and comparisons

**Teacher 02 :** they face fear and shyness and hesitation

**Teacher 03** hesitation, thoughts rupture, not understanding listening materials which leads to boredom and loss of interest

**Teacher 04:** Lack to express their ideas even they know the information, mental and psychological stress

**Teacher 05 :** Problems of concentration and stage stress.

**Teacher 06 :** They need to know their weaknesses to be more confident in doing these tasks.

**Teacher 07 :** In listening the majority of students don't have major issues, but the real challenge is with speaking activities. Low confidence students tend to hesitate, panic, ponder before raising their hand, sweat, stutter, and many more obstacle.

The responses of teachers highlight the challenges by teachers include emotional barriers, such as fear, shyness, and anxiety, which inhibit students from full participation (Teachers 01, 02, 04, 07). Teachers also identify cognitive barriers, such as hesitation, difficulty understanding materials, and losing concentration during listening tasks (Teacher 03, Teacher 05). Additionally, physical symptoms of anxiety, like sweating, stuttering, and difficulty speaking up, are common in low-confidence students (Teacher 07). These challenges emphasize the complex nature of emotional, cognitive, and physical barriers that overcome learners' active engagement.

**Question 07 :** How do you ensure that students with low self-confidence still feel supported and encouraged to participate in oral presentations?

**Teacher 01 :** By engaging them into activities, taking their opinions and joining them to small groups.

**Teacher 02 :** by encouraging them to keep on, rarely interrupting them, involving them in group discussion to increase their sense of equality with the group member and make them feel at ease when participating in any discussion

**Teacher 03** pushing them to participate with a lot of encouragement and positivity towards their participation:

**Teacher 04** : Through their reactions, interactions and behaviours

**Teacher 05** : Low self -confidence students need extra encouragement from their environment in addition to a deliberate supervision on how to boost up their level of confidence. They also need to be taught some presentation techniques to help them overcome their fear.

**Teacher 06** : Keep encouraging them.

**Teacher 07** : A positive booster is always needed whenever students find difficulties participating. I try to suppress any form of external negative reaction coming from other fellow classmates. I try to facilitate the procedure by assisting them in their participation or presentation

The responses of the teachers indicate that teachers emphasize creating a supportive environment and providing consistent encouragement to assist low-confidence students. Teachers highlight the importance of group work and peer interactions to facilitate a sense of parity and minimize anxiety (Teachers 01, 04 and 02). Encouragement is consistently mentioned, with teachers noting the necessity for positive reinforcement and personalized support (Teachers 03, 06). Teachers also highlight teaching presentation techniques and providing deliberate supervision to help students manage their fears and enhance their performance (Teacher 05). Additionally, operating peer reactions is seen as essential to maintain a positive atmosphere and ensure students feel secure and encouraged (Teacher 07).



### 3.3. Discussion

The analysis of students' questionnaire, teachers' interview, allowed us to make a summary about problems of students with low self-confidence of second year at English department in Biskra University faced. As well as, the students and teachers' opinions and attitudes towards the impact of self-confidence in oral presentation performance as an essential factor that leads student to engage in oral tasks effectively. Students' questioners have obtained students viewpoints about their confidence level and the main difficulties they have.

Research result show some of second year students have a positive attitude towards the importance of oral presentation as a learning activity, however, the results show that they have several difficulties in doing it. Teachers play a great role in motivating and supporting students to engage on oral presentation. In addition, oral presentation can give student the opportunity to speak freely and make mistakes to learn from these mistakes.

Concerning students' oral presentations difficulties, students of second year have many difficulties such as fear of making pronunciation or grammatical mistakes, poor in vocabulary and fear of public speaking teacher should give more support and feedback to overcome those difficulties.

On the other hand, teachers' interview acknowledge that our level of self-confidence leads us to well oral presentation performance and better engagement in oral classroom activities. Teachers' claims that students of second year faced many challenges when performed orally, oral presentation can be the best way to measure students' self-confidence level. However, we have observed that students of second year in addition to their self-confidence barriers (anxiety), they need to improve their

oral presentation skill use of body language (visual aids, body language, eyes contact).

Clearly, the study has given an answer to all the research questions and achieved its aims. The research tools have asserted the research hypothesis. First, self-confidence is very essential for students' English learning; this aspect can be workable to the students of other levels to assist them engage in oral activities. Second, a careful guidance and motivation from the teachers play a very important role in helping students to boost students' confidence and engagement. To conclude, it is essential to teach students how to do an oral presentation after teaching them how to listen and speak

### **Conclusion**

This chapter gathered more detailed data from both teachers' interview and students' questionnaire analysis by which we asserted our hypothesis. The outcomes have shown that self-confidence has a great impact on students' engagement in oral presentations. Furthermore, students with high self-confidence affect positively on their engagement on oral presentation tasks. However, students with low self-confidence their oral engagement and performance will not be good. In addition to the teachers' interview that all teachers have agreed upon the idea of unconfident students should have special care in which all factors must take into consideration besides to their roles which is very important in reinforcing students' confidence by using different strategies; oral presentation is one of them that help EFL learners to overcome their oral presentation problems and enjoy the learning process in general.

# **General conclusion**

### **General Conclusion**

The present study has explored the vital role that self-confidence plays in planning learners' engagement in oral presentations. Drawing upon theoretical frameworks, empirical data, the findings indicate that self-confidence is not only a supplementary psychological factor but a central component that significantly influences students' willingness and ability to actively engage in oral presentation tasks. Throughout the research, it has been consistently revealed that learners with higher levels of self-confidence tend to demonstrate greater passion, coherence, and dynamism when delivering oral presentations. They are more likely to begin speech, keep audience contact, use effective body language, and handle questions with self-command elements that commonly enhance the quality and efficacy of their presentations

In contrast, students with lower self-confidence often reveal signs of anxiety, hesitation, and disengagement, which inhibit verbal output, and a lack of interaction with the audience. These students continuously struggle with performance anxiety, fear, and negative self-efficacy, all of which reduce from their ability to communicate effectively. The data collected throughout this study has asserted that a deficit in self-confidence not only hinder students' oral performance but also impedes them from engaging in all presentation opportunities, thereby limiting their L2 learning development and communicative competence.

Moreover, the study emphasizes that self-confidence is not a stable sign but a dynamic one that can be nurtured and enhanced through supportive pedagogical practices. The learning environment, teacher support, peer support, and opportunities for multiple practices are all essential in helping learners achieve their self-confidence. Instructors who create a positive, non-threatening classroom atmosphere and who provide constructive feedback play a vital role in enhancing learners' self-

## **General Conclusion**

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perception and motivation. Training in presentation skills, stress management techniques, and gradually disclosure to speaking tasks can encourage students to overcome their fears and gradually become more confident and effective communicators.

In conclusion, self-confidence emerges as a critical indicator of learners' engagement in oral presentations. It significantly influences their willingness to participate, the quality of their speech, and their overall communicative competence. Improving students' self-confidence should therefore be a key role in language learning, particularly in contexts where oral proficiency is a central goal. By realizing the psychological dimensions of language learning and integrating strategies to facilitate confidence. Teachers can create more comprehensive, engagement, and successful learning experiences. The implications of this study treat for a holistic approach to language instruction one that addresses not only linguistic accuracy but also the affective factors that support learners' ability to express themselves confidently and effectively in oral presentations tasks.

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# Appendices

### AppendixA: Teachers Interview

#### Interview

The interview is a data collection tool "**Teachers' attitudes towards The impact of Self-confidence on Learners' Engagement in oral presentations**". The research work aims at the description and investigation of teachers' attitudes towards reinforcing self-confidence and the methods they use to push their learners' to engage in oral presentations effectively.

1. What signs do you look for to determine whether a student is confident or lacking confidence while presenting?

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2. In your experience, what are the common factors that influence students' selfconfidence in oral presentation tasks?

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3. What strategies do you use to help students build their confidence in listening and speaking tasks?

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4. How do you assess students' engagement during speaking and listening?

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5. What differences do you observe between students who are confident and those who are not, in terms of engagement?

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## Appendice

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6. What challenges do students with low confidence face in engaging actively in listening and speaking activities?

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7. How do you ensure that students with low self-confidence still feel supported and encouraged to participate in oral presentations?

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### Appendix B: Students' Questionnaire

#### The impact of Self-Confidence onLearner Engagement in Oral Presentation

This questionnaire is designed for second year English students to explore "The impact of Self-Confidence on Learner Engagement in Oral Presentation". The purpose is to examine how students' confidence levels influence their participation,interaction,and overall performance in listening and speaking activities. Please answer the questions honestly,as your input will contribute to a better understanding of this topic. Your responses will remain confidential and will only be used for academic research purposes.

---

*\* Indicatesrequired question*

#### Demographic informations

1. Gender:\*

*Mark only one oval.*

☐

Male

☐

Female

2. Age:\*

*Mark only one oval.*

☐

20\_22

☐

23\_25

☐

26\_28

☐

29 and more.

#### The effects of Self-Confidence on learners' speaking and listening performance

3. I believe I am capable of delivering an effective oral presentation. \*

*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | StronglyDisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | StronglyAgree    |

4. I feel confident in my ability to express my ideas clearly. \*

*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | StronglyDisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | StronglyAgree    |

5. I consider myself a good public speaker. \*

*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | StronglyDisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | StronglyAgree    |

6. I believe my pronunciation and vocabulary are suitable for presentations. \*

*Mark only one oval.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

7. I feel as competent as my peers when presenting in front of a group. \*

*Mark only one oval.*

- ☐ StronglyDisagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Stronglyagree

8. I feel nervous before giving an oral presentation. \*

*Mark only one oval.*

- ☐ StronglyDisagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ StronglyAgree

9. I tend to forget what I want to say due to anxiety. \*

*Mark only one oval.*

- |                       |                   |
|-----------------------|-------------------|
| <input type="radio"/> | Strongly disagree |
| <input type="radio"/> | Disagree          |
| <input type="radio"/> | Neutral           |
| <input type="radio"/> | Agree             |
| <input type="radio"/> | Strongly agree    |

10. My hands or voice tremble when I speak in front of an audience. \*

*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | StronglyDisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | Stronglyagree    |

11. I avoid eye contact with the audience because of nervousness. \*

*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | StronglyDisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | StronglyAgree    |

12. I feel overwhelmed when asked to present without prior preparation. \*



*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | Stronglydisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | Stronglyagree    |

13. I practice my presentation multiple times before delivering it. \*

*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | Stronglydisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | Stronglyagree    |

14. I feel more confident when I prepare well for a presentation. \*

*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | Stronglydisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | Stronglyagree    |

15. I organize my ideas clearly before speaking in front of an audience. \*

*Mark only one oval.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

16. I use strategies such as rehearsing with friends or recording myself to improve. \*

*Mark only one oval.*

- ☐ StronglyDisagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ StronglyAgree

17. I take time to anticipate possible questions and prepare answers in advance. \*

*Mark only one oval.*

- ☐ Stronglydisagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Stronglyagree

Learners' Engagement in Speaking and Listening activities.

## Appendice

---

18. I actively participate to give presentations in class. \*

*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | StronglyDisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | StronglyAgree    |

19. I enjoy engaging in oral activities during lessons. \*

*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | StronglyDisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | StronglyAgree    |

20. I prefer to participate rather than avoid speaking in front of others. \*

*Mark only one oval.*

- |                       |                  |
|-----------------------|------------------|
| <input type="radio"/> | StronglyDisagree |
| <input type="radio"/> | Disagree         |
| <input type="radio"/> | Neutral          |
| <input type="radio"/> | Agree            |
| <input type="radio"/> | Stronglyagree    |

21. I feel motivated to improve my speaking skills through presentations. \*

*Mark only one oval.*

## Appendice

---

- ☐ Stronglydisagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Stronglyagree

22. I see oral presentations as an opportunity rather than a challenge. \*

*Mark only one oval.*

- ☐ Stronglydisagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Stronglyagree

23. I can express my thoughts clearly without frequent pauses. \*

*Mark only one oval.*

- ☐ Stronglydisagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Stronglyagree

24. I find it easy to maintain a smooth flow of speech during presentations. \*

*Mark only one oval.*

- ☐ Stronglydisagree
- ☐
- ☐
- ☐
- ☐

## Appendice

---

Disagree

Neutral

Agree

StronglyAgree

25. I rarely struggle to find the right words when speaking in front of a class. \*

*Mark only one oval.*

☐

Stronglydisagree

☐

Disagree

☐

Neutral

☐

Agree

☐

Stronglyagree

26. I can complete a presentation without relying too much on notes. \*

*Mark only one oval.*

☐

Stronglydisagree

☐

Disagree

☐

Neutral

☐

Agree

☐

StronglyAgree

27. I feel confident responding to spontaneous questions during a presentation. \*

*Mark only one oval.*

## Appendice

---

- ☐ Stronglydisagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ StronglyAgree

28. I maintain eye contact with my audience while presenting. \*

*Mark only one oval.*

- ☐ Stronglydisagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ StronglyAgree

29. I stand with confidence and avoid slouching while presenting. \*

*Mark only one oval.*

- ☐ Stronglydisagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐

Stronglyagree

30. My facial expressions match the emotions I want to convey in my \*  
presentation.

*Mark only one oval.*

☐

Strongly Disagree

☐

Disagree

☐

Neutral

☐

Agree

☐

StronglyAgree

31. I move naturally instead of standing stiffly when presenting. \*

*Mark only one oval.*

☐

Strongly disagree

☐

Disagree

☐

Neutral

☐

Agree

☐

StronglyAgree