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The Importance of Self-confidence in Enhancing Students' Speaking Skill

Case study: First Year LMD Students at Mohammad Kheider University of
Biskra.

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree
in Science of Languages

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Dedication

Firstly, the greatest thank would be to Allah who gave me power and patience to complete my work.

I dedicate this modest work:

To the soul of my grandmother 'Soltani Zohra' and my grandfather 'Djehiche Rezki'

To my dearset and sympathetic father 'Djehiche Laid'

To my wonderful and thoughtful mother 'Raheb Saida'

To my beloved brothers: 'Bachir, Adel, Yacine, Mohammed, Noureddine, and Khalil'

To my sweetie sister 'Zohra'

To my gorgeous aunt 'Zahira' and her sweetie children 'Adel' and 'Noussiba'

To my lovely cousine 'Mouna Raheb'

To all the members of my family and my closest friends

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Abstract

This present research aims at examining the importance of self-confidence on enhancing students' speaking skill. In order to achieve this aim, this study works on the basis of the descriptive method for describing the relationship between two variables: self-confidence as the independent variable and its importance on enhancing the speaking skill as the dependent variable. This dissertation uses questionnaire for oral expression teachers and first year students of English as foreign language at Mohammed Kheider University of Biskra as a data collection tool. The obtained results from the questionnaires revealed that high level of self-confidence has serious effect in developing the students' speaking performance. Furthermore, the results showed that the teachers and the students are aware about the importance of self-confidence.

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General introduction

Students use language via speaking for serving many purposes and it helps their progress in the learning process. The spoken language has great importance in the field of teaching foreign language from many years ago. As Brown and Yule (1983) stated that the significance of the spoken language as a subject for teaching had a long history. But after the end of the Second World War, it had an important effect on foreign language teaching in general (p.02). Speaking is the ability to use a language (Oxford Learner's Pocket Dictionary, p.426). In fact, the main aim of many English as foreign language students is to master the speaking skill in order to succeed in communicating with language fluently, accurately, and effectively. Teachers also have great important role in helping students to develop their speaking skill.

Some affective factors have great impact on the development of the speaking skill such as self-confidence. Self-confidence is an affective factor which students need it for engaging and taking risks without hesitation. Furthermore, it considered as an essential quality which should be possessed by foreign language students. Confident students trust their abilities and they have specific goals in order to be achieved without worrying about the outcomes. Cole et al. (2007) declared that confidence and competence are important elements in speaking and listening (p.20). Thus, teachers must constantly be searching for effective ways in order to motivate students. Also, they must pay attention to the significance of self-confidence and help students to have positive believes about their abilities.

1. Statement of the problem

In the field of teaching and learning foreign language, the main objective is to master and to speak language fluently. Teachers should be aware that students need to use the language and practise it in the classroom since it is the place where students have the opprotunities to use the language. We observed that English as foreign language students face troubles when they speak even if they are fluent students; this may due to some psychological factors which

can affect their progress and achievement. Lack of self-confidence is one of the psychological factors which effect the students' achievement negatively and it reduces their performance in the oral language. So, what is the importance of self- confidence on enhancing students speaking skill?

2. Significance of the study

This research is an attempt to raise the awareness of the teachers and the students of English at Mohammed Khieder University of Biskra to the importance of self-confidence on enhancing students' speaking skill.

3. Aims of the study

This study aims at exploring the importance of self-confidence as a significant psychological factor on the students' speaking performance in the process of learning a forgein language. Also, it aims to make the teachers' and the students' pay attention about this importance and the teachers' role on helping students to have positive attitudes about their abilities for raising their level of achievement in the speaking skill.

4. Research questions

- 1) Can high level of self-confidence enhance the students' speaking skill?
- 2) To what extent are the oral expression teachers and first year students of English are aware about the importance of self-confidence on speaking skill development?

5. Research hypothesis

For answering the research questions, we hypothesise that:

- If first year students English as a foreign language have high level of self-confidence, their speaking skill will be enhanced.

- The more oral expression teachers and first year students of English are aware about the importance of self-confidence, the more they will try to develop it for better achievement.

6. Methodology

6.1. Research method

The suitable method to our research is the descriptive method because we want to see the extent of the importance of self-confidence in helping the first year students of English as a foreign language to enhance their speaking skill. So, we describe the importance of self-confidence on the speaking skill.

6.2. Tools of research

In this research, we will collect data via teachers' and students' questionnaire. For the teachers' questionnaire, we use it as a research tool in order to obtain different opinions of oral expression teachers' according to their experience and beliefs about the importance of self-confidence on enhancing students' speaking skill. Moreover, we use the students' questionnaire in order to collect information about the students' attitudes towards the importance of self-confidence on improving their speaking skill.

6.3. Sample of the research

The population of this study is the first year students of English in Mohammed Kheider university of Biskra who are around 789 students which are divided into 12 groups. Because we cannot work the whole population, we select one group randomly as a representative sample which consists of 54 students to answer the questionnaire. This population is chosen as case of study because first year students of English even if they studied English as module in the middle and high schools, they will face some difficulties especially the psychological

ones. For this reason, they need more care, help, and motivation from their teachers in order to be successful students.

7. The structure of the study

This research is divided into two parts; the theoretical part and the practical part. the theoretical part is divided into two chapters; the first chapter is an overview of the speaking skill. It provides some definitions of the speaking skill and description to its importance. Furthermore, it highlights the relationship between speaking and listening skill and the characteristics of good speaking fluency and accuracy. Besides this, it sheds the light on the types of speaking and some classroom speaking activities. Finally, it tackles the roles of the teacher in developing students' speaking skill and its importance.

The second chapter is general review of self-confidence. It discusses its definitions, its importance, and the characteristics of low and high self-confidence. Moreover, it highlights the interference between self-confidence and some concepts (motivation, autonomy, self-esteem, and self-efficacy). In final, it deals with some steps for building and developing students' self-confidence and some roles of the teachers for promoting self-confidence.

Finally, the practical part is the field work and data analysis. It provides the description, the administration, the analysis, and the discussion of both students' and teachers' questionnaire results.

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An Overview of the Speaking Skill

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Introduction

Language is the basis of the human communication used to exchange meanings between persons and even between generations; therefore it allows us to communicate with each other in a meaningful way. Teaching English as a foreign language is based on some principle skills, receptive skills which include listening and reading and productive skills that involve writing and speaking. Since speaking is considered as an important skill by education systems. Thus, English as a foreign language student are obliged to master speaking skill in order to communicate their ideas easily, effectively, and confidently.

This chapter is an attempt for tackling many points; it will be a general overview on the speaking skill. First of all, we will suggest some definitions to speaking in order to make it more understandable. Then, we will deal with the importance of speaking and we will describe the relationship between speaking and listening. Also, it will speak about fluency and accuracy in speaking. Later on, we will deal with the types of speaking and we will describe some classroom speaking activities by mentioning the importance of each activity. Finally, we will deal with the roles of the teacher and the assessment of speaking skill.

1.1. Definitions of Speaking Skill

In general, speaking is a productive skill which means the ability to use language in order to communicate effectively with others. According to Cole et al. (2007), “*Speaking is essential a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said*” (p.12). This means that, speaking is an important process of interacting between English as a Foreign Language students for explaining, interrupting for clarification, or giving opinions and new ideas. So, speaking serves many things which can help the process of learning to be enhanced.

There are many scholars defined speaking from different angles. For instance, Thornbury defined speaking as a part of our daily life that we take it for granted. In other words, spoken language that the average person produces is tens of thousands of words a day. (2005, p. 1). Furthermore, Hedge (2000) reported that “*a skill by which they [people] are judged while first impressions are being formed*” (p.261).

1.2. The Importance of Speaking Skill

Many researchers gave the speaking skill priority in their researches because of its important role in the process of teaching and learning foreign language. As Ur (1991) declares that, “*of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing*” (p.120). So, speaking is very important skill which helps students to use and to transmit knowledge in effective way. In addition, Richards (2012, p.21) summed up that

In sum, the development of good speaking skills is no longer a bonus for language learners, but an essential aspect of their language-proficiency development because it has a direct impact on the personal and professional success of many of them.

It means that in order to develop students’ language-proficiency, it is an important aspect to develop their speaking skill because they have great effect on their success in learning the foreign language.

Also, in the context of the importance of speaking skill, Carter and McCarthy (1997) stated that “*During the past ten to fifteen years there has been an explosion of interest in the analysis of extended stretches of spoken and written language, and increasing reference to and use of real language in English language teaching materials*”(p.7). Thus, English as a foreign language students must master speaking skill in order to communicate their ideas easily, effectively, and confidently.

1.3. The relationship between Speaking and Listening

For being proficient English as foreign language student, this needs having combination of the four language skills (listening, speaking, reading, and writing). Speaking rarely works in isolation, it needs the other skills to complete it. In this sense, listening in particular is related to speaking as pointed out by White (1998), “*Listening is also closely connected with speaking*” (p.13).

Furthermore, Thornbury (2005, p.118) mentioned that speaking cannot exist in isolation of other language skills because of a very few speech events in the real world exist independently from other skills. And, of course, speaking always assumes a listener since listening deals with the listener’s ability of understanding the speaker’s speech meaning. Therefore, speaking requires to be practiced in relation with the listening skill since a speaker needs a listener to comprehend his meaning. In addition to this, Field (2008) also reported that, “ ... *it is listening which is arguably the more important since it is listening which enriches the learner's spoken competence with new syntactic, lexical, phonological and pragmatic information* ” (p.05). So, besides speaking, English as a foreign language students need listening for having more new information which can help their progress in learning language.

Listening and speaking are interrelated skills as Brown (2004) argued that “*from a pragmatic view of language performance, listening and speaking are almost always closely interrelated*” (p.140). Thus, teachers should be aware and they should raise the students’ attention about this strong connection between them.

1.4. Fluency and accuracy in speaking

Speaking fluently is the most difficult challenge in learning a language. Fluency is the ability to speak language and communicating ideas easily and well without hesitation and making pauses. As Hedge (2000) claimed that “*fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation*” (p.261).

Richards and Schmidt (2010) declare that “*the features which give speech the qualities of being natural and normal*” (p.222). This is meant that fluency is appearing natural and normal when speaking because those are the indicators of the fluent speaker.

Accuracy is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. Richards and Schmidt (2010) argued that “*...accuracy, which refers to the ability to produce grammatically correct sentences*” (p.223). Scrivener (2005) likens fluency and accuracy to switch inside the head of the speaker working mainly on fluency and working mainly on accuracy. This switch changes its setting according to stages and the type of activities.

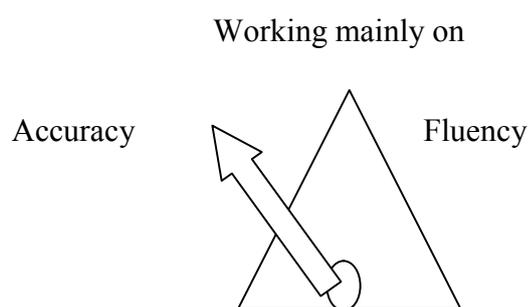


Figure 1.1 Accuracy/fluency switch (Scrivener, 2005, p.160)

1.5. Types of Speaking

Like the other skills, speaking has many different types. Brown (2004) has stated five types of speaking according to speaker's intentions which are: imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

1.5.1. Imitative Speaking

Imitative speaking is the ability of parroting back or repeating a word, or phrase, or a sentence which others said it. This repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible (Brown, 2004, p.141).

1.5.2. Intensive Speaking

Secondly, intensive speaking is the productive of short stretches of oral language which demonstrated competence in narrow band of grammatical, phrasal, lexical, or phonological relationships such as intonation, stress, and rhythm. In this type of speaking, the speaker must be aware of semantic properties in order to be able to respond. Also, it includes assessment tasks as reading aloud, sentence and dialogue completion, simple sequences and so on (Brown, 2004, p.141).

1.5.3. Responsive Speaking

This type of speaking includes interaction but at limited level such as short conversations, standard greetings, small talk, and the like; in order to preserve authenticity with only one or two follow-up. Like this short conversation which was shown by Brown (2004, p.141):

A. Jeff: Hey, Setf, how's it going?

B. Setf: Not bad, and yourself?

A. Jeff: I'm good.

B. Setf: cool, okay, gotta go.

1.5.4. Interactive Speaking

Interactive speaking and responsive speaking are differs in length and complexity of interaction. This type of speaking requires two forms of languages; transactional language for the purpose of exchanging specific information, and interpersonal language for the purpose of maintaining social relationships. In the interpersonal language, oral production can become more complex with the use of casual register and colloquial language, ellipsis, slang and so on (Brown, 2004, p.142).

1.5.5. Extensive Speaking

The final type of speaking is extensive speaking or monologue which includes speeches, oral presentation, and story-telling. But in this type, language style is more deliberative and formal for extensive tasks, because we cannot rule out certain informal monologues such as casually delivered tasks (Brown, 2004, p. 142).

1.6. Classroom speaking activities

Classroom activities are very important because they can help the process of teaching and learning to be progressed. As Scrivener (2005) pointed out, “*A key teaching skill is to successfully prepare, set up and run a single classroom activity or task*” (p.41). Also, Thornbury (2005) said that “*---- classroom speaking activities that involve minimal assistance, where learners can take risks and boost their confidence, provide an important launch pad for subsequent real world language use*” (p.90). So, classroom speaking activities provide opportunities to the students to practice real world language. Then, students can take risks easily and boost their confidence.

In fact, there are many classroom speaking activities which oral expression teachers' can rely on and use them for enhancing the students' speaking skill. We will highlight just the most widely-used activities.

1.6.1. Acting from a Script

As pointed out by Harmer (2001, p.271), acting from a script is a classroom speaking activity which involves students to act out scenes from plays, or from their coursebooks, or often from their written. This activity involves students to come out to the front of the class. Teachers should pay attention when using this activity to some directions for getting effective results:

- Should not choose the shyest students to perform first.
- Create a kind of supportive atmosphere in the classroom.
- Give students enough time for practising their dialogues before asking them to perform.
- Drawing attention to appropriate stress, intonation, and speed.
- Ensuring that acting out is both learning and a language producing activity.

1.6.2. Information Gap Activities

Information gap activities are speaking activities where two speakers have different parts of information making up a whole. There are many information gap activities; the popular one is called 'Describe and Draw'. In this activity one student has a picture which he or she must not show it to his or her partner. So, the one with the picture will give instructions and descriptions in order to his or her partner draw the picture and to ask questions. Describe and Draw activity is an ideal speaking activity because it is highly motivating and it allows using language for the purpose of communication (Harmer, 1998, p.88).

Also Lindsay and knight (2006, 65- 66) pointed out some types of the information gap activities as:

- Describe and draw activity in which a learner has a picture and has to describe it to partner, who draws the picture.
- Describe and arrange: according to instructions from a partner, learners have to arrange objects.
- Describe and identify: in which learners have to identify which picture from a series of pictures is being described by their partner.
- Find the differences: in pairs each learner has a similar picture but with some differences. They have to describe their pictures to each other in order to find the differences.
- Asking information: in this type one learner has information and the others need to ask their partner for the necessary information such as, asking about times of planes, trains, buses (ibid).

1.6.3 Discussion

Discussion is one of the most important activities which can help to enhance the students' speaking skill. It is an approach to teaching which involves conversation between groups of students or the whole class about subject matter. As Richards and Schmidt (2010) defined it "*an approach to teaching which consists of a goal-focused group conversation involving either groups of students or the whole class, and which usually involves interaction about subject matter between a teacher and students*" (p.177). According to Thoronbury (2005, p.102), discussion is very beneficial activity of speaking especially when it arises spontaneously, either because of something personal to a student, or because a topic or a text

in the course book. In this case, teachers should know how to take advantage of the students' concerns.

Also, Scrivener (2005, p. 150- 151) gave to the teachers some keys in order to get a good discussion. Those keys are:

a- Frame the discussion well: in this key teachers should find ways to lead in at the beginning and ways to close at the end before starting the discussion such as giving a picture or a text that everyone reads which it can naturally lead into the topic.

b- Preparation time: teachers should give enough time to the students before the speaking activity in order to think about their thoughts, look up for vocabulary in their dictionaries, and make a note and so on.

c- Don't interrupt the flow: it is an important key to avoid classroom management techniques which can interrupt the natural flow of discussion. So, teachers should try alternatives such as noticing those small movements that suggest someone who wants to speak then ask him to speak either by a gesture or by saying, for example, Dasha, what do you think?

d- Specific problems are more productive than general issues: teachers should set specific topics to discuss because this is often more challenging, more interesting, and more realistic than general topics. For example, pollution is general topic, it should be narrowed to specific topic: how to minimise the risk of pollution in future.

e- Role cards: giving students brief role cards in order to help them in discussion.

f- Buzz groups: in only few minutes and in small groups, teachers ask students to discuss a topic. This activity can give students a chance to think of ideas and it gives more energy to students and discussion. Thus, when students asked to discuss it in front of the whole class, they will discuss it with confidence.

g- Break the rules: teachers can change all the rules that are mentioned above according to the nature of the subject, the students, or according to his/ her creativity-----etc.

Richards and Schmidt (2010, p.178) pointed out four common types of discussion procedures are used, which differ according to the degree of teacher control:

a. Recitation: it is highly structured discussion in which is directed by the teacher to check if the students have learned certain facts.

b. Guided discussion: it is less structured discussion in which the teacher seeks to promote understanding of important concepts.

c. Reflective discussion: it is the least structured form of discussion in which students engage in critical and creative thinking, solve problems, explore issues, etc.

d. Small group discussion: the class is divided into small groups with students assuming responsibility for the discussion.

1.6.4. Role-Play and Simulation

Role-play is learning activity in which students act according to imaginative situations. Richards and Schmidt (2010) pointed out that “*in language teaching drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation*” (p.501). Moreno (1953) defined the term as “*playing a role, by choice, in a chosen setting for the purpose of exploring, experimenting, developing, and training*” (as cited in Salmon and Freedman, 2002, p.57). So, role-play allows students to explore, experiment, develop, and train new things. Moreover, Sharp (2005) added that “*Drama and role-play are brilliant tools for learning and they fit quite easily into literacy and other subjects across the curriculum*” (p.30). Harmer (1998) also argued that, “*role-play is more than just play-acting: it offers chances for rehearsal and*

engagement that some other activities fail to give” (p.94). This means that role play activities develop students’ skills and make them confident, creative and resourceful. So, teachers should be aware about the important role that these activities can play in the development of students’ speaking skill. Many teachers rely on role-play and simulation because they are the well-known activities for developing students’ speaking skill. Harmer (1998) pointed out that, “*role-play activities are those where students are asked to imagine that they are in different situations and act accordingly*” (p.92). In role-play, usually students are given some information about a role printed on cards called ‘role cards’. Then, students take time for preparation and they meet with each other in order to act out small scenes by using their own ideas and the role cards information (Scrivener, 2005, p.155).

From the researchers who defined simulation, we found Scrivener (2005) suggested that “*simulation is really a large-scale role-play*” (p.159). Richards and Schmidt (2010, p.530) argued that

In simulation activities, learners are given roles in a situation, tasks, or a problem to be solved, and are given instructions to follow. The participants then make decisions and proposals. Consequences are “simulated” on the basis of decisions the participants take. They later discuss their actions, feelings, and what happened.

Thus, simulation is the act of creating conditions that exist in real life for training and achieving specific learning purposes. According to Ken Jones (1982) (as cited in Harmer, 2001, p.274), simulation must have the following characteristics:

- Reality of function: students must imagine themselves as real participants in the situation.
- A simulated environment: such as imagining that the classroom as airport checks-in area according to the situation.

- Structure: students should know everything about the structure of the activity to carry it the simulation effectively.

1.7. The roles of the teacher

Effective teachers play a number of different roles in the classroom in order to help the students' progress and to make their students successful. In order to make students speaking fluently, teachers need to play three important roles in particular, as Harmer (2001, p.275-276) suggested:

- Prompter: in the classroom situation, when student start to speak sometimes get lost or forget what he/she want to say; the teacher should offer suggestions in order to make the activity progress without disrupting the discussion.

- Participant: the teacher can participate in discussion or role-play with students for introducing new information to help the activity, and generally to maintain creative atmosphere and student engagement.

- Feedback provider: in speaking activities, teachers give feedback to the content of the activity as well as the language used. Also, it is vital to allow students assess what they have done.

1.8. Assessment of Speaking Skill

Kyriacou (2007) said that “*assessment is any activity used to appraise pupils' performance*” (p.105), and he added that “*the regular assessment of pupils' progress is part and parcel of teaching and learning in the classroom*” (ibid). According to what Kyriacou said assessment is part of teaching and learning in the classroom which used for making judgements about the students' performance. Griffin (2009, p.205) defines assessment as

A process of gathering, interpreting and using information about learning. The process of gathering can take many forms, from tests to performances or work samples. The interpretation usually involves some form of measurement or coding and their use leads to decisions about teaching and learning.

Generally, assessment is process of gathering information about students' performance and it can be in many forms like tests. Then, teachers interpret the results and based on them they give students' grades.

Teachers are responsible for helping their learning objectives because assessment is determination whether students achieve their objectives or not. As Cunningham (1998) said that *“teachers are responsible for helping students achieve the instructional objectives designated for their classes. The purpose of assessment is to determine whether students have achieved these objectives”* (p.45). In addition, Rost (2002) argued that *“----- assessment is particularly important because receiving adequate feedback is essential for increasing the learner's confidence and for designing instruction that addresses learners' apparent weaknesses – or the weaknesses in the curriculum”* (p.204). So, assessment is very important for enhancing the level of students and curriculum and for raising the students' confidence.

Luoma (2004) pointed out that *“from a testing perspective, speaking is special because of its interactive nature. It is often tested in live interaction”* (p.170). Thus, speaking can be assessed in through interaction. Also Thornbury (2005), in his book **How to Teach Speaking**, claimed that assessment can take place at the beginning and at the end of the most language courses, or even during the course itself. At placement, assessment of speaking skill can be done by using interview which includes different oral tasks; this placement test provides the basis for assessing speaking skill whether it aims at testing progress during the course or achievement at the end of that course. Unlike the test of speaking, a written test of grammar is relatively easy and time efficient. But in the other hand, test of speaking is difficult and it

requires a long duration of time because teacher has to interview each student individually; in fact, this may cause disruption (p. 124-125).

As Underhill (1987) declared that “*---- a teacher assessment will be based on fifty or a hundred hours' exposure to the learners' language, in a variety of activities and situations*” (p.27). It means that teachers need to observe constantly the students' use of language in different activities and situations.

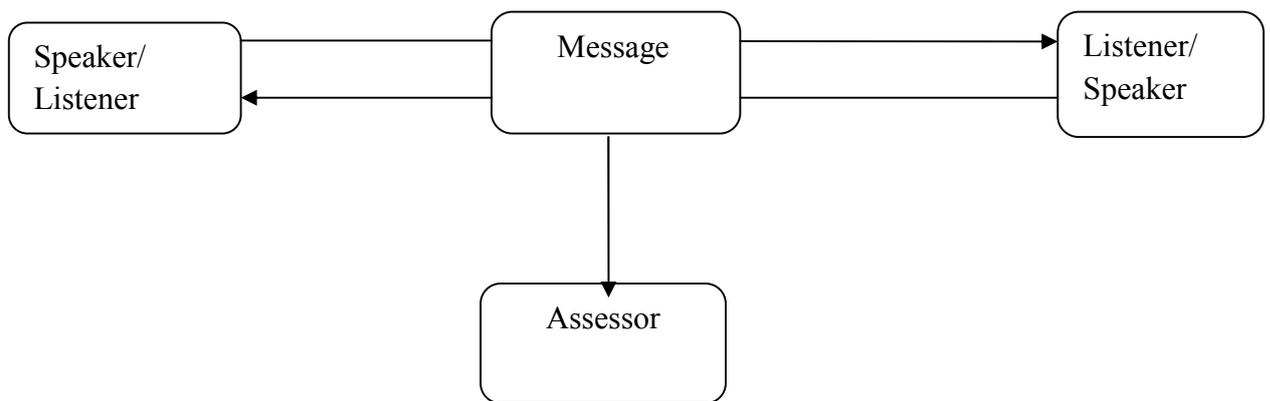


Figure 1.2 The relationship between interlocutors and the assessor (Underhill, 1987, p.02).

The above figure demonstrates that the teachers may use an interview or dialogue between two students. When the two students are performing the interview or the dialogue, the teacher observes their speaking performance in order to assess and give them grades. Also concerning this point, Underhill (1987) added that “*a person who speaks and a person who listen, in an oral test we need somebody to assess that speech*” (p.51).

Conclusion

Finally, as productive skill, speaking becomes a demanding task in the learning of foreign language. So, in addition to other skills, speaking should be one of the basic curriculum designs of foreign language learning and teaching. We have tried through this chapter to highlight some basic elements concerning the speaking skill. Moreover, this chapter emphasizes on the types and the activities of speaking which can help the students to be confident speakers of foreign language without forgetting the roles of the teachers in the learning process.

Chapter Two:

General Review of Self-confidence

Chapter two: General Review of self-confidence

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Introduction

In the process of learning and teaching English as a foreign language, teachers should pay attention that students have different personalities which can be affected by some affective factors. Self-confidence is one of the affective factors which have a noticeable impact on the progress of students' learning. In the classroom, there are students with high self-confidence and others with low self-confidence. This latter can cause to the students difficulties in the process of acquiring the foreign language. So, both teachers and students should be aware about the importance of self-confidence in improving students' learning.

This chapter will be a general overview about the issue of self-confidence. Firstly, it suggests some definitions to self-confidence and it tackles its importance on the process of teaching and learning foreign language. Besides this, it deals with the characteristics of low and high self-confidence students and mentioning some points that can help in building and developing self-confidence. Moreover, it will provide description to the interference between self-confidence and some concepts (motivation, autonomy, self-esteem, and self-efficacy), and it will suggest some steps which can help students to build and develop their self-confidence. Finally, it will mention the role of the teacher in developing students' self-confidence.

2.1. Definitions of self-confidence

Generally, self-confidence is someone's feeling of trusting and believing in his/her abilities to do things in successful way. Murray (2006) argued that, "*Confidence is defined in my dictionary as 'firm trust'. If you are confident about something, you don't worry about its outcome, you just take it for granted that it will go well*" (p.53). This means that self-confidence is the trust that something will go well and successfully. In the same context, Adalikwu (2012) proposed another definition, "*Self - confidence can be summed up as the*

belief that a person has in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past” (pp. 5-6). So, when students are self-confident about their abilities regardless to their past experiences, they will succeed in their learning.

Concerning this point of defining self-confidence Lawrence (2001) also mentioned another definition, “*----- confidence, which is basically a set of beliefs about your talents and capabilities*” (p.18). Thus, self-confident students are successful in their learning because they believe about their abilities and never give up. In this context, Burton and Plattes (2006) argued that “*confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others*” (p.10). Sokol and Fox added that “*confidence means believing in yourself and your skills. You are a capable and desirable person*” (p.169). So, self-confidence is a person’s belief in her/his self and skill and he/she capable and desirable.

2.2. The importance of self-confidence

Self-confidence is a major issue in the field of learning a foreign language. Successful students often have the quality of high self-confidence. As Cole et al. (2007) argued, “*confidence was as important as competence in speaking and listening*” (p.20). Also, Dr. Abdallah and Dr. Ahmed (2015) pointed out that based on the previous studies which conducted concerning the impact of self-confidence on EFL learning showed that there is an important relationship between self-confidence and success in EFL learning, especially success in oral communication and academic performance (p.1095). In addition to this, Kakepoto (2012) said “*Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively*” (p.71). So, confidence is basic part which can help students to speak and communicate their ideas effectively. Students should be aware about the importance of self-confidence because it has

great impact on their learning process in particular, and in everything they do in general. As Preston (2001) said, “*confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in every thing you do*” (p.7).

Furthermore, Azmandian (2010) stated, “*self-confidence is a major first stop along the path of successful life*” (p.80). Self-confidence is considered as main part and the secret of successful life. Dornyei (2001) asserted, “*you can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to ‘bloom’ as learners*” (p.87). So, teachers should focus more on developing students’ self-confidence because it is very important.

2.3. The characteristics of students with low and high self-confidence

In his book, **Building Self-Confidence with Encouraging Words**, Wright (2009, p.24) pointed out some characteristics of students with low self-confidence which are:

- a. They are fearful of change: they are worried and fear about what can happen in the future ‘what if’. They have negative attitudes about their abilities and they tend to be re-active rather than pro-active.
- b. They are pessimistic and tend to see the glass as half empty: they consider that the others are responsible for what happen to them. They did not try to make any effort or to be active persons and they always have belief that bad things will happen.
- c. They have difficulty communicating what they really want from life: they have no obvious idea about their aims or objectives in life. Generally, they just think about generalities such as: to be rich, thin, beautiful and so on. For them, everything is difficult and they can not reach it.

d. They want to please others more than be true to themselves: they like to make others happy and satisfied more than to try discovering their potential and to change their attitudes.

e. They are insecure and are drawn to others who also see themselves as victims: they have destructive beliefs and never try to be successful in their life and learning. They easily give up when they face problems.

In the same context, Wright (2009, p.26) mentioned other characteristics of students with high self-confidence:

a. They are ambitious: they did not see life just existence or survival, they have strong desire to be successful and achieve their goals.

b. They are goal oriented: they set goals for themselves and try to obtain them. They always want to have the best result or level ever achieved.

c. They are visionary: they have positive attitudes about their abilities, optimistic about the future, never give up, and they keep a picture of what success will be like.

d. They have learned to communicate: they know well how to behave intelligently (how to ask, how to heed advice and so on). They want to be effective and they listen more than they speak.

e. They are loving and kind: because of they have a good inner self-image, high self-confident students tend to form nourishing relationships with others instead of toxic ones.

f. They are attractive and open to others: self-confident students have attractive and beautiful spirit. They vibrate their confidence in a way that attracts good things and good people to them.

Indeed, students who have high self-confidence are more successful than others with low self-confidence. It is the responsibility of the teacher to help students who are low self-confident to overcome their problems in order to they become effective and successful students. As Juhana (2012) (as cited in Dr. Abdallah and Dr. Ahmed, 2015, p.1095) suggested solution for lack of self-confidence which affect negatively on EFL learning by stating that

The possible solution to overcome those psychological factors, most students believed that motivating them to be more confident to speak English is worth considering. This finding suggests that the teachers should be more aware of their students' hindrance to speak in English class.

2.4. The interference between self-confidence and some concepts

2.4.1. Motivation

Motivation is considered as an important issue in the process of learning language. As Dornyei (2001) argued that “*motivation is one of the key issues in language learning*” (p.1). Also, Dornyei and Ushiod (2011) pointed out that “*the word motivation derives from the latin verb movere meaning ‘to move’*” (p.3). Moreover, Blerkom (2009) pointed out that “*Motivation can be described as something that energizes, directs, and sustains behavior toward a particular goal*” (p.17). This means that motivation is the power and the support to do something in order to achieve specific goal. Besides this, Goldsmith (2010) define that “*motivation is what propels us to the next level of life*” (p.149). Furthermore, Meahr and Meyer (1997) suggested another definition “*motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior*” (as cited in Brophy, 2004, p.3). Harmer (2001) added another definition “*motivation is some kind of internal drive which pushes someone to do things in order to achieve something*” (p.51). Barry Corbin, author of Unleashing the Potential of the

Teenage Brain (2008), describes motivation as an emotional reaction in which the learner sees a benefit, reward, or the potential for a positive reward in a task (as cited in Kirby and McDonald, 2009, p.5).

There are two types of motivation; the first one is the extrinsic motivation which is caused by outside factors, such as, the need to pass an exam, the hope of financial reward, or the possibility of future travel (Harmer, 2001, p.51). Richards and Schmidt (2010) claimed that “.... *Extrinsic motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments*” (p.378). Extrinsic motivation is performed instrumentally to achieve some separable consequence, initially, extrinsically motivated behaviours would not occur spontaneously and they would have to be done by a request or by promised consequence (Kernis, 1995). The second type of motivation is the intrinsic motivation which it comes from within inside the individual who might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better (Harmer, 2001, p.51). Brophy (2004) said “*Intrinsic motivation refers primarily to affective experience – enjoyment of the processes involved in engaging in an activity*” (p.15). When students are motivated intrinsically, they will enjoy learning. Also, Richards and Schmidt (2010) claimed about it that “*intrinsic motivation, enjoyment of language learning itself*” (p.378). Moreover, Kernis (1995) pointed out that “*they are the behaviors that people perform interestedly when they are free from demands, constraints, or homeostatic urgencies*” (p.37). The intrinsic motivation is considered as the powerful form of motivation. As Goldsmith (2010) claimed that “*the most powerful form of motivation is the type that comes from within us*” (p.149).

Pintrich (1994) claimed student motivation in the college classroom involves three interactive components which have great impact on student’s motivation. The first component is the personal and sociocultural factors (student individual characteristics), the second is the

classroom environment factors (instructional experiences), and the third component is internal factors (student's beliefs and perceptions) (as cited in Dembo, 2004, pp.53-54).

Motivation has strong relationship with self-confidence. When students are highly motivated to learn, their self-confidence automatically increased. Burton and Plattes (2006) mentioned that *“if you can increase your motivation, you automatically increase your confidence”* (p.51).

2.4.2. Autonomy

Autonomy is the ability to act independently without being controlled by anyone else. Holec (1981) describes autonomy as *“the ability to take charge of one's own learning”* (as cited in Palfreyman and Smith, 2003, p.1). Thornbury (2005) stated that *“autonomy is the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated”* (p.90). In other words, autonomy is the student's power of controlling and regulating his/her learning. Autonomous students are able to make judgments about their goals in learning. Moreover, Richards and Schmidt (2010) pointed out that *“in language learning, the ability to take charge of one's own learning and to be responsible for decisions concerning te goals, learning processes, and implementation of one's language learning needs”* (p.44). Furthermore, autonomy helps learners to control themselves, which indicate that they have sufficient abilities which in turn help them in their performance.

Students with high self-confidence will be more autonomous in the classroom. They produce the foreign language in a confident way. Dembo (2000) stated *“Successful learners use specific beliefs and processes to motivate and control their own behavior”* (p.25). Thornbury (2005) said that *“the self-confidence gained in achieving a degree of autonomy, however fleeting, can be a powerful incentive for taking further risks in this direction”*

(p.90). Thus, autonomy is essential for each student success and for better achievement in oral performance because autonomy maintain self-confidence.

2.4.3. Self-esteem

Self-esteem is considered as an essential affective factor in the learning process, which it can have a great influence on their academic achievement. Self-esteem is the feeling of being happy with your own character and abilities. Richards and Schmidt (2010) defined self-esteem as “*a person’s judgement of their own worth or value, based on a feeling of ‘efficacy’, a sense of interacting effectively with one’s own environment*” (p.517). Also, Lawrence (2006) stated that “*self-esteem is an attitude towards oneself*” (p.67). Moreover, Wong (2009) said that “*self-esteem is the perception you have of yourself as a human being*” (p.134). So, both Lawrence and Wong define Self-esteem as the person’s way of thinking about his/her character and qualities.

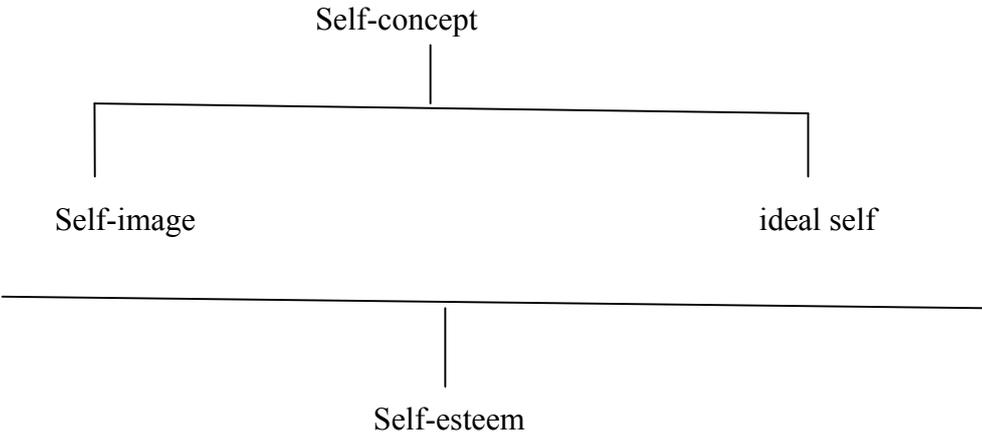


Figure 2.1 Self-esteem as an umbrella term (Lawrence, 2006, p.3)

Lawrence (2006) described self-esteem as an umbrella term. Self-image is known as how students see themselves. When students are aware of their self-image, they will start to think how to possess ideal self. On the other hand, self-esteem is something include both of them, it

is how students see themselves and how they desire to be. As Lawrence (2006) viewed that *“self-esteem is the individual's evaluation of the discrepancy between self-image and ideal self”* (p.5).

In short, self-esteem and self-confidence completed each other because when student is self-confident, this means that he/she has high level of self-esteem. As Azmandian (2010) pointed out that *“your entire character is shaped by your self-esteem, which is a prerequisite for self-confidence. Self-confidence is the manifestation and expression of self-esteem to the outside world”* (p.79). Furthermore, Dornyei (2001) argued that *“self-esteem and self-confidence are like the foundation of a building: if they not secure enough, even the best technology will be insufficient to build solid walls over them”* (p.87). Self-confidence and self-esteem are two terms used interchangeably. As Lland (2013) mentioned that *“Perhaps the word that is most commonly interchanged with self-confidence is self-esteem”* (p.12). Lland (2013) also compared *“To simply put it, self-esteem is your view about you or your internal rating of yourself. On the other hand, confidence is how much faith you have on yourself and the degree which you trust yourself”* (p.13). Self-esteem is the students' evaluation of themselves. However, Self-confidence is the students' belief in their own abilities.

2.4.4 Self-efficacy

Richards and Schmidt (2010) defined self-efficacy as *“a person's belief in their own capabilities and their ability to attain specific goals”* (p.517). Also, Adalikwu (2012) suggested another definition, *“self-efficacy is an individual's evaluation of their own ability to be successful in attaining as specific goal”* (p.7). Thus, it is the evaluation of person's ability in achieving particular goals successfully. Bandura (1995) stated that *“self-efficacy is a context-related judgment of personal ability to organize and execute a course of action to*

attain designated levels of performance” (p.218). Students with a high sense of efficacy for accomplishing an educational task will participate more readily, work harder, and persist longer when they encounter difficulties than those who doubt their capabilities (Bandura, 1995). Blerkom (2009) argued that this belief in your ability to successfully complete a task is often described as self-efficacy.

Self-confidence is a broad term which involves the students' believe in their abilities in all the tasks whereas self-efficacy is a part of it. Lland (2013) pointed out that self-confidence generally includes a lot of qualities which can be described in two words belief and faith while self-efficacy is just one part of it. In fact, each student can set various purposes, but how to achieve them is complex for them. Self-efficacy helps students to be more flexible and know how to achieve those purposes. So, developing students' self-efficacy will enhance their self-confidence as well.

2.5. Steps for building and developing students' self-confidence

Many researchers tried to find strategies and ways in order to build and develop self-confidence, like Carnegie (1956, p.15) who summed up four main points to develop self-confidence:

- a. Start with a strong and persistent desire. Students should train themselves on having a strong and continuing desire because their progress will depend on it.
- b. Preparing. Students should prepare what are going to say or to do before.
- c. Act confident and control your fear.
- d. Practice. It is an important thing to practice because lack of practice will cause lack of confidence.

Furthermore, Preston (2001, p.14) pointed out that in order to build confidence, it should be developed self-awareness first. Students should know the negative sides on his / her personality in order to be changed and what make him /her feeling less confident. Then, they apply the **ITIA Formula**© (pronounced eye-tea-ah):

- a. Assert your intention to be confident: promise yourself that you are going to change and to be confident.
- b. Change your thinking: it should be changed the passive attitudes and beliefs.
- c. Use your imagination: imagine that you are confident student.
- d. Act as if you are already confident: when you speak and behave in confident way, you will become confident.

According to Scrivener (2012) the teacher gradually will get to know his/her class, and then he/she will tend to notice the students that do not speak much during the class, then Scrivener stated “*it is worth taking some time to support them and boost their confidence*” (p.181).

Scrivener (2012) also mentioned some techniques of building confidence in individual students which are:

- Nominate widely in class: teachers should treat students equally in the classroom. Also, they should evaluate them in a positive way and encourage them even if when their answers are false.
- Use ‘choral-answer’ question: it is helpful way to ask some questions in which all the students answer as a whole. The important thing here is every student has the opportunity to participate and to speak.

- Ask open questions to stronger students and closed questions to weaker ones: teachers should vary their questions by asking open questions which need explanations to stronger students, and asking closed questions which need less explanation to weaker students. By this way, teachers can develop and boost their students' confidence.
- Allow private turns: it is good way for building confidence when teachers ask questions to the students and letting them take private turns.
- Tutorials: teachers should make some short tutorial discussion with students during the class for asking them about their problems and feelings when speaking and they try to find solutions in positive and couraging way.
- Chat after class: teachers should try to devote a short time for chatting with students after class.

2.6. The role of the teacher in developing students' self-confidence

The teacher has a noticeable role in the development of the students' learning process. From the responsibilities of the teacher is maintaining positive climate in the classroom and good relationship with students. Furthermore, the teacher should be aware that from the most important feature in improving the quality of education is to fostering students' slf-esteem, self-confidence, and self-respect (Kyriacou, 2007.p.76). Teachers have many roles in developing students' self-confidence.

2.6.1. Teaching students with care

Caring is the act of brining out the best in students through affirmation and encouragement (stronge, 2007, p.23). Effective teachers care about their students because caring has great effectiveness on the students' self-confidence. Thus, teachers should show to the students that they are caring about their learning and progress. In the same context, Stronge (2007) mentioned that the good teachers practice focused and sympathetic listening to show students

that they care about not only what happens in the classroom but about students' lives in general (p.23). Moreover, Stronge (2007) added other points which are understanding the concerns and the questions and knowing students formally and informally (p.24).

The sense of caring is one of the most important characteristics of effective teachers; those who care not only about developing their teaching practices and competence but also in how effectively they help their students to learn. As Hindman, Grant and Strong (2010) argued that "*caring is an intangible characteristic which manifest itself in tangible ways, often through interaction among people*" (p. 18). Effective teachers demonstrate a deep sense of caring about the content, learner's needs and the school affairs as well. According to Strong, Tucker, and Hindman (2004) "*Caring is an important attribute of effective teachers, and students must be able to hear, see and feel that caring in their daily contact with teachers*" (p.33). Another view regarding how effectively teacher care about their students is given by Strong (2007, p.100) who says that

The effective teachers seek to understand the challenges facing their students by inquiring as to their well being –either that caring is evidenced in a simple phone call home when a child has missed a few days or a congratulatory note when a child has made an accomplishment.

Caring plays a central role in raising learners' confidence, and performance in the learning tasks. So, it is very important point to care about the students because this caring will help their self-confidence to be developed. Caring is kind of encouraging students to be more confident and effective.

2.6.2. Treats students with fairness and respect

Teachers should show rapport and credibility to students by emphasizing, modeling, and practicing fairness and respect. Also, students expect teachers to treat them equitably-when

they behave as well as then they misbehave and to avoid demonstrations of favoritism (Stronge, 2007, p.25).

Cole et al (2007) argued that it is the right of the students to be respected by the teacher because respect is an indicate of caring. If the teacher does not show respect, the students will understand that the teacher did not value them or their views and this can affect negatively the students' progress (p.33).

It is the duty of the teachers to treat students with fair, respect, and equal. As Kyriacou (2007) claims the competent teachers care about the progress of the students by planning and conducting effective lessons and carrying out various tasks. Also, Scrivener (2012) stated that *“being supportive is perhaps the crucial foundation stone to everything you do in class. If students feel valued and respected, this will result in good rapport”* (p.120).

According to Scrivener, (2012) teachers may support their students in many ways, not only by saying positive things but they can do actions and gestures to show their support.

- Use people's names: when teachers ask students questions, it is suitable to call them by their names.
- Good morning: teachers can show respect to students by using greetings.
- Everyday interaction: during the interaction in the classroom, teachers should use supportive words for encouraging students.
- Make eye contact: eye contact between the teacher and students is helpful way for showing interest.
- Smile at people (many): teachers can make students feel comfortable by directing smiles to them.
- Demonstrate that you enjoy being with them: teachers should demonstrate that they enjoy when they are with students by using appropriate expressions and gestures.

- Show support when the news is bad: when the teacher is going to tell students about bad news as when they have bad marks in a test, he/she should show support with them.
- Look outside the classroom: teachers can also help students in their personal problems by finding solutions to them.

2.6.3. Acts as reflective practice

The master teacher sees teaching as a matter of specifying what students must know, subtracting what it is that they already know and teaching them the rest (Jackson, 2009, p.105). Effective teachers always try to present good planned lessons to their students. As Stronge (2007) argued that effective teachers practice self-evaluation and self-critique as learning tools and they are curious about the art and science of teaching. Constantly, they improve lessons and try out new approaches in the classroom to better meet the needs of their students (p.30).

Successful teaching requires challenges and improvements in practice by continuous reflection as a daily activity. Stronge (2007) claims that “*effective teachers continually practice self-evaluation, and self critique as learning tools. Reflective teachers portray themselves as students of learning*” (p. 30). Furthermore, effective teachers undertake and value their practice, they engage in self-observation and critic to understand areas of weaknesses and try to make the necessary adjustments for developing their professional practices. The ability of the teachers to make judgments about their actions and the deep critical analysis of the teaching practices are quite essential for improving the instruction and enhancing students learning. According to Stronge (2007, p. 31) “*thoughtful reflection translates into enhanced teacher efficacy, and a teacher’s sense of efficacy has an impact on how he or she approaches content and students*”. Teacher self-reflection has a great

impact on their perceptions about themselves as capable to enhance the instructional practices and students learning. Consequently, when teachers are satisfied and confident in practicing their teaching, the students will feel more confident.

Finally, teachers of English as a Foreign Language are given many recommendations in order to enhance the level of self-confidence among their English as a Foreign Language student. Al-Habaich (2012)(as cited in Dr. Abdallah and Dr. Ahmed, 2015,p.1095) suggested that language instructors are recommended to focus on building their students' self-confidence through creating a supportive classroom environment that encourages them to speak and participate in oral activities without fear. They can help learners recognize their fears and help them learn to deal with them. They can support positive thinking and fight negative views and beliefs. During oral activities, they should maintain a relaxed and humorous atmosphere; design interesting activities give more time and opportunities and concentrate on the positive (p.64).

Conclusion

Self-confidence is one of the important affective factors which it can help the progress of students' learning. Throughout this chapter, we try to cite some different definitions of self-confidence which are given by some researchers. In addition, it highlighted the importance of self-confidence and the characteristics of high and low self-confidence. Furthermore, this chapter mentioned the interference of self-confidence with some concepts and it pointed out some steps in order to build and to develop students' self-confidence. Certainly, it is important to speak about the significant role of the teachers in developing students' self-confidence. In concluding, teachers and students should pay attention to the importance of self-confidence in order to improve the process of teaching and learning the foreign language.

Chapter Three:
Field Work and Data Analysis

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Introduction

This practical part of our research was devoted to the explanation and the analysis of data which we collected through two main tools: Students' questionnaire and Teachers' questionnaire. In order to achieve our objectives and to test the validation of our hypothesis which assure that if students of first year English as a Foreign Language at Mohammed Khider university of Biskra have a high level of self-confidence, their speaking skill will enhance.

This chapter provides general description to the students' and teachers' questionnaires. In addition to their administration and their analysis. Furthermore, it provides general discussion of the main results of both students' and teachers' questionnaires.

3.1. Student's questionnaire

This questionnaire is prepared for First year English as a Foreign Language students at the division of English in order to gather data about student's opinions and attitudes towards the importance of self-confidence on enhancing students' speaking skill.

3.1.1. Description of the questionnaire

This questionnaire is composed of two sections; each section contains number of questions.

- Section one: students' background information. This section includes three (3) questions concerning the students' type of Baccalaureate, their choice to study English, and their level in English.
- Section two: the importance of self-confidence in the speaking skill. This section consists of ten (10) questions which are aiming at collecting answers about students'

opinions towards speaking English in the classroom and the importance of the relationship that exists between self-confidence and the speaking skill.

3.1.2. Administration of the questionnaire

This questionnaire was given to fifty four first year students who were chosen randomly from the division of English in Mohammed Kheider University of Biskra as sample of our research. The students answered the questionnaire in their classroom with the presence of their teacher.

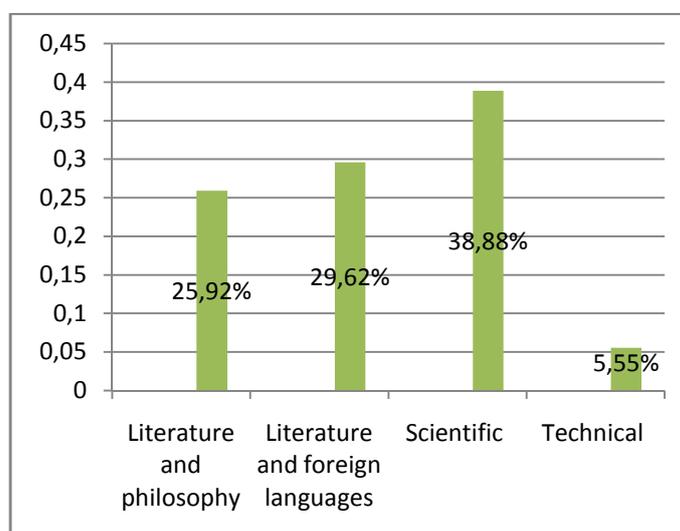
3.1.3. Analysis of the questionnaire

Section one: Students Background Information

Item one: the type of students' Bacculaureate

Option	Number	Percentage
Literature and philosophy	14	25.92%
Literature and foreign languages	16	29.62%
Scientific	21	38.88%
Technical	3	5.55%
Total	54	100%

Table 3.1The type of students' Bacculaureate



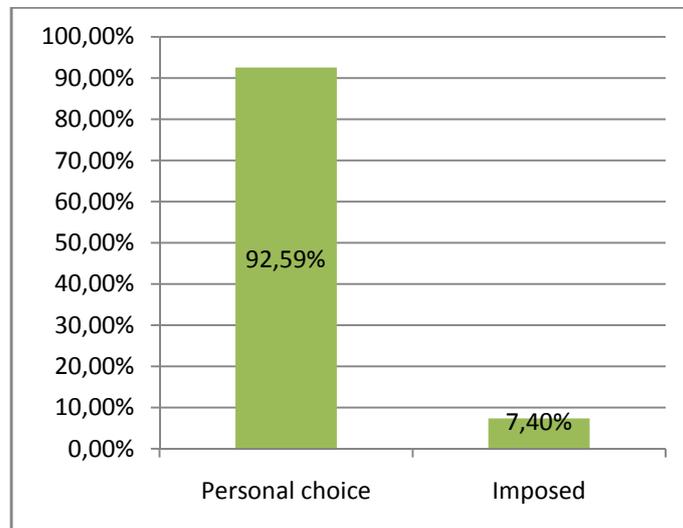
Graph 3.1 the type of students' Bacculaureate

The results above show that first year students studied in high school in different streams. The majority of them 38,88% were scientific, 25,92% were literature and philosophy, 29,62% were literature and foreign languages, and about 5,55% were technical.

Item two: Students' choice of studying English

Option	Number	Percentage
Personal choice	50	92,59%
Imposed	4	7,40%
Total	54	100%

Table 3.2 Students' choice of studying English



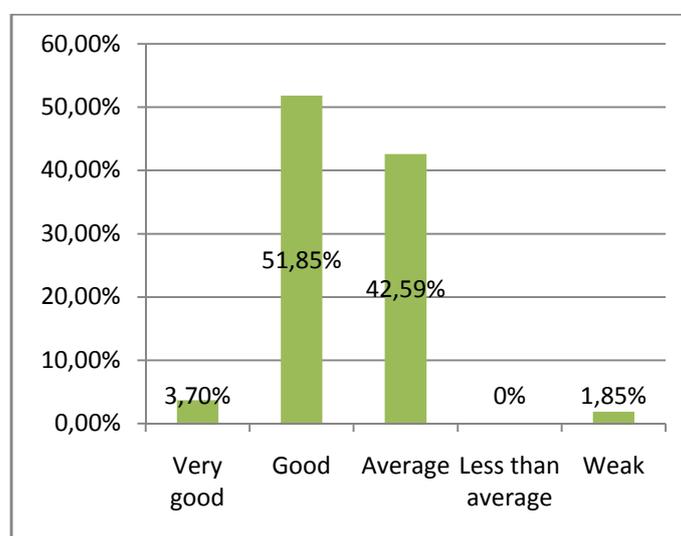
Graph 3.2 Students' choice of studying English

The results of the question show that 92,59% of first year students were their personal choice to study English in the university. However, around 7,40% of students are imposed to study it.

Item three: Students' consideration of their level in English

Option	Number	Percentage
Very good	2	3,70%
Good	28	51,85%
Average	23	42,59%
Less than average	0	0%
Weak	1	1,85%
Total	54	100%

Table 3.3 Students' consideration of their level in English



Graph 3.3 Students' consideration of their level in English

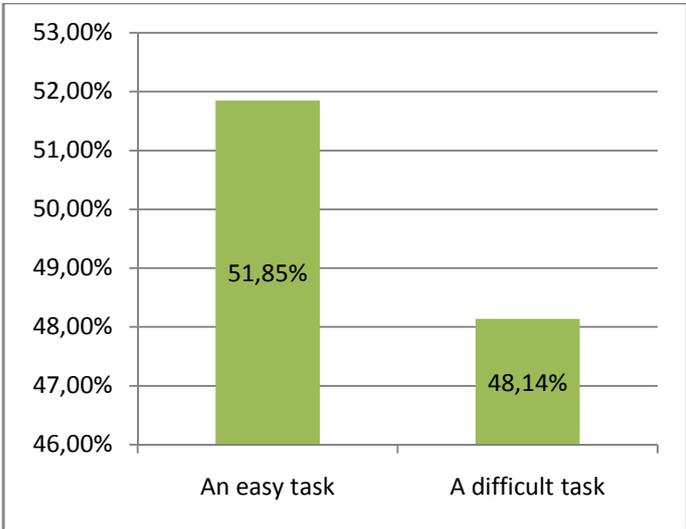
The data in the table (3) show clearly that the majority of first year students 51,85% consider that their level in English is good. Also, we have recorded about 42,59% of students say that their level is average. However, two respondents 3,70% who consider that their level in English is very good and one student 1,85% says that his/her level is weak and no one (0%) responds that his/her in speaking English is less than average.

Section two: The importance of Self-confidence in the Speaking Skill

Item one: Students’ attitude toward speaking English

Option	Number	Percentage
An easy task	28	51,85%
A difficult task	26	48,14%
Total	54	100%

Table 3.4 Students’ attitude toward speaking English



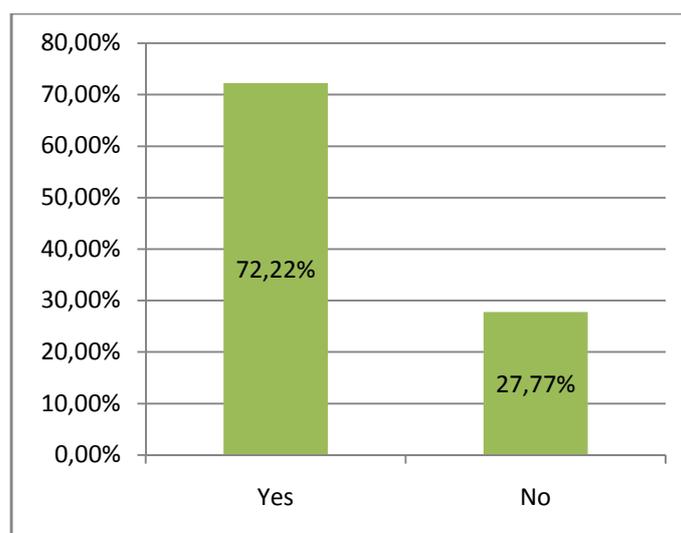
Graph 3.4 Students’ attitude toward speaking English

The majority of the first year students 51,85% consider that speaking English is an easy task, those believe in their abilities that they can speak English language even if they face difficulties but they have the desire to master it one day. However, 48, 14% of them say that speaking English is a difficult task. This because may be they have some difficulties in learning and speaking English.

Item two: Students' attempt to speak in the classroom

Option	Number	Percentage
Yes	39	72,22%
No	15	27,77%
Total	54	100%

Table 3.5 Students' attempt to speak in the classroom



Graph 3.5 Students' attempt to speak in the classroom

The results appear in the table above show that 72,22% of the students try to practice their speaking skill in the classroom. Moreover, 27,77% of them say that they did not speak in the classroom.

The second part of this question concerning the justifications of the students who did not speak in the classroom.

In general, students say that they did not try to speak in the classroom because of:

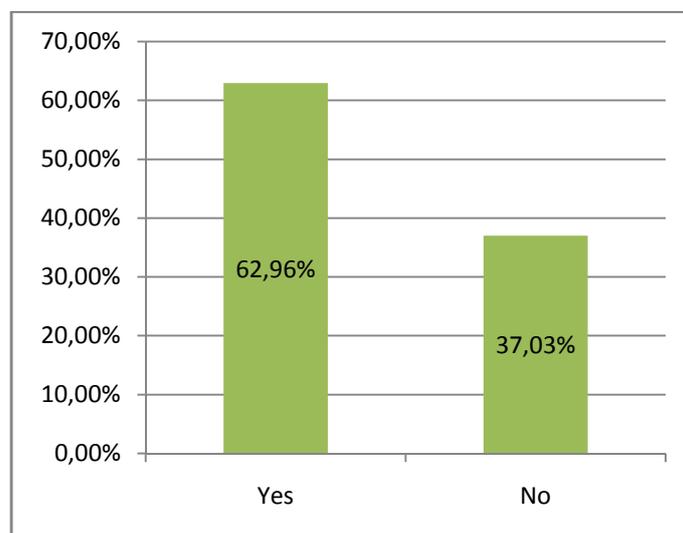
- Lack of self-confidence.
- Shyness.

- Feeling of stress, confusion, and uncomfortable.
- The lack of vocabulary.
- The fear of making mistakes.
- They did not believe in their abilities and they consider that their levels are not good enough in order to take risks.
- The criticism of their teacher and classmates.

Item three: keeping silent even if the ability to speak English

Option	Number	Percentage
Yes	34	62,96%
No	20	37,03%
Total	54	100%

Table 3.6 Keeping silent even if the ability to speak English



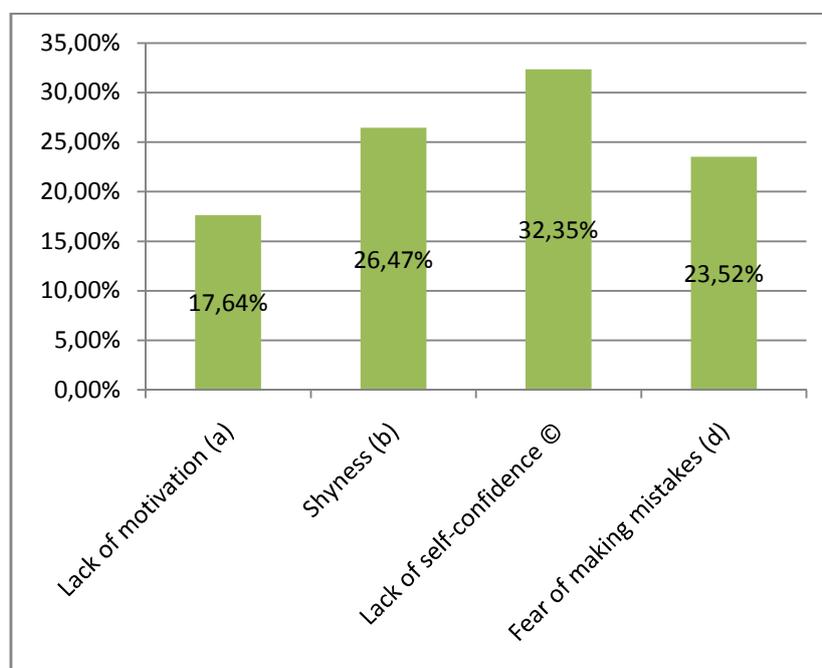
Graph 3.6 Keeping silent even if the ability to speak English

What is noticeable from the table (6) and the figure (6) is that the majority of first year students 62,96% are kept silent even if they can speak English. However, the rest of them 37,03% they speak freely without hesitation.

If yes, because of:

Option	Number	Percentage
Lack of motivation (a)	6	17,64%
Shyness (b)	9	26,47%
Lack of self-confidence (c)	11	32,35%
Fear of making mistakes (d)	8	23,52%
Total	34	100%

Table 3.7 Students' reasons behind keeping silent in the classroom



Graph 3.7 Students' reasons behind keeping silent in the classroom

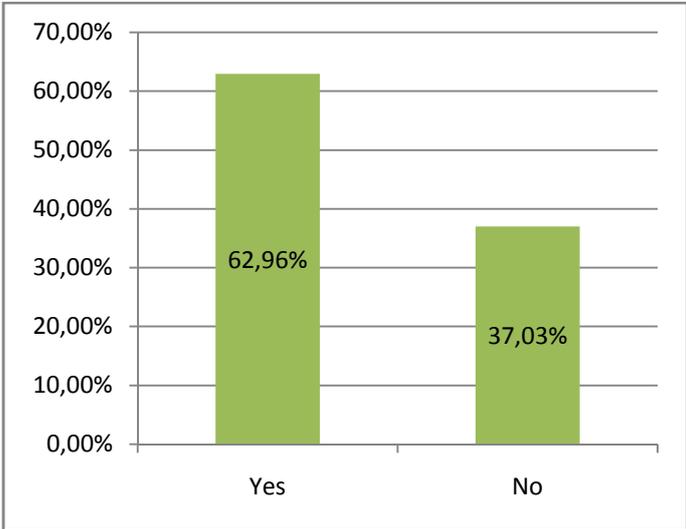
The second part of the question three (3) is made up of some suggestions to those students who say that they keep silent even if they can speak English in order to see the principle reason behind this silence. As the results above show that the majority of first year students 32,35% have lack of self-confidence because they feel confused and they just speak when the teacher tell them. Furthermore, the second major reason is the fear of making mistakes 23,52% because students use grammatical rules in wrong way and they have lack of

vocubluary. Besides this, 26,47% they suffer from shyness and the rest of the students 17,64% have lack of motivation.

Item four: Students’ feeling of self-confidence when speaking

Option	Number	Percentage
Yes	34	62,96%
No	20	37,03%
Total	54	100%

Table 3.8 Students’ feeling of self-confidence when speaking



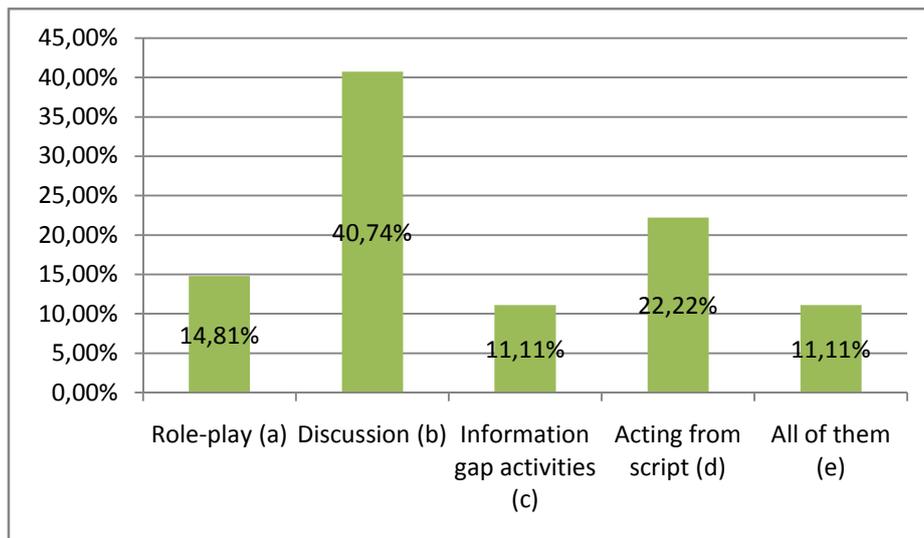
Graph 3.8 Students’ feeling of self-confidence when speaking

The results in the table above indicate that the majority of the students 62,96% feel self-confident when they speak English in the classroom. However, the rest of the students 37,03% have low self-confidence when they speak in the classroom.

Item five: Students' feeling of self-confidence with their different classroom speaking activities

Option	Number	Percentage
Role-play (a)	8	14,81%
Discussion (b)	22	40,74%
Information gap activities (c)	6	11,11%
Acting from script (d)	12	22,22%
All of them (e)	6	11,11%
Total	54	100%

Table 3.9 Students' feeling of self-confidence with their different classroom speaking activities



Graph 3.9 Students' feeling of self-confidence with their different classroom speaking activities

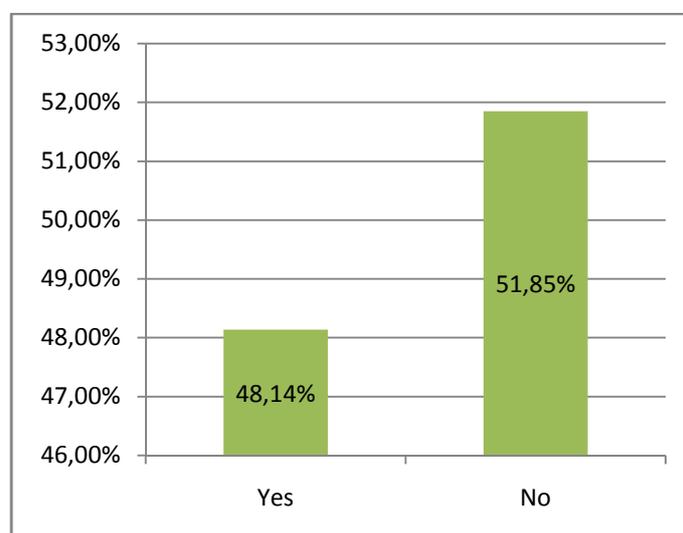
The obtained data in the table above show that the majority of the first year students 40,74% feel more self-confident in discussion as classroom speaking activity. Also, role-play 14,81% is considered by the participants as an important speaking activity in order to develop their self-confidence because of its interactive nature. 22.22% feeling confident when practicing the activity of acting from script. However, 11,11% of the students says that they

are more confident in information gap activities and the rest of them 11,11% are feeling confident in all of them.

Item six: Students' view on their teacher's attempt to raise their self-confidence

Option	Number	Percentage
Yes	26	48,14%
No	28	51,85%
Total	54	100%

Table 3.10 Students' view on their teacher's attempt to raise their self-confidence



Graph 3.10 Students' view on their teacher's attempt to raise their self-confidence

We notice from the table (10) and the figure (10) that 48,14% of the first year students agree that their teachers try to raise their self-confidence to speak English in the classroom. However, the rest of them 51,85% says that their teachers did not help them to raise their self-confidence or encouraging them to speak in the classroom.

In the second part of the question six (6), the students gave some points about their teachers' attempts to raise their self-confidence:

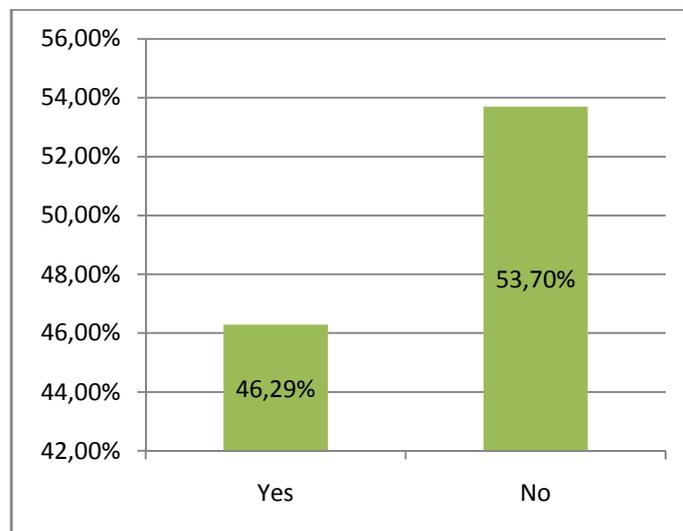
- Give to the students advices and forgive them and make them feel comfortable.
- Encourage them to participate in the classroom.
- Give them time to speak, to discuss, and to express their ideas fairly and free.

- Mixing the activity with fun and jokes.
- Correcting their mistakes in good way and telling them that no matter if they mistake but the more important is to speak.
- Fight their shyness.
- Tell them that we are all big students and we were like you but if you want you can.
- Motivating them by talking about every day life experience.

Item seven: Students’ feeling comfortable when speaking in front of their teacher and classmates

Option	Number	Percentage
Yes	25	46,29%
No	29	53,70%
Total	54	100%

Table 3.11 Students’ feeling comfortable when speaking in front of their teacher and classmates



Graph 3.11 Students’ feeling comfortable when speaking in front of their teacher and classmates

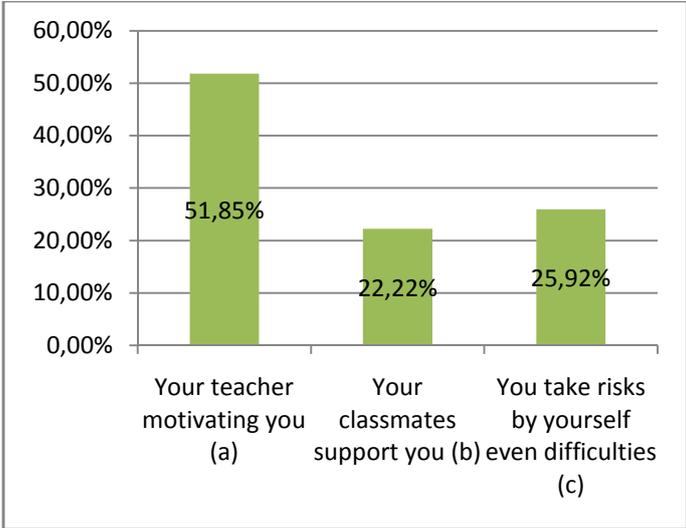
The aim of this question is to see if the first year students feel comfortable when they speak in front of their teacher and classmates or not. Actually, the results of the question reveal that the majority of the students 53,70% feel uncomfortable when they speak in front of their teacher and classmates in this point we should take into consideration that the first year

students are novice and they need to be motivated and to be felt at ease by the help of their teacher. In contrast to this, 46,29% of the students feel comfortable when they speak in front of their teacher and classmates.

Item eight: The cases when students’ feeling confident during oral expression session

Option	Number	Percentage
Your teacher motivating you (a)	28	51,85%
Your classmates support you (b)	12	22,22%
You take risks by yourself even difficulties (c)	14	25,92%
Total	54	100%

Table 3.12 The cases when students’ feeling confident during oral expression session



Graph 3.12 The cases when students’ feeling confident during oral expression session

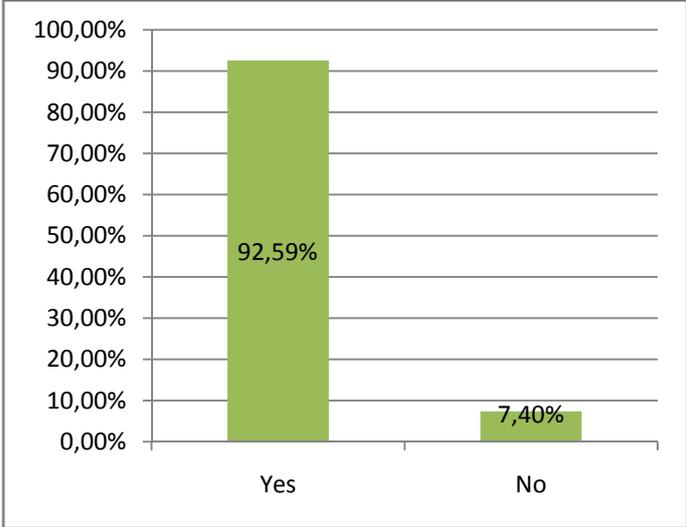
The table (12) shows that 51,85% of the first year students feel more confident in the oral expression when their teacher motivated them. However, 25,92% of the students feel confident when they take risks by themselves even if they face some difficulties. The rest of

them 22,22% need their classmates support in order to feel more confident during oral expression session.

Item nine: Students’ opinion toward the significance of high self-confidence on enhancing their speaking skill

Option	Number	Percentage
Yes	50	92,59%
No	4	7,40%
Total	54	100%

Table 3.13 Students’ opinion toward the significance of high self-confidence on enhancing their speaking skill



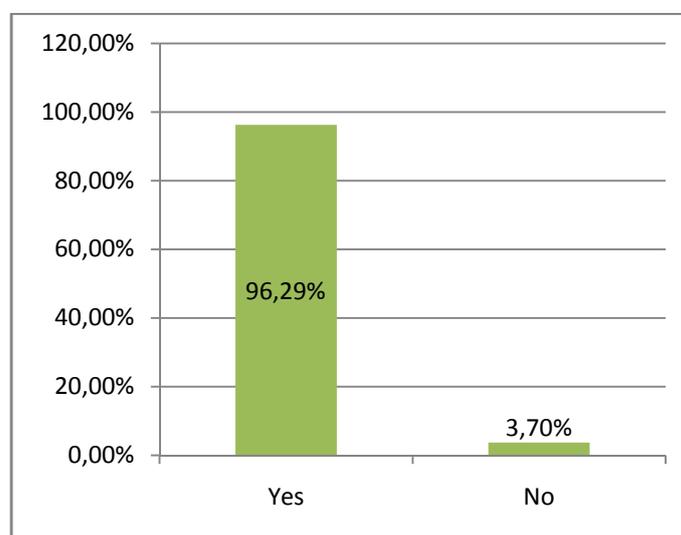
Graph 3.13 Students’ opinion toward the significance of high self-confidence on enhancing their speaking skill

The table above indicates that the majority of the first year students 92,59% agree that it is important to have high level of self-confidence in order to develop their speaking skill. However, 7,40% of them do not consider self-confidence important to enhance their speaking skill.

Item ten: Students' perception of themselves being good speakers of English in the future

Option	Number	Percentage
Yes	52	96,29%
No	2	3,70%
Total	54	100%

Table 3.14 Students' perception of themselves being good speakers of English in the future



Graph 3.14 Students' perception of themselves being good speakers of English in the future

The results appear in the table above show that the majority of the students 96,29% are hopeful and they want to improve their levels to be good speakers of English in the future. Whereas, among those participants we found two students 3,70% say that they will not be good speakers of English in the future, those need support, encouragement, motivation, and self-confidence from their teacher to overcome their difficulties and to fight destructive thoughts about themselves.

3.1.4. Discussion of the results

The data collected above from the student's questionnaire gave us clear ideas concerning the students' ways of thinking and awareness about speaking skill, self-confidence, and the importance of the later on enhancing the former. The responses which students provide in the two sections of the questionnaire, they all help positively the hypotheses of this modest work to be accepted. To sum up the obtained results, we found that the answers of the first year students in the first section demonstrate that its personal choice to study English at the university and the majority of them consider their levels as good and average in English language. In the second section, the responses imply that students are seen speaking in English as an easy task and the most of them try to speak in the classroom. Moreover, there are students keep silent even if they can speak English and this for many reasons. The most important reasons behind keeping silent as the results were shown: lack of self-confidence, shyness, fear of making mistakes, and lack of motivation. Furthermore, the students claim that they need more support and motivation from their teachers of oral expression in order to feel more comfortable and confident. In brief, during the analysis of the students' questionnaire, the results show that the first year students of English aware and they agree that high level of self-confidence is important for enhancing their speaking skill.

In concluding, the results of the students' questionnaire showed that self-confidence is one of the important affective factors in the process of learning which can help students in improving their speaking skill. When students believe in their abilities and they have positive attitudes toward themselves, this will affect their levels of progress and achievement positively. So, the more first year students of English have high of self-confidence, the more they will enhance their speaking skill.

3.2. Teacher's Questionnaire

This research adaptes questionnaire for English teachers to see to what extent teachers are aware and give attention to the importance of self-confidence on enhancing students' speaking skill.

3.2.1. Description of the questionnaire

The teachers' questionnaire divided into two sections; each section includes number of questions.

- Section one: General information. This section contains three (3) questions which are aimed at collecting data about the degree that teachers hold. Also, the experience of teachers in teaching English in general and in teaching oral expression module in particular.
- Section two: The importance of self-confidence in the speaking skill. The second section consists of eleven (11) questions which are concerning the attitudes, opinions, and beliefs of teachers towards the speaking skill, self-confidence, and the importance of the latter on enhancing the former.

3.2.2. Administration of the questionnaire

The teachers' questionnaire was given to seven (7) teachers of oral expression module in the department of English at Mohammed Kheider University of Biskra.

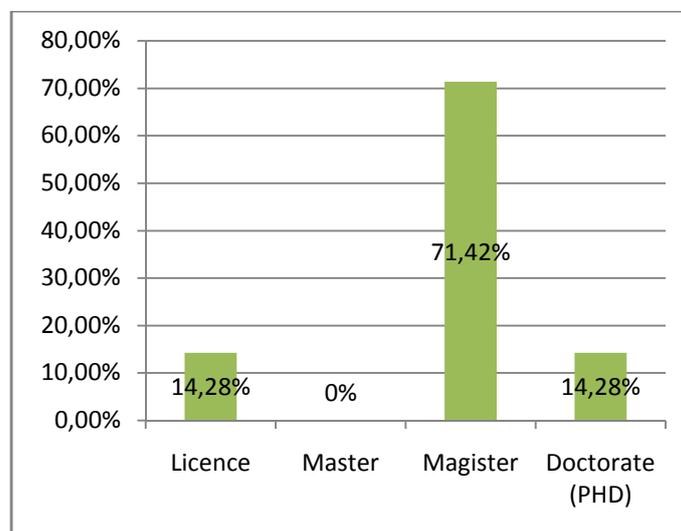
3.2.3. Analysis of the questionnaire

Section one: General Information

Item one: Teachers' degree

Option	Number	Percentage
Licence	1	14,28%
Master	0	0%
Magister	5	71,42%
Doctorate (PHD)	1	14,28%
Total	7	100%

Table 3.15 Teachers' degree



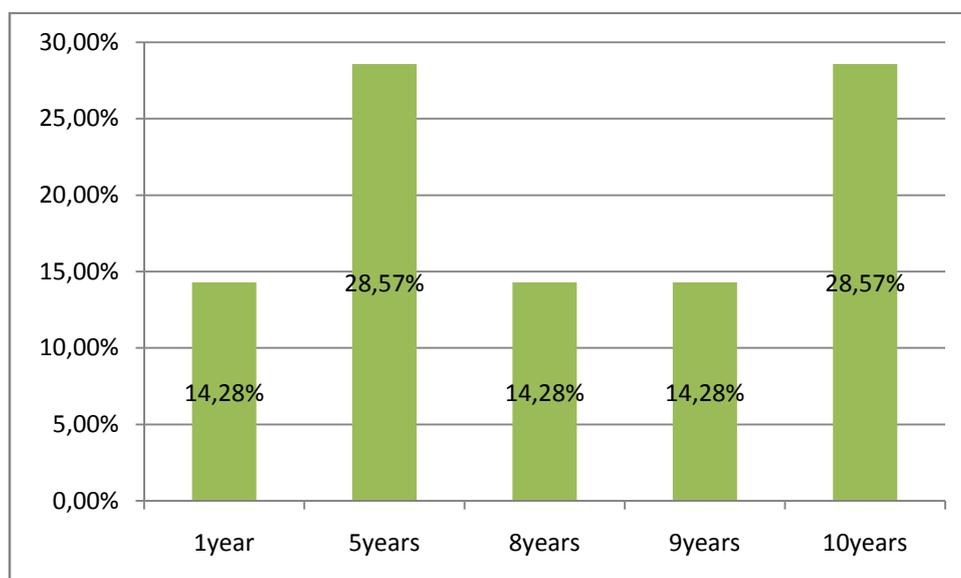
Graph 3.15 Teachers' degree

The results contained in the table above show that the majority of teachers have a magister degree 71,42%, and teachers with license and doctorate (PHD) degree have the same percentage about 14,28%. While no one of the participant teachers have master degree 0%.

Question item two: Teachers' experience in teaching English at university

Years of teaching	1	5	8	9	10
Participants	1	2	1	1	2
Percentage	14,28%	28,57%	14,28%	14,28%	28,57%

Table 3.16 Teachers' experience in teaching English at university



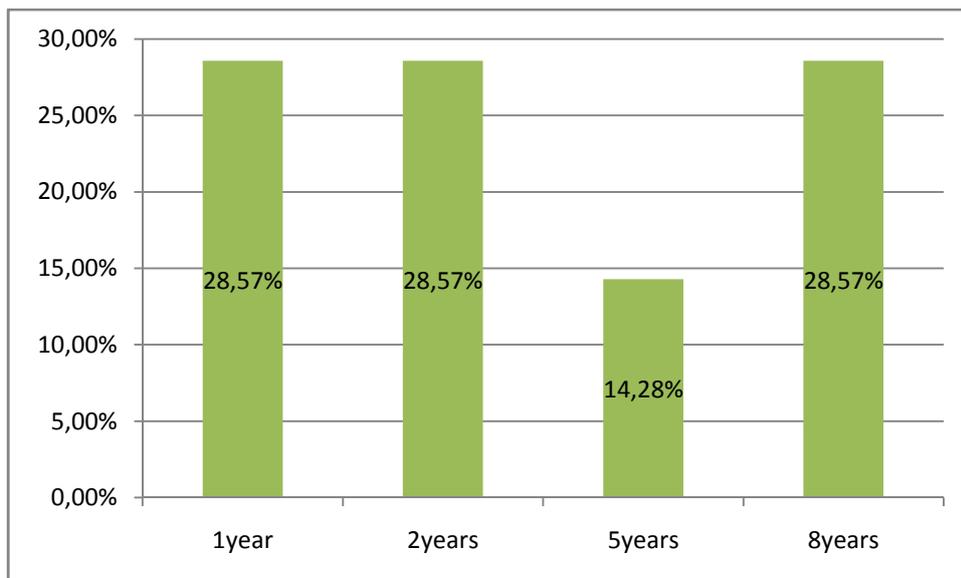
Graph 3.16 Teachers' experience in teaching English at university

The table shows that the majority of teachers 28,57% have been teaching English at university for five (5) and ten (10) years. While, about 14,28% teaching it since one (1), eight (8), and nine (9) years.

Question item three: Teachers' experience in teaching oral expression module

Years of teaching	1	2	5	8
Participants	2	2	1	2
Percentage	28,57%	28,57%	14,28%	28,57%

Table 3.17 Teachers' experience in teaching oral expression module



Graph 3.17 Teachers' experience in teaching oral expression module

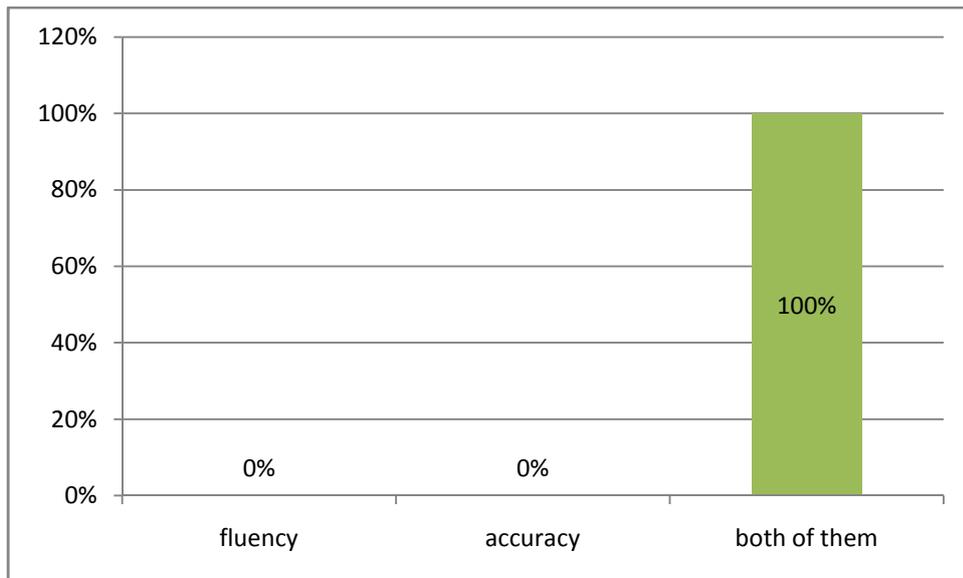
The results above show that about 14,28% of teachers teaching oral expression for five (5) years, and about 28,57% taught it for one (1), two (2), and eight (8) years.

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

Item one: Teachers' perception of good speaking

Option	Number	Percentage
Fluency	0	0%
Accuracy	0	0%
Both of them	7	100%
Total	7	100%

Table 3.18 Teachers' perception of good speaking



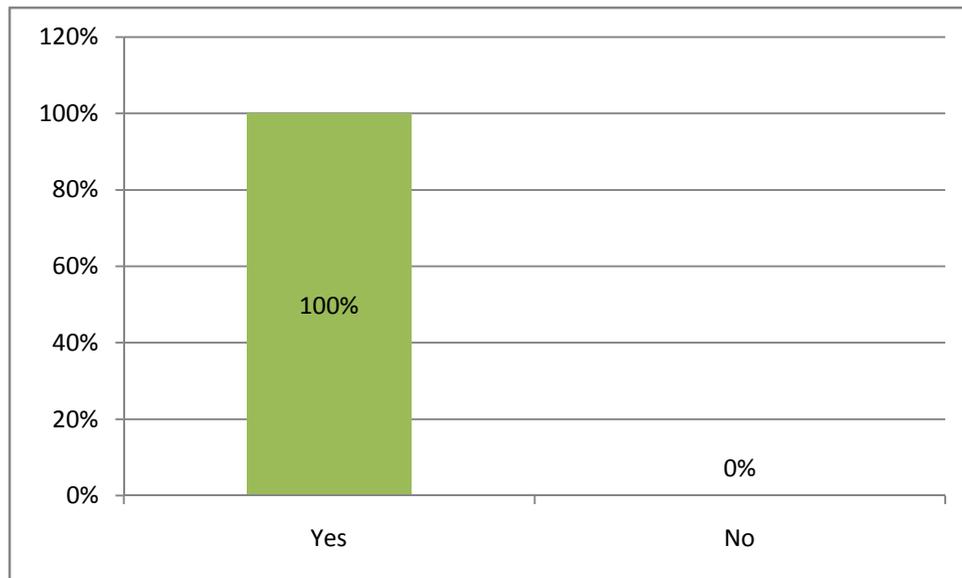
Graph 3.18 Teachers' perception of good speaking

All teachers 100% agree that good speaking requires both fluency and accuracy. So, the results indicate that good speaking needs fluency and accuracy in order to students become good speakers of English.

Item two: Teachers' motivation to students' speaking in the classroom

Option	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

Table 3.19 Teachers' motivation to students' speaking in the classroom



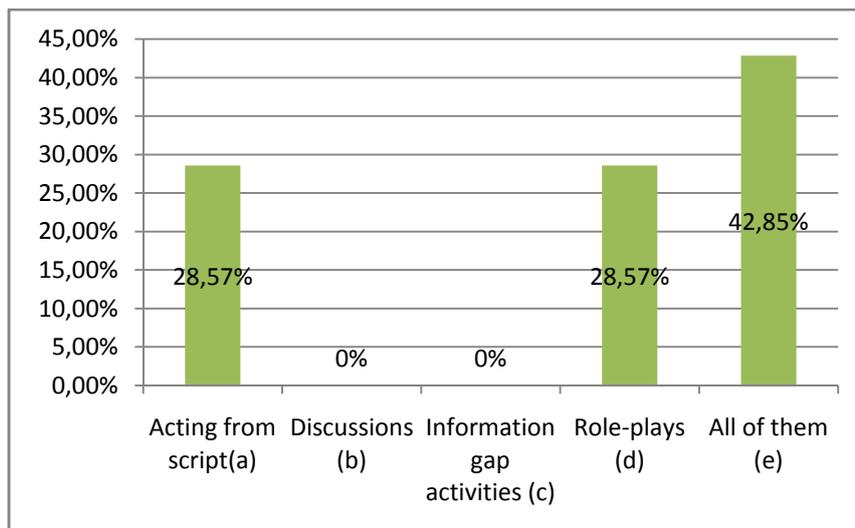
Graph 3.19 Teachers' motivation to students' speaking in the classroom

The table (19) shows that all teachers 100% try to motivate their students to speak in the classroom.

Item three: Teachers' focus on classroom speaking activities

Option	Number	Percentage
Acting from script(a)	2	28,57%
Discussions (b)	0	0%
Information gap activities (c)	0	0%
Role-plays (d)	2	28,57%
All of them (e)	3	42,85%
Total	7	100%

Table 3.20 Teachers' focus on classroom speaking activities



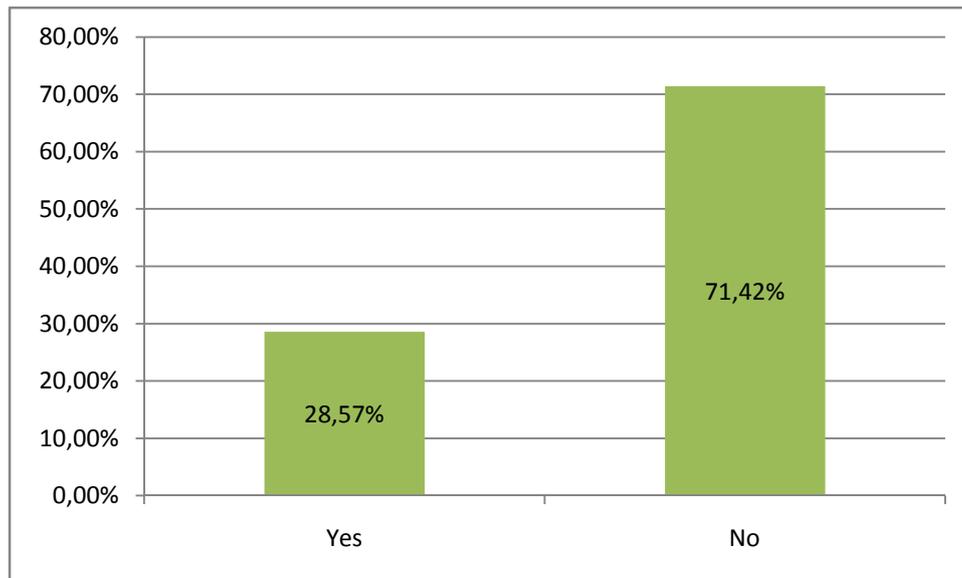
Graph 3.20 Teachers' focus on classroom speaking activities

We notice from the table above that 28,57% of the teachers focus on acting from script and role-plays activities to develop their students' speaking skill. On the other hand, 42,85% of the teachers focus on all of them : discussions, information gap activities, role-plays, and acting from script. In other words, oral expression teachers try to use different types of speaking activities in order to improve their students' speaking skill, because the more students speak and practice, the more they can speak with confidence and in effective way.

Item four: Teachers' view on students' participation in the classroom speaking activities

Option	Number	Percentage
Yes	2	28,57%
No	5	71,42%
Total	7	100%

Table 3.21 Teachers' view on students' participation in the classroom speaking activities



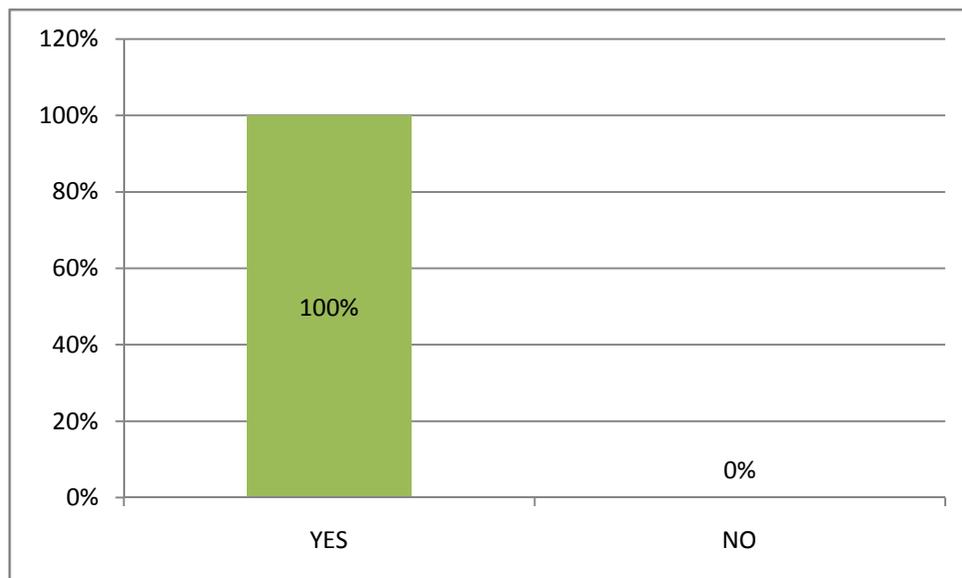
Graph 3.21 Teachers' view on students' participation in the classroom speaking activities

The data in the table above show that 28,57% of teachers say that all students participate in the classroom speaking activities while the majority of teachers 71,42% argue that students did not participate all in the speaking activities.

Item five: Teachers' attempt to create a friendly atmosphere in the classroom

Option	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

Table 3.22 Teachers' attempt to create a friendly atmosphere in the classroom



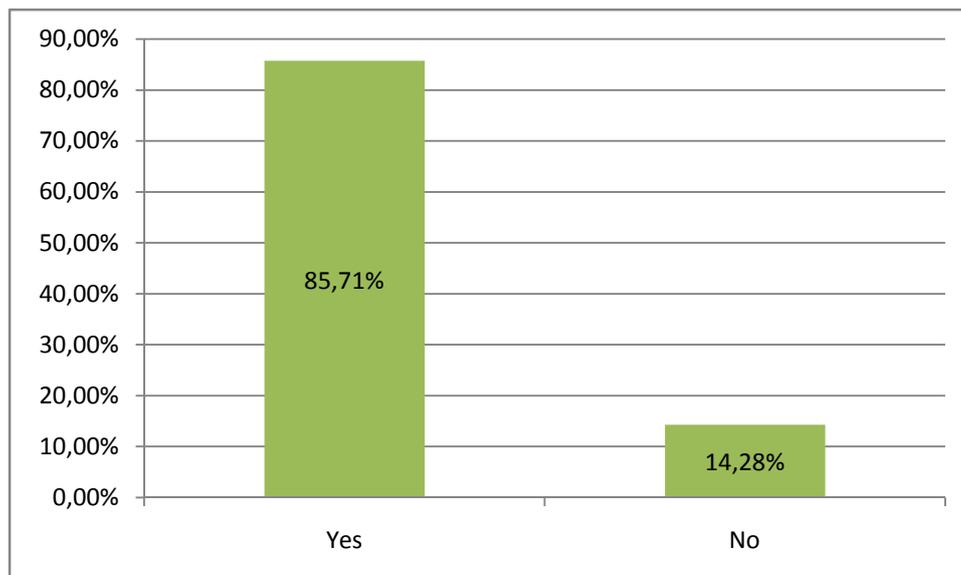
Graph 3.22 Teachers' attempt to create a friendly atmosphere in the classroom

Results show clearly that all teachers 100% try to create a friendly atmosphere between them and their students in the classroom in order to make them feel at ease. From the basic roles of the teachers is to create relaxed and friendly atmosphere which pushes the students to practice their speaking skill effectively.

Item six: Teachers' opinion concerning students' marks in other modules in comparison with their participation in oral session

Option	Number	Percentage
Yes	6	85,71%
No	1	14,28%
Total	7	100%

Table 3.23 Teachers' opinion concerning students' marks in other modules in comparison with their participation in oral session



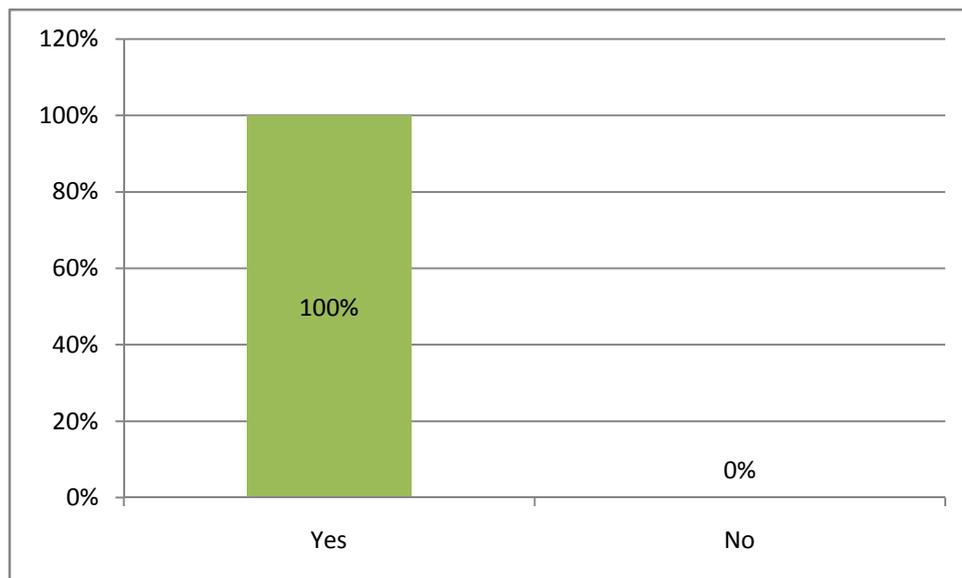
Graph 3.23 Teachers' opinion concerning students' marks in other modules in comparison with their participation in oral session

According to the announced results, we observed that six teachers 85,71% agree that there are students have good marks in other module but they do not participate in oral session. However, one teacher 14,28% say that they have good marks and they participate.

Item seven: Teachers' estimation of self-confidence as an important component in the students' personality

Option	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

Table 3.24 Teachers' estimation of self-confidence as an important component in the students' personality



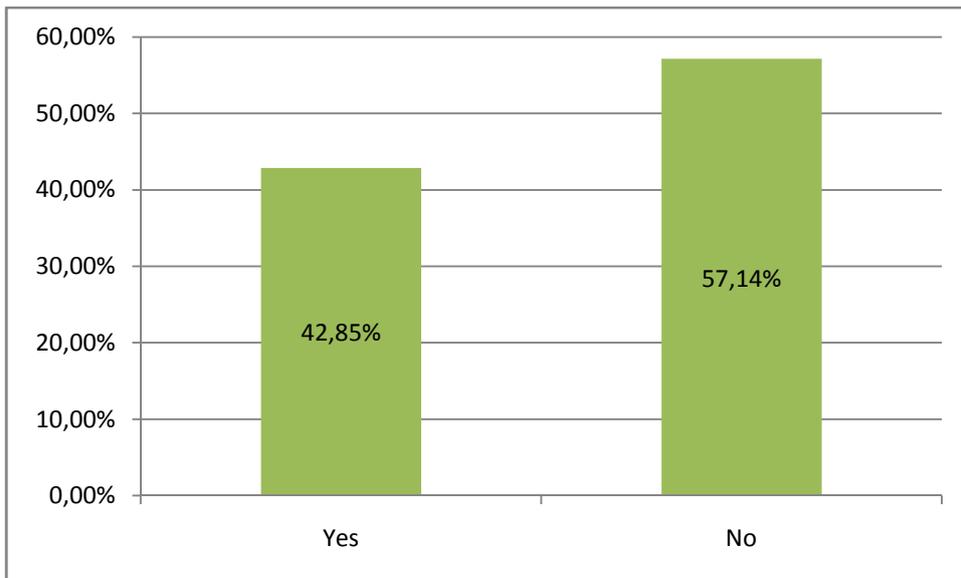
Graph 3.24 Teachers' estimation of self-confidence as an important component in the students' personality

The results appear in the table above show that all teachers 100% consider self-confidence as an important component in the students' personality.

Item eight: Teachers' opinions about students' positive beliefs in their abilities to speak English

Option	Number	Percentage
Yes	3	42,85%
No	4	57,14%
Total	7	100%

Table 3.25 Teachers' opinions about students' positive beliefs in their abilities to speak English



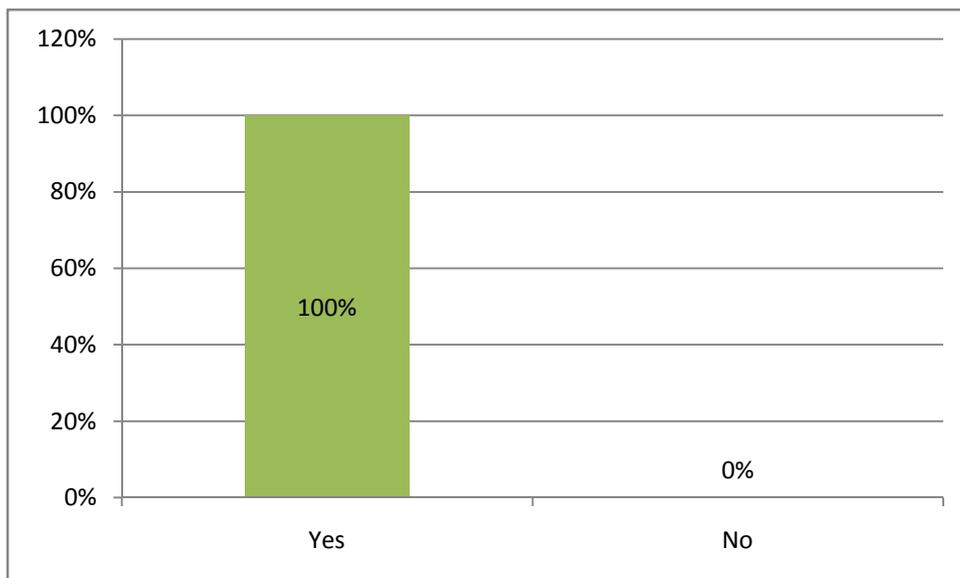
Graph 3.25 Teachers' opinions about students' positive beliefs in their abilities to speak English

The table (25) demonstrates that 42,85% of teachers argue that their students believe in their abilities to speak English. But, 57,14% teachers feel that their students did not have positive beliefs about their abilities to speak English.

Item nine: Teachers' calling students' attention to the importance of self-confidence

Option	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

Table 3.26 Teachers' calling students' attention to the importance of self-confidence



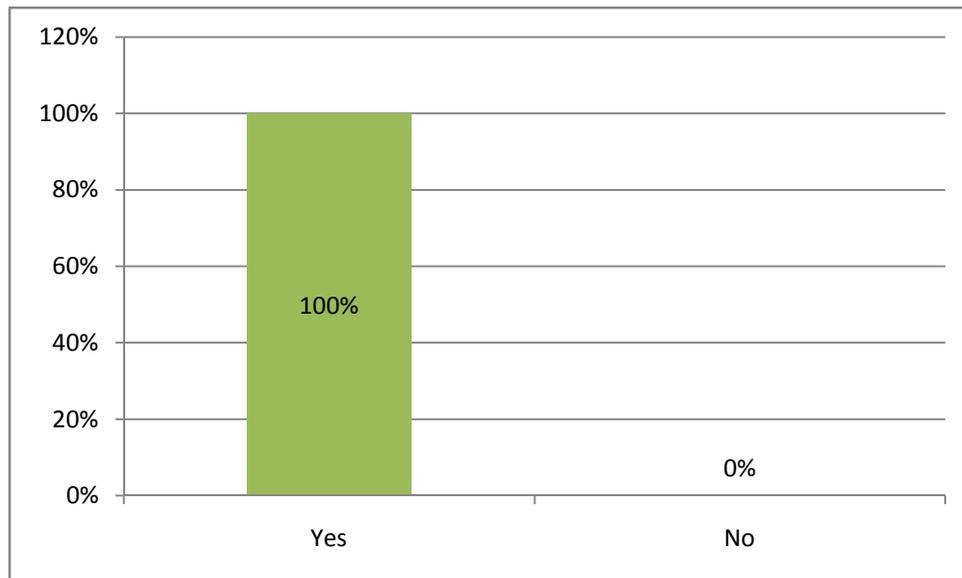
Graph 3.26 Teachers’ calling students’ attention to the importance of self-confidence

The results indicate that all teachers 100% try to call their students’ attention to the importance of self-confidence in developing their speaking skill.

Item ten: Teachers’ opinions about the importance of self-confidence on enhancing students’ speaking skill

Option	Number	Percentage
Yes	7	100%
No	0	0%
Total	7	100%

Table 3.27 Teachers’ opinions about the importance of self-confidence on enhancing students’ speaking skill



Graph 3.27 Teachers’ opinions about the importance of self-confidence on enhancing students’ speaking skill

The results of the question reveal that all the teachers 100% agree that self-confidence is important for enhancing students’ speaking skill.

Teachers explained their answers as follows:

- If students do not have self-confidence, they can not express themselves freely. So, they have to feel at ease in order to speak fluently.
- Because when students are self-confident, they can speak freely without shyness and they will take a risk.
- When a student is self-confident, he/she believes in his/her capacities and potential and do not hesitate to participate, interact and use the language (practice). This would improve his/her level and skills.
- Self-confidence will push studentes to be motivated.
- When the students do not have knowledge or vocabulary about the discussed topic, they will feel unconfident and they refuse to speak.

- Self-confidence gives the students power and determination to express himself without being afraid of others' negative judgments. Self-confidence encourages students to speak better.

Question item eleven: Teachers' additional ideas

Teachers add some ideas:

- Self-confidence is one of the affective factors that teachers have to pay attention and to increase by encouraging them through motivated and interactive strategies.
- Promoting autonomy affects greatly self-confidence.
- Self-confidence can not be taught, but it is built through life experiences. One needs support from friends, family, and peers to overcome his/her low self-confidence.

3.3.4. Discussion of the results

The gathered data which we obtained from the teachers' questionnaire, it provides us with positive responses which give our hypotheses more strength. According to the announced results of the teachers' questionnaire, good speaking mainly needs both fluency and accuracy in order to be mastered. Thus, teachers always attempt to motivate their students to speak in the classroom by using different classroom speaking activities. Moreover, teachers try to raise their students' self-confidence by creating comfortable and friendly atmosphere in the classroom because they consider self-confidence as an important component in the students' personality. In addition, the majority of oral expression teachers often call their students' attention to the importance of self-confidence in order to develop their speaking skill. Basically, all the participant teachers consider self-confidence as principal affective factor in improving students' speaking skill.

As conclusion, the results of the teachers' questionnaire reveal that the teachers' of oral expression module agree that high level of self-confidence is important for enhancing students' speaking skill and they aware about its serious significance.

Conclusion

This chapter provides detailed description and analysis of the collected data. The results of the students' and the teachers' questionnaires enrich our research by strong evidence on the importance of self-confidence on enhancing students' speaking skill. So, now we can say that if first year students of English have high level of self-confidence, they will enhance their speaking skill in English language successfully. All in all, it is important for both students and teachers to develop self-confidence in order to progress the process of learning and teaching.

General conclusion

The present study conducted to investigate the importance of self-confidence on enhancing students' speaking skill. Its main aim is to raise the teachers and the students awareness about the benefits of having high level of self-confidence on improving the students' speaking performance. Moreover, the main hypothesis of this study is if first year of English as a foreign language students have high level of self-confidence, their speaking skill will be enhanced. This study took place at Mohammed Kheider University of Biskra and it followed the descriptive method. It used as data collection tool two questionnaires one to the first year students of English and one to the oral expression teachers.

This research has two parts theoretical part and practical part. The theoretical part is divided into two chapters. Chapter one was general overview on speaking skill, it provides detailed description concerning the definitions of speaking skill, its importance, its relationship with listening skill, and its types. Furthermore, it mentioned the main characteristics of good speaking fluency and accuracy; it also highlighted some classroom speaking activities. Besides this, it spoke about the teacher's role in developing speaking skill and its assessment in the classroom.

The second chapter of this research is general review of self-confidence. It mainly dealt with the definitions of self-confidence and its importance. Moreover, it provides the key characteristics of low and high self-confidence which should be taken into account by teachers to know how to treat their students. It mentioned also the interference between self-confidence and some concepts: motivation, autonomy, self-esteem, and self-efficacy. Furthermore, it tackled some steps for building and developing students' self-confidence and without forgetting the role of the teacher in developing it.

The third chapter is the practical part; the field work and data analysis of our research, it discusses the main results which we obtained from the students' and teachers' questionnaire. To sum up the results confirmed our hypothesis which is high level of self-confidence has great importance on the development of the students' speaking skill. The findings show that teachers of oral expression and first year students of English are aware about the importance of self-confidence for better achievement in the speaking performance.

In concluding, there are some suggested recommendations concerning the significance of self-confidence and speaking performance:

- The practice of speaking skill should be daily by students in order to improve their level of achievement.
- Teachers should create joyful atmosphere in the classroom in order to motivate students and promote their self-confidence.
- Treating students fairly, equally, and with care is the responsibility of the teacher.
- Oral expression module is an important session which gives students opportunities to practice speaking. It is better if it will be a daily session.
- Developing autonomy in learning has great impact in enhancing students' self-confidence.
- Teachers should pay more attention to psychological factors because they affect the progress of the students' learning.

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Appendices

Appendix one: Student's Questionnaire

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English
Student's Questionnaire

Dear student,

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

Section one: Students Background Information

1. What is the type of your Baccalaureate?

a. Literature and philosophy.

b. Literature and Foreign Languages.

c. Scientific.

d. Technical.

2. Studying English at the university was :

a. Personal choice.

b. Imposed.

3. Do you consider your level in English:

a. very good.

b. good.

c. average.

d. less than average.

e. weak.

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

1. Do you think that speaking English is:

a. An easy task.

b. A difficult task.

2. Do you try to speak in the classroom?

a. Yes

b. No

If no, explain why?

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

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

a. Yes

b. No

If yes, because of:

a. lack of motivation.

b. shyness.

c. lack of self-confidence.

d. fear of making mistakes.

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

a. Yes

b. No

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

a. Role-play.

b. Discussion.

c. Information gap activities.

d. Acting from script

e. All of them

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

a. Yes

b. No

If yes, how?

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

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

a. yes

b. no

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

a. Your teacher motivates you.

b. your classmates support you.

c. You take risks by yourself even difficulties.

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

a. Yes

b. No

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

a. yes

b. No

Thank you for your collaboration
DJEHICHE KANZA

Appendix Two: Teacher's Questionnaire

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English
Teacher's Questionnaire

Dear teacher,

This questionnaire aims at collecting information about the importance of self-confidence on enhancing students speaking skill. The case of first year students of English as a foreign language. We would be grateful if you could answer these questions and provide us with insights concerning self-confidence in order to help us in our research for the master's degree in language sciences. Thank you in advance for your collaboration.

Section One: General Information

1. What is the degree you currently held?

a. Licence degree.

b. Master degree.

c. Magister degree.

d. Doctorate (PHD) degree.

2. How long have you been teaching English in the university?

.....
.....

3. How many years have you been teaching Oral Expression?

.....

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

1. In your opinion as teacher, good speaking needs:

a. fluency

b. accuracy

c. both of them

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

a. yes

b. no

3. What are the speaking activities you focus on?

a. Acting from script

b. Discussion.

c. Information gab activities

d. Role-plays.

f. All of them.

4. Do all your students participate in the classroom activities?

a. Yes

b. No

5. Do you try to create a friendly atmosphere in the classroom?

a. Yes

b. No

6. Is there among your students who have good marks in other modules (grammar, phonetics....) but do not participate in oral session?

a. Yes

b. No

7. Do you consider self-confidence as an important component in the student's personality?

a. Yes

b. No

8. Do you feel that your students believe in their abilities to speak English?

a. Yes

b. No

9. Did you call your students' attention to the importance of self-confidence for developing their speaking skill?

a. Yes

b. No

10. In your opinion as teacher of oral expression module, is self-confidence important for the improvement of the students' speaking skill?

a. Yes

b. No

Can you explain why?

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

11. Is there any idea you want to add?

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

Thank you for your time, help, and collaboration my dear teachers.

DJEHICHE KANZA

المخلص

يهدف هذا البحث الحالي إلى دراسة أهمية الثقة بالنفس في تعزيز مهارة التحدث عند الطلبة. من أجل تحقيق هذا الهدف، تعمل هذه الدراسة على أساس المنهج الوصفي لوصف متغيرين: الثقة بالنفس كمتغير مستقل و أهميتها في تعزيز مهارة التحدث كمتغير تابع. هذه الأطروحة تستعمل استبيان لأساتذة التعبير الشفوي و لطلبة السنة أولى إنجليزية كلغة أجنبية في جامعة محمد خيضر بسكرة كأداة لجمع البيانات. كشفت النتائج المتحصل عليها من خلال الاستبيانات أن المستوى العالي لثقة بالنفس لديه تأثير هام في تطوير أداء الطلبة في التحدث. إضافة، أظهرت النتائج أن الطلبة و الأساتذة مدركون لأهمية الثقة بالنفس.