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EXPLORING THE EFFECTS OF SELF-CONFIDENCE ON EFL STUDENTS' ENGAGEMENT TO SPEAK

The Case of First-Year LMD Students of English at Biskra University

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Board of Examiners

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Declaration

I, **YOUCEF Achouak**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

It is with genuine gratitude and warm regard that I dedicate this work to my loving parents, my superhero "**Kamel YUCEF**" and my queen "**Nadia RAHAL**" who love me unconditionally and who have taught me to work hard for the things that I aspire to achieve.

A special feeling of gratitude to my wonderful sisters "**Chahinez, Manel**", who have never left my side. Even my lovely brothers my constant annoyance "**Walid and Chawki and Rafik**". I also would like to give a special thanks to my source of inspiration "**Abd razzak**" who believes in and supports my simplest achievement.

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Abstract

Students' engagement has always been the interest of various teachers and researchers. This latter plays an important role in EFL oral classes; it is considered as a measurement of learning quality, students achievement and teachers' effectiveness. On the other hand, teaching the English language, especially in higher education, requires being motivating and amusing to engage learners with the lesson. Besides, it is well established that student engagement to speak in oral expression courses is influenced by several factors such as self-confidence. The purpose of this study is to measure the effect of self-confidence on students' engagement to speak. For the sake of rejecting or accepting the hypothesis, which imply that if EFL learners have high self-confidence, their engagement to speak will be enhanced, a questionnaire was administered to thirty (30) first year students of English at Mohamed Kheider of Biskra University. The results obtained from analyzing the accumulated data have supported the idea that students can be highly engaged if they have high self-confidence. Students consider this factor as a very important element in academic growth. Furthermore, the findings revealed that the majority of first year students are confident enough to share their thoughts and ideas in oral sessions and they encounter no difficulties in speaking. Additionally, low self-confidence can prevent learners from participating freely in the given lectures. The results also revealed that teachers' tasks play a vital role in engaging the learners in the given activities. In nutshell, the gathered results answered the research questions and confirmed the hypothesis.

Keywords: *students' engagement, motivation, self-confidence, speaking skill, EFL classroom, higher education, academic achievement*

List of Abbreviation and Acronyms

EFL: English as a Foreign Language

Etc: et cetera (and so on, and so forth)

Et al: et alia (and others)

SET: Student Engagement Technique

i.e: id est (in other words)

Vs: versus (in contrast to)

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General Introduction

Introduction

Many researchers have been and still interested in the language teaching and learning. Teaching is sometimes seen as a challenging task that requires thorough training in order for the teachers to possess the qualities of an effective and good teacher. On the other hand, learning is a process that does not need a specific academic setting; rather, it requires the appropriate environment and the right atmosphere for the learners to learn the language effectively.

Accordingly, learning foreign language can be a challenging task for many EFL learners. However, due to some affective factors, this process will be less accomplished. Self-confidence is one of these factors which make this process whether easy or difficult to achieve. Therefore, many EFL learners encounter difficulties in speaking during the oral expression classes. Some students find it difficult to stand up and speak with confident in front of their peers and teacher, and some others are confident and have no problem with speaking in front of others. Henceforth, self-confidence help learners appreciate their value and strengths; while, lack of self-confidence will hinder learners from taking on challenges in oral expression class.

The main concern of this research is to investigate the effects of self-confidence in enhancing students' engagement to speak, as well as, to study and measure the attitude of the EFL learners towards the speaking skill in the classroom.

1. Problem statement

The main objective from learning foreign language is developing the four skills listening, speaking, reading, and writing. Speaking skill is important because it is the main tool through which people can share their ideas, feelings and attitudes. Many students faced difficulties in order to developing this skill .They are not engaged to perform oral tasks. This may due to their poor linguistic competence, the kind of the task, lack of knowledge about the topic or because of lack of self-confidence. This latter is very necessary for a student to take risks or to engage in oral activities. It has a great impact on speaking skill in both situation when it is high it will be positive and low will be negative .At the end , the objective of this study is to explore the effects of self-confidence on students' engagement to speak English.

2. Research questions

- **RQ1:** To what extent is engaging EFL students important in Oral Expression classes?
- **RQ2:** What are the main strategies that Oral Expression teachers use to enhance their students' engagement to speak?
- **RQ3:** What are the main factors that may affect students' engagement to speak EFL?
- **RQ4:** Is there a relationship between EFL students' self-confidence and their engagement to speak?

3. Hypothesis(es)

- **RH:** If EFL learners have high level of self-confidence, their engagement to speak English will be enhanced.

4. Significance of the Study

All previous studies conducted in Biskra University about engagement focused either on its impact on the quality of language learning or on the external factors which may affect students' engagement such as the classroom environment, teacher's feedback, the teaching approaches, etc. No one discusses its relationship with the students' related factors like their gender, linguistic competence, motivation, self-confidence, etc. In this research, the researcher seeks to explore the relationship between self-confidence and students engagements to speak English as a foreign language.

5. Aims of the Study

Through this study, the researcher aims at exploring:

- To what extent engaging EFL students is important in Oral Expression classes.
- The main strategies that Oral Expression teachers use to enhance their students engagement to speak.
- The main factors that may affect students' engagement to speak EFL.
- RQ4: The relationship between EFL students' self-confidence and their engagement to speak.

6. Methodology

6.3. The choice of the method

This research work will be conducted to investigate the effects of self-confidence on EFL students' engagement to speak. This study will be conducted by using a qualitative approach (mainly questionnaires) for EFL students of Oral Expression at Biskra University. To investigate their level of self-confidence and their engagement level to speak.

6.4. Participants (sample)

We will choose first- year EFL teachers of Oral Expression to be the population of our study (N= 8) because they are experienced in teaching oral expression course and they know more about students' speaking difficulties. Five (N=5) teachers of oral expression whose opinions may help for enriching this research study with valuable data will be chosen.

6.5. Data collection methods/tools

Two data collection tools will be used to gather data. First, a questionnaire will be administered to first-year EFL Teachers of Oral Expression to investigate their perceptions and attitudes towards the effects of self-confidence on EFL students' engagement to speak. Second, a classroom observation will be conducted to explore EFL students' engagement and to what extent it is related to their self-confidence.

7. Research General Content (IMRAD format)

General Introduction

Chapter 1. An overview about students' engagement

Chapter 2. The importance of self-confidence in Oral Expression classes

Chapter 3. Research methodology and Data Analysis

General conclusion

Chapter One

Chapter One: An overview about students' engagement

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Introduction

EFL teachers aims to develop their students' engagement; therefore, teachers may encounter different issues that hinder them in the learning process. This chapter focuses further on this concept, student engagement in order to obtain clear idea. First, several definitions and views of different scholars are discussed. Further, this chapter also presents the importance of student engagement and its components. Next, a clear description was given concerning the types of student engagement along with their relationship with academic achievement. It also highlighted the different characteristics of engaged and disengaged students as well as addressed the relationship of teacher-student and the correlation between student engagement and teacher-student relationships.

1.1. Definition and Understanding of Engagement

Engagement is considered as one of the best predictors of learning and self-growth. Hu and Kuh (2001) defined engagement as “the amount of effort dedicated to educational activities that bring out ideal performance” (p. 555). However, Lewis et al (2011) defined engagement as “the extent to which learners’ thoughts, feelings, and activities are actively involved in learning” (p. 251). In addition, engagement is psychological factor that makes the student feels cared, respected and part of the school community (Olson & Peterson, 2015).

Accordingly, some researchers have looked at the opposite of ‘engagement’ to figure out what is meant by: if a student is not engaged, then what are they? (Kahu, 2013). For a better understanding of what is meant by engagement, Mann (2001, p. 7) proposed an effort called ‘The engagement-alienation dyad, as an effective paradigm in order to understand the relationship between students and their learning.

1.2. Students' Engagement

1.2.1. Definition and Importance of Student's Engagement

Students' engagement has been the main concern of different researchers and teachers. This concept is usually considered as the best indicator of learning and personal growth. Therefore, there are currently different definitions of students' engagement.

1.2.1.1. Student engagement definition

Students' engagement is considered as the main objective that teachers should reach during their classes. Student engagement is explained by Bomia (1997) as the "student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process" (as cited in Fletcher, 2007, para.2), and as the "individual's interest and enthusiasm for school" (Olson & Peterson, 2015, p.1). In other words, students' motivation is mainly based on their interest and passion for learning. Additionally, Barkley (2010) defined student engagement as "a process and a product that is experienced on a continuum and results from the synergistic interaction between motivation and active learning" (p.8). Within the same vein, another definition was provided by Kuh et al (2008) as follows: students' engagement is "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes" (as cited in Hardy & Bryson, 2010, p. 20). That is to say, the desire of the students to achieve a particular outcome is determined by how engaged they are engaged in the various classroom activities.

1.2.1.2. Importance of students' engagement

Students' engagement is considered as the glue that links between students and all the critical aspects for their learning, as Coates (2006) claimed "student engagement is

concerned with the point of intersection between individuals and things that are critical for their learning” (p. 17). Equally important, Coates (2006) also added that students who are highly engaged enjoy their studies and can successfully complete their activities; on the contrary, disengaged students are unable to effectively establish an effective relationship with their studies. In addition, Martin and Torres (2016, para. 2) believed that:

Student engagement is increasingly viewed as one of the keys to addressing problems such as low achievement, boredom and alienation, and high dropout rates. Engaged students are more likely to perform well on standardized tests and are less likely to drop out of school. The conditions that lead to student engagement (and reduce student apathy) contribute to a safe, positive, and creative school climate and culture.

Accordingly, student engagement is a crucial element in education and has positive impact on students, the college and members of education. As the institutions are placing better procedures, the area of student engagement will grow in the future. Additionally, it provides learners with a chance to practice and learn the abilities and skills they need to be successful in the future. According to experts, student engagement teaches students about the true meaning of ownership, generates the feeling of responsibility in students, and enhances their communication and negotiation abilities at the same time. Besides, student engagement strengthens the relationship between students, their peers, teachers and other members of the faculty. It likewise assists students to value administration inside the educational framework. As a result, it further develops students’ personalities and upgrades their skills that are essential for driving change (Unifyed, 2019).

In brief, student engagement contributes in increasing school success. It affects students’ learning: their participation, their motivation and active learning. Therefore,

level of students' academic achievement is linked to their participation in the learning process.

1.3. Components of Students' Engagement

Student engagement in learning process is composed of three main components: behavioral, emotional, and cognitive engagement, as Ciric and Jovanovic (2016) asserted, "student engagement has primarily and historically focused upon achievement, positive behavior, and a sense of belonging of the students so they might remain in school" (p.188).

1.3.1. Behavioral engagement

According to Fredricks, Blumenfeld and Paris (2004), the behavioral engagement domain "concerns questions regarding, student conduct in class, student participation in school related activities, and student interest in their academic task" (p. 62). That is to say, student engagement refers to the participation in the classroom, asking and answering questions, and the level of interest towards learning. Another definition was given by Olsen and Peterson (2015), behavioral engagement, "includes a student's compliance to rules and involvement in the classroom and with extracurricular activities" (p. 2).

1.3.2. Affective engagement

This type is seen as "a sense of belonging in the classroom and an interest, curiosity, or enthusiasm around specific topics or tasks" (Parsons, Richey & Parsons, 2014, p.24). Students in the classroom are also emotionally engaged during the learning process. This kind of engagement, according to Cornell and Wellborn (1991), comprises the affective reactions of engagement, including anxiety, happiness and other affective factors (as cited in Fredricks, Blumenfeld & Paris,2004), as well as, the experience of boredom, sadness, enjoyment, frustration (Yonezawa, Jones, & Joselowsky, 2009; as cited in Ciric &

Jovanovic, 2016; & Fredricks, Blumenfeld & Paris, 2004). Moreover, students who are engaged in the classroom can interact, experience different emotions and feelings and think all at the same time. Therefore, teachers should maintain their students' motivation and emotional engagement in order to get effective participation and involvement (Fredricks, Blumenfeld & Paris, 2004).

1.3.3. Cognitive Engagement

The last component is cognitive engagement, which is mainly related to the psychology of students, or their internal mental functions. Cognitive engagement is related to “motivational processes and the development of meta-cognitive strategies” (Ciric & Jovanovic, 2016, p.188). Additionally, this type is characterized with three main aspects and they are as follows: 1) psychological investment in learning, 2) a desire to go beyond the requirement, 3) a preference for challenge (Fielding & Makar, 2008, p. 2).

On the other hand, Harris (2008), in his study, suggested six “different conceptions of engagement in learning” (p.65), including categories under each concept of engagement:

- Participating in classroom activities and following school rules (behaving)
- Being interested and enjoying participation in what happens at school (enjoying)
- Being motivated and confident in participation in what happens at school (being motivated)
- Being involved by thinking (thinking)
- Purposefully learning to reach life goals (seeing purpose)
- Owning and valuing learning (owning)

Behaving is included in the first component (behavioral engagement). Enjoying and being motivated is related to emotional or affective engagement; however, thinking, seeing purpose, and owning falls for the type of cognitive engagement.

1.4.Types of Student Engagement

Pike and Kuh (2005, p. 19) classified seven types of student engagement, and are as follows:

- **Diverse, but interpersonally fragmented:** Students at these colleges have numerous experiences with diversity and tend to use technology, but do not view the institution as supporting their academic or social needs nor are their peers viewed as supportive or encouraging . All in all, not a very easy place to live and learn it seems.
- **Homogeneous and interpersonally:** cohesive Students at these colleges have relatively few experiences with diversity, but view the institution and their peers as supportive. These institutions are the mirror image of the first engagement type.
- **Intellectually stimulating Students:** at these colleges are engaged in a variety of academic activities and have a great deal of interaction with faculty inside and outside the classroom. They also tend to engage in higher-order thinking and work with their peers on academic matters (i .e . collaborative learning) .
- **Interpersonally supportive:** Students attending these institutions report high frequency of diversity experiences and view their peers and the campus as supportive of their efforts . Students also have a reasonable amount of contact with faculty members inside and outside the classroom.
- **High-tech, low-touch:** Information technology rules at these universities to the point of muting other types of interactions. There is a sense of stark individualism

as little collaboration occurs, academic challenge is low, and the interpersonal environment is not a distinguishing feature of the campus.

- **Academically challenging and supportive:** Faculty set high expectations and emphasise higher-order thinking in traditional ways. Little active and collaborative learning is required. At the same time, students support one another and view the campus as supportive. A generally friendly and congenial place to be an undergraduate interested in learning.
- **Collaborative:** Peers rely on and are generally supportive of one another for learning, mediated somewhat by technology. Although there are few opportunities for experiences with diversity, students have a reasonable amount of contact with faculty, who along with other dimensions of the campus climate, are viewed as supportive.

To conclude, students are unique and require different methods and strategies to get them engaged in the classroom. Teachers should implement variety of techniques in order to meet with their students' needs and motivate them to interact in academic tasks.

1.5. Student Engagement and Academic Achievement

Student engagement is an essential factor in academic success. The relationship between student engagement and academic achievement has drawn significant attention in educational institutions (Addison, 2015). He also added that “Students who are disengaged from school are at risk for poor academic achievement, skipping classes, sexual activity, substance use and ultimately dropping out of school” (p. 1). Equally important, academic achievement is influenced by three kinds of engagement (behavioral, emotional, and cognitive). It has been discovered, according to Jonas (2016), that behavioral engagement is considered as a strong predictor of students learning, grades, achievement, and retention

in school; however, disengagement is related to poor performance and low grades. On the other hand, emotional factor is connected to how the students' feel in school includes the feelings they receive from the members of the school community, in which these feelings strengthen their academic engagement; and the last one is cognitive factor. Students, in this domain, use specific strategies for learning; they make efforts in order to achieve a specific task such as homework, classroom discussion, and academic assignments (Jonas, 2016). However, investigations on this relationship showed other external factors that affect students' performance that are: school environment, teacher support, peer support, and student background), and academic performance (2016).

This relationship can be summarized in the following figure:

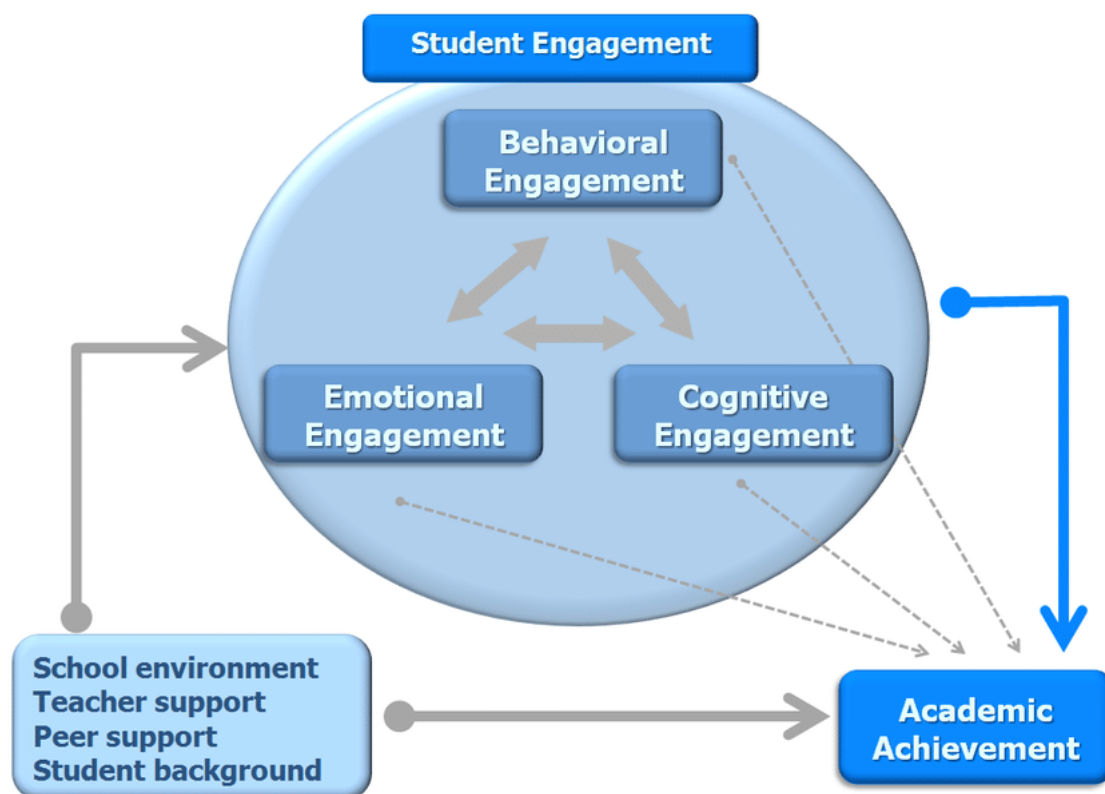


Figure 1.1: The Auckland Student Engagement Model (the ASE Model). Reprinted from The relationship between student engagement and academic achievement - Scientific

Figure on ResearchGate. Available at: https://www.researchgate.net/figure/The-Auckland-StudentEngagement-Model-the-ASE-Model_fig1_309592919 [accessed 5 Jun, 2023]

As the figure demonstrates, students' engagement is made up of three main domains: behavioral, emotional and cognitive. Academic achievement appears to be influenced by the three of the mentioned domains; however, it can be seen that academic achievement is also affected by other factors namely: school environment, teacher support, peer support, and student background.

1.6. Engaged and Disengaged Students

Students may or may not pay attention in the class due to a variety of reasons. Their behaviors and attitudes, which the teacher may observe while presenting the lesson can indicate their engagement or disengagement. Therefore, the following table show the main characteristics of the two different types of students, engaged and disengaged ones (E-learning Infographics (2014):

Engaged Learners	Disengaged Learners
<ul style="list-style-type: none"> • Show sustained behavioural involvement in learning activities 	<ul style="list-style-type: none"> • Do not participate or only observe things passively.
<ul style="list-style-type: none"> • Display a positive emotional tone, and are enthusiastic about their learning endeavor 	<ul style="list-style-type: none"> • Are often off task, delay completion of tasks or they do not complete tasks at all.
<ul style="list-style-type: none"> • Seek out help, whether inside or outside the course, to achieve learning goals. 	<ul style="list-style-type: none"> • Only do minimum work and are satisfied with average results.
<ul style="list-style-type: none"> • Are naturally more curious and interested than unengaged students 	<ul style="list-style-type: none"> • Avoid challenges.
<ul style="list-style-type: none"> • Exert their best effort and concentrate effectively when completing tasks 	<ul style="list-style-type: none"> • Openly or quietly resist learning.

<ul style="list-style-type: none"> • Energized, self- motivated and goal-driven. 	<ul style="list-style-type: none"> • Are in a state of aversiveness. E.g. ' this task is boring' or ' there is nothing to do'.
<ul style="list-style-type: none"> • Enjoy and respond well to challenges. 	<ul style="list-style-type: none"> • Unsure of the expectations for learning
<ul style="list-style-type: none"> • Take pride not only in good grades, but in understanding the material and incorporating it in their lives. 	<ul style="list-style-type: none"> • Lack the ambition to authentically care about the content.

Table 1.1: The Difference between Engaged Learners and Disengaged Learners.

1.7. Teachers-students relationship in development and correlation between student engagement and teacher-student relationships

1.7.1. The teacher-student relationship development

Teachers can work toward developing positive relationships with their students through a variety of methods. Lai, et al. (2015) provided the following suggestions: “To enhance teachers’ empathy and positive teacher-student relationships, teachers should express enthusiastic, warm, caring, fair, and positive attitudes toward each student, and arrange personal interviews to completely understand students’ learning problems and concerns” (p. 395). Simply, the positive relationship between teachers and students will increase the students’ motivation, quality and better performance in school (Ansyah, Handoyo & Hadi, 2017).

On the other hand, a suitable teaching environment or atmosphere promotes a better academic achievement; however, some problems may occur in the classroom, as Pianta (1999, p. 62) described this kind of relationship as the “emotions-based experiences that emerge out of teachers’ on-going interactions with their students”. That is to say, the feelings, ideas, and communication are required between the teachers and students.

Students will show specific reactions towards their teacher's practice if they felt cared for, appreciated and respected. Teachers, especially in the middle school settings, can also “teach in developmentally appropriate ways; incorporate social interaction; switch activities every 10 to 15 minutes; help students recover from bad decisions and failure; teach each topic in more than one way; show enthusiasm about their subject; and offer regular opportunities for self-definition”, in order to encourage and show that they care about their students (Wormeli, 2014, p. 29).

Effective strategies teachers can use to develop strong relationship with their students include: communicating in friendly way, using a language that is easy for them, forgive their mistakes, and expressing their caring (2014, p.29). These effective methods teachers can implement will contribute in building positive relationships with their students. Besides, teachers can also build positive relationships with their students by motivating them in the classroom. According to Tyler and Petrilli (2018), motivating students is through “making schools so engaging, and the student-teacher relationship so supportive, that adolescents will be intrinsically motivated to work hard, despite the other demands on their time and attention, and despite the social costs they might pay” (p. 28). That is to say, students will be more engaged in the classroom if they are supported by their teacher and given positive encouragement to work hard.

1.7.2. Correlation between student engagement and teacher-student relationships

According to various studies, teacher-student relationship has an important role in the learning process. Rusk et al, (2016, p. 96) claimed that, “motivation research consistently connects teacher emotional support with students’ motivation and engagement”. He stated that “students are more behaviorally-engaged (and motivated) in emotionally-supportive classrooms partially because they get more opportunities to act autonomously and have experiences that promote positive peer relationships” (2016, p.

101). Therefore, it is crucial for teachers to build positive and strong relationships with their learners to obtain satisfied results.

As Wormeli (2014) stated, EFL learners can also be afraid of making mistakes, feel to take risks and afraid look incompetent in front of their teachers and peers. He added that teachers can offer help to their students “by empathizing with them and by conducting [themselves] in such a way that students know [they] have their backs”, in which students will “trust that teachers won’t humiliate them or let them humiliate themselves”; he; therefore, concluded that “building relationships with students, proving daily that risk taking is safe in your class, can dissolve those fears and replace them with courage” (2014, p. 28). Finally, “Teacher emotional support is essential to high quality instruction, and evidence links teacher-provided emotional support to students’ motivation and engagement” (Rusk, et al., 2016, p. 95). Student engagement can be influenced by the correlation between the students and the teachers.

1.8. Student’s Engagement Techniques

The Students’ Engagement Techniques (SETs), according to Barkley (2009), are group of activities which one or more teachers of University have figured them out as effective techniques for engaging students. Each SET develops the learning process by requiring learners to participate in different activities such as reading, writing, discussing, or problem solving...Etc. Each SET also enhance students’ motivation because they find the tasks taught by the teacher interesting or valuable; in addition, teachers should be confident that they will get good results whether new or experienced teachers.

Silver and Perini (2010) presented four classification of learner styles along with two engaging techniques for each. First, mastery style describes the kind of students who aim to master specific skill. Second, students with an understanding style ask questions and

are observant in order to grasp and make sense of what actually occurs. Third, self-expressive learners are those who are creative and express themselves freely. The fourth type is an interpersonal category, whose learners learn via interaction.

As far as engagement is concerned, Silver and Perini (2010) provided a set of engagement techniques that go with each of the four learner styles mentioned earlier.

<p>We can engage the masterydrive through..... Competition And Challenge</p>	<p>We can engagr interpersonal drive through.. Cooperation And Connection(to student live ,feeling and experiences)</p>
<p>We can engage the understanding drive through Curiosity And Controversy</p>	<p>We can engage the Self_experience drive through.. Choice And Creativity</p>

Table 1.2: The Eight C’s of Engagement (Silver & Perini, 2010, p. 6)

a) Competition:

Competitive activities and tasks must be simple, and not too complex for learners to succeed. This technique will engage students in the learning process (Silver & Perini, 2010).

b) Challenge:

For learners, challenging tasks must be interesting and related to their level, by providing different tasks that start from the easiest to the most difficult ones. Using this technique would create a challenging atmosphere for learner (Silver, & Perini, 2010).

c) Curiosity:

Teachers can make their learners more curious by engaging them in puzzles and mysterious tasks. This curiosity is a part of students' engagement quality (Silver & Perini, 2010).

d) Controversy:

The teacher's role here is to engage learners and encourage them to give arguments and justify their positions, interpretations, and answers to the question in hand (Silver & Perini, 2010).

e) Choice:

This technique is about providing learners with opportunity to make decisions and to decide what way they take for their learning. This technique can promote learners' engagement in the classroom (Silver & Perini, 2010, p. 10).

f) Creativity:

Teachers can foster learners' creativity and their uniqueness through "(...) divergent thinking activities, non-routine problem-solving, metaphorical thinking, projects, and just about any way you can think of that allows students to put their original stamp on what they're learning" (Silver & Perini, 2010, p. 11).

g) Cooperation:

Learners can develop a sense of belonging through cooperative activities. Additionally, this technique can reinforce learners' self-confidence since they share their ideas and thoughts with their peers in the classroom (Silver & Perini, 2010).

h) Connections :

Learners become more engaged in order to look for a way to relate and "(...) connect what they're learning to their lives beyond the school walls" (2010, p. 11).

1.9.Characteristics of Engagement Tasks

In fact, the EFL learners' concentration and focus on the lesson is greatly influenced by the teacher's selection of the activity or tasks. As result, tasks can be engaging and disengaging Newmann, Wehlage, and Lamborn. (1992; as cited in Fredricks, Blumenfeld, and Paris, 2004, p. 79), provided different characteristics of engagement tasks that may help learners to be more connected and motivated during their classroom activities. The tasks are as follows:

- Are authentic.
- Provide opportunities for students to assume ownership of their conception, execution, and evaluation.
- Provide opportunities for collaboration.
- Permit diverse forms of talents.
- Provide opportunities for fun

In other words, designing different tasks in context where students meet their expectations of relevancy and authenticity and this can increase the opportunity for the learners to be engaged (Newmann, et al., 1992; as cited in Fredricks, Blumenfled & Paris, 2004).

Conclusion

Through this chapter, it appeared that students' engagement is very important in the field of teaching/learning process. As provided in this chapter, several researchers and educators emphasized upon the necessity of enhancing and creating suitable environment for the learners, in order to help them feel comfortable and engaged during classroom tasks. At first, it provided different definitions of the students' engagement, and the main

components that contribute in helping teachers to engage their students. Then, the researcher highlighted the types of students' engagement, and its relation to the academic achievement. It also showed the main differences between engaged and disengaged students, in addition the techniques and characteristics of this factor.

Chapter Two

Chapter Two: The importance of self-confidence in oral expression classes

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Introduction

In English learning/teaching process, teachers should be aware that students have different personalities which might be influenced by many affective factors. Self-confidence is one of these factors that clearly have a significant impact on the students' learning progress.

This chapter will present a general overview about the concept of self-confidence. Firstly, it suggests some definitions to self-confidence and it tackles its importance in language learning. In addition, it highlights the characteristics of low and high self-confidence and mentioning some points that may help in building and enhancing self-confidence. Moreover, it will describe the interference between self-confidence and some concepts (Motivation, Autonomy, and Self-esteem), and it will provide some steps which can help learners to build and develop their self-confidence. Finally, it will mention the role of the teacher in developing and improving learners' self-confidence.

2.1. Definition of Self-confidence

Self-confidence is one of the elements that enable students to engage and take chances without being afraid of making mistakes. Generally, confidence can be simply defined as having a complete faith in something. In his book, *Coming Out Asperger*, Murray (2006) explained that “confidence is defined in my dictionary as ‘firm trust’. If you are confident about something, you do not worry about its outcome; you just take it for granted that it will go well” (p. 53). Murray also added another definition, “confidence is partly about skill, about knowing what to do and how to do it” (2006). However, 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). Therefore, self-confidence is the belief in one’s own abilities, potential, and desirability.

2.2. The Importance of Self-confidence

One of the most challenging issues in learning a new language is lack of self-confidence. High self-confidence is often a quality of successful students, According to Ni (2012, p.1510):

Of all the characteristics that can affect language learning, self-confidence is very important for the following reasons. The first reason is that self-confidence will encourage a person to try new learning. One would be willing to take some risks in order to be successful.

He also added that “a confident person rarely gives up. With these abilities, a confident student can succeed in language learning” (2012). Hence, students who are confident in themselves are more likely to take risks and learn new things. They consider failure as an essential step towards success. Additionally, students who possess self-confidence will study more easily and focus on the task at hand without being distracted by anything that may hinder their academic performance. Due to their self-confidence in their skills and abilities, students will act and behave confidently. 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 everything you do” (p.7). All what students do and in all domains are mainly controlled by their level of confidence. Cole et al., (2007) claimed that confidence was as important as competence in speaking and listening” (p.20).

With high self-confidence in one’s abilities and ego, students will achieve considerable and meaningful goals and come up with great designs. At the present time, there are goals that students only dream about, but they will put themselves in a position to

achieve them with high self-confidence (Tracy, 2012). When students have imaginary goals, they will succeed in releasing them if they develop their self-confidence.

In the line with this issue, Kakepoto (2012) stated that “confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively” (p.71). That is to say, students who are confident in themselves will perform better in oral expression and be more creative. As a result, they can get the attention of others, have more chances to improve their speaking skills, and make progress in their foreign language learning.

1.3.Krashen’s Affective Filter

Krashen (1981) divided emotional factors into three categories: anxiety, motivation, and self-esteem.

1.3.1. Anxiety

Like any other affective factors, anxiety is difficult to define. Anxiety is a feeling of worry, stress and uneasiness. In Djebbari’s article, anxiety is “feelings of uneasiness, frustration, self-doubt, apprehension or worry” (p. 32). Psychologists like MacIntyre and Gardner (1991, pp. 87-92) established three types of anxiety: trait anxiety: it is the feeling that is experienced in any situation, state anxiety: is a temporary feeling of anxiety, it is a response to specific anxiety-provoking stimulus like an important exam. The last one is Situation-specific anxiety; it refers to the stress that is aroused by a specific type of event such as examination, class participation...etc (as cited in Djebbari, 2019, p. 32).

1.3.2. Motivation

Studies that have been done on motivation in language learning process showed that motivation is one of the variables that has influence on students’ success or failure.

According to Pervin (2003, pp. 106-110), the motivation concept is based on three elements. The first, how motivation occurred and functioned such as why a person has an inclination to something. Second, it is a matter of choice over something or another. The third, it is related to a response, a reaction to something.

Motivation, he added, is related to human action as why [learners] behave in such way. [Learners] decide to do something and how long they will present it based on how persistent they are and how much effort they put into it (2003). From a different analysis, motivation is influenced by many factors as stated by Danis (1993, p. 3) "...interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence, self-esteem as well as patience and persistence". Therefore, teachers need to be aware of their own bias in order to help learners develop positive thoughts about themselves.

1.3.3. Self-esteem

Self-esteem, according to Branden (2001, p. 252), is "the experience of being competent to cope with the basic challenges of life and being worthy of happiness. It consists of self-efficacy... and self-respect" (as cited in Djebbari, 2019, p. 33). Moreover, psychologists distinguished three multi dimensions which are as follows: global, situational and task self-esteem (as cited in Djebbari, 2019, p. 33).

- global self-esteem: represents general assessment a person makes about himself,
- Situational Self-esteem, on the other hand, refers to abilities in specific situation such as foreign language context.
- Task Self-esteem: relates to particular tasks within situations, for instance, within the educational domain, task self-esteem might refer to one subject matter (2019).

What is more, self-esteem has an important role in learners' success or failure as Brown (1977, p. 352) put it, "a person with high self-esteem is able to reach out beyond himself more freely, to be less inhibited, and because of his ego strength, to make the necessary mistakes involved in language learning with less threat to his ego".

1.4.The Characteristics of High and Low Self-confidence

Students fall into two categories: high self-confidence students and low self-confidence students.

1.4.1. Characteristics of high self-confidence

High self-confidence students are better at learning and performing in foreign language. These students put greater emphasis on their achievements and success. Hale (2004) addressed this point when he said, "believing you can meet the challenges you face" (p. 12). Students with high self-confidence believe that they are capable of overcoming challenges that affect their oral performance.

High self-confidence students have certain characteristics which prove that they believe in their abilities. Wright (2009, p.26) presented some features that characterize those who have high self-confidence:

- They are ambitious: In general, they want more from life than existence or survival, FL learners are curious and want to get more about the foreign language, they have goals to achieve and they believe that they can accomplish them.
- They are goal oriented: They seek a challenge of completing and setting new goals for themselves. They always record particular goals and make an effort to fulfill them.

- They are visionary: They keep a picture of what success will be like, they are always optimistic and never think about failure. Even when they fail, they consider it as a step toward success.
- Build good relationship with others: Those people who have a good inner self-image form nourishing relationship instead of toxic ones. They are more likely to gain more friends and construct a strong relationship with them. Moreover, they are loved by many people since they are always optimistic.
- They are good performers and attractive: They vibrate their confidence in a way that attracts good things and good people to them. They are intelligent enough to make their presentation get their audience' interest.

1.4.2. Characteristics of low self-confidence

Low self-confidence can reduce the quality of students' academic performance. Students who do not believe in themselves are more likely to struggle with speaking and oral presentations in the classroom. Carnegie (1956) said, "the gaining of self-confidence and courage, and the ability to think calmly and clearly while talking to a group is not one-tenth as difficult as most people imagine" (p.4). Many students do not make an effort to increase their self-confidence because they believe it is difficult to gain. In this context, Carnegie sought to clarify self confidence in speech. Since low self-confidence is viewed as a psychological barrier to success, students with such behavior will always have negative effect on their performance and careers.

In his book, *Building Self-Confidence with Encouraging Words*, Wright (2008, p.24) suggested other features of students with low self-confidence:

- They are fearful of change: They are totally anxious and fear of “what if...” they tend to be re- active rather than pro-active. They always think in a negative way and make they cannot control their inner voice.
- They are pessimistic and tend to see the glass as half empty: They always try to find excuses to themselves and never search for ways to succeed. They never make an effort to achieve purposes or prepare for their presentation and predict that only bad things will happen during their performance.
- They have difficulty communicating what they really want: They have no clear idea about their objectives. They see everything ambiguous and difficult to realize, they cannot find specific goals for themselves.
- They are insecure and see themselves as victims: They always blame others and always convince themselves that they are on the right path. They can easily give up whenever they face any fail in their learning.

Indeed, students with high level of self-confidence perform better academically than those with low level of self-confidence. In order for students with low self-confidence to become effective and successful learners, the teacher must assist them in overcoming their problems. As Abdallah and Ahmed (2015, p. 1095) suggested solution for unconfident students 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.

1.5.The Interference between Self-confidence and Some Concepts

In order to develop a strong personality, learners need to have self-confidence which can guide them and make them more involved in the course. Students’ achievement

is positively impacted by self-confidence, because on one hand, it increases their motivation in the classroom and on the other hand it makes them autonomous in learning. It also increases their self-esteem and self-efficacy. Successful students need to be more engaged, motivated and responsible for their own learning. In brief, self-confidence helps learners to build successful students.

1.5.1. Motivation

There seems to be a significant amount of research that has been done on motivation within the learning process. Motivation is one of the factors, which has a significant impact on whether or not the student succeeds or fails. According to Blerkom (2009), Motivation can be described “as something that energizes, directs, and sustains behavior toward a particular goal” (p.17). This implies that motivation is anything that guides, supports and sustains in order to accomplish specific goal. On the other hand, Brophy (2004) defined it as, “motives are usually construed as relatively general needs or desires that energize people to initiate purposeful action sequences” (p.4). Concerning students’ motivation, he added that students’ motivation is primarily related to personal experience, especially those related to their willingness to participate in lessons and learning activities and the purpose behind doing so (p. 4). Students are mainly motivated by something that encourages them to act in a positive or preferable way. Dörnyei (2001) claimed, “what I mean is that ‘motivation’ is an abstract, hypothetical concept that we use to explain why people think and behave as they do” (p.1). In the same vein, Barry Corbin (2008) assumed, “motivation is 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 & McDonald, 2009, p.5). Motivation has two different types which are:

Intrinsic motivation: it mainly comes from students' inner personal pleasure and enjoyment for learning a foreign language. Brophy (2004) said, "Intrinsic motivation refers primarily to affective experience enjoyment of the processes involved in engaging in an activity" (p.15). Moreover, Oelmüller (2006) suggested, "'Intrinsic motivation' can be described as an appeal for the sake of the subject or topic itself" (p.5). Indeed, intrinsic motivation is an inner force which drives students to fruitful accomplishments. As Goldsmith (2010) claimed that "the most powerful form of motivation is the type that comes from within us" (p.149).

Extrinsic motivation: "it is caused by external 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). Usually students' success in extrinsic motivation is temporary because they have a goal in mind, and once that goal is achieved, they lose motivation quickly. Oelmüller (2006) asserted that extrinsic motivators work over short term results (p.7).

To sum up, the two types of motivation are completely different from each other. Brophy (2004) suggested, "motivation to learn differs both from extrinsic, reinforcement-driven motivation and from intrinsic, enjoyment – driven motivation" (p.15).

1.5.2. Self-esteem

Self-esteem is considered as an important quality in the learning process. It refers to the students' feeling about themselves, confident or not. Lland (2013) stated that "self-esteem is the capacity to respect and think well of yourself. It means that you appreciate yourself as a unique individual with your own set of skills, talents, and abilities" (p. 6).

Moreover, students who possess self-esteem will facilitate learning and participate fully in learning activities without encountering any distractions that may hinder their performance. Students will behave confidently because they trust their abilities. (Pour, Salehi & Zadeh, 2016). However, low self-esteem will be a barrier to the students' success. Students with low self-esteem are always negative and focus more on what others think about them more than concentrating on what is beneficial for them, as Cloutte (2011) said, "If you have low self-esteem these beliefs will often be negative. You may focus on what you feel are your weaknesses, and mistakes that you have made" (p.47). In addition, Gilroy (2004) added, "people with low self-esteem often get wrapped up in what others think of them" (p.23).

Accordingly, self-confidence and self-esteem are two terms that are used interchangeably in many situations. Lland (2013) mentioned, "perhaps the word that is most commonly interchanged with self – confidence is self-esteem" (p.12). Self-esteem is students' evaluation or judgment of themselves and their own worth; whereas, self-confidence refers to the students' attitudes and belief in their own abilities. Lland (2013) also added, "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).

1.5.3. Self-efficacy

Self-efficacy is used interrelated to self-confidence and they both share some beliefs. The concept of self-efficacy is clarified more by Adaliku (2012) who stated it as, "self-efficacy is an individual's evaluation of their own ability to be successful in attaining as specific goal" (p.7). Self-efficacy measures the degree of learners' self-confidence, when learners perform a specific activity, it does not mean they will succeed in other

activities. As an example, they believe they will succeed in certain module (English), but they have low self-efficacy in other modules. Adalikwu (2012) emphasized that “if a person does not have a base level of self – efficacy, they will be unwilling to attempt a new task or challenge, which could of course hold them back in the workplace or any endeavor” (p.7).

To sum up, self-confidence is a broad term that refers to the learners’ belief in their abilities; whereas, self-efficacy is a part of it. Lland (2013) “expresses that self – confidence generally embodies a lot of attributes that all sum up to our belief and faith in ourselves; meanwhile, self – efficacy is only one part of it” (p.14).

In fact, each learner is able to set a variety of goals, but it is difficult for them to figure out how to achieve them. Self-efficacy enables students to be more flexible and aware of how to achieve these goals.

1.5.4. Autonomy

The most successful behavior that FL students possess is learner autonomy. Autonomy is students’ feeling to act independently and be responsible of their own learning. Holec (1981) described 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 enables students to manage themselves and regulate their learning. Autonomous students are capable of making decisions 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 the goals, learning processes, and implementation of one’s language learning needs” (p.44).

Students with high self-confidence will take more responsibility for their learning and control their own behavior. They have the enough ability to produce the foreign language in confident way. Dembo (2000) stated that “successful learners use specific beliefs and processes to motivate and control their own behavior” (p.25). Therefore, autonomy is important for every learner’s success and for a better in oral performance, because autonomy maintains self-confidence. However, this does not eliminate the role of the teacher in learning, but it addresses the important worth of the teacher in forming the autonomy skills. In this case, the teacher is just a guide to the learners. Palfreyman (2003) states, “independence from a teacher is often taken as observable sign of autonomy, indeed the term 'independence' is often used as a synonym for autonomy” (p.4).

1.6. Steps for Building Self-confidence

Self-confidence requires many steps as it is agreed by many theorists. “Step by step, right foot then left foot and you are on your way” (Wright, 2008, p.3).

- **Keep your inner voice positive (stop the negative talk):** the key element of building up self-confidence is thinking in a positive way. Students must always have confidence in their abilities and be optimistic about their performance. Adalikwu (2012) advised, “focus on how you can solve problems, make a better choice next time, or take any other kind of action that will help you focus on the positive rather than the negative” (p. 30).

Each learner has the capacity to control and regulate their inner voice and decide whether make it supportive and positive internal voice or negative one. Adalikwu (2012) asserted that “it's our ‘inner critic’. However, you have control over that voice” (p.30). On the other hand, Adalikwu (2012) presented examples

for positive inner talking, he suggested, “‘I’m so stupid’ becomes ‘OK, I made a mistake. Next time I’ll know not to do the same’” (p.31).

- **Write down your achievements:** writing down your achievements is an effective method to develop self-confidence. Learners have to keep track on any successful activities and get back to them whenever they feel down. Adaliku (2012) viewed, “every day, write down a list of at least five things that you are proud of accomplishing, or things that you can be grateful for in your life” (p.26).
- **Read aloud and speak up:** practicing the foreign language requires the ability to speak up and reading aloud. Both factors may help students improving their public speaking skills and gain more self-confidence in sharing opinions and ideas in front of others (Adaliku, 2012).

After all these previous steps, building positive thoughts and confidence, learners would build an effective self-confidence.

1.7. Factors Effecting Self-confidence

1.7.1. Anxiety

Anxiety is considered as one of the most influential factor which makes the learning process difficult on EFL learners. Language learners usually express anxiety, fear and nervousness before facing a difficult situation, such as test or examination. Anxiety is “a complex affective concept associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry” (Cakıcı, 2016, p. 190). Numerous studies have been conducted by many researchers in order to better understand these common feelings of stress and nervousness that are experienced by many learners. “For a long time, researchers thought of anxiety as a permanent feature of a learner's personality” (Lightbown & Spada, 2006, p. 61). Nevertheless, when researchers made their investigation on anxiety, they distinguished

two different types: FL anxiety and trait anxiety. The former refers to “a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language 41 learning process” (Aida, 1994, p. 128); however, trait anxiety is a permanent willingness to report negative emotions across many situations (Brown, 2006).

Research in FL/L2 learning found that there is negative correlation between anxiety and learners’ performance. Brown (2000, p. 152), in this regard, stated that: “both too much anxiety and too little anxiety may hinder the process of successful second language learning”. Philips (1992) indicated that there is significant relation between FL anxiety and oral performance; he reported that the more learners were anxious, the more they show low performance in oral tests, because some learners lose their words and performance during oral exams.

Within the same context, Krashen (1981) found that there is a relationship between anxiety and self-confidence. He stated that “self-confident people have the advantage of not fearing rejection as much as those with high anxiety levels and are therefore more likely to put themselves in learning situations and do so repeatedly” (p. 75). Thus, anxiety and self-confidence seem to develop or hinder learners’ foreign language acquisition. Self-confidence is associated with anxiety, which significantly influence learners’ quality of learning and performance.

1.7.2. Risk-Taking

Risk-taking is related to building of self-confidence as a fundamental component of successful foreign language learning. Learners, according to Arnold and Brown (1999) and Oxford (1999), have to be able to gamble, be open to trying something new and be willing to take risks even if they are unsure about the correct answer. Willingness is the ability to

voluntarily participate in communicative activities in FL classrooms through guessing or speaking. A risk-taking student is the one who actively engages in the classroom and answers the questions without being called by the teacher. This type of students is not afraid to make mistakes and is willing to participate in classroom debates. S/he is better than a student who is shy and afraid to speak in front of his/her peers.

1.7.3. Extroversion vs Introversion

Extroversion and introversion are also a personality trait that may affect language learning. EFL teachers can easily distinguish between two types of learners: extrovert learners and introvert learners.

Arnold and Brown (1999, p. 10) defined extroversion as “being outgoing and talkative and, therefore, better language learners, since they are more likely to 46 participate openly in the classroom and seek out opportunities to practice”. However, introvert according to Arnold & Brown (1999, p. 10) “might be considered less apt language learners, since they seem to be too reserved, too self-restrained”. They prefer to spend time alone and inclined to contemplate things without speaking.

Confidence is a combination of low anxiety and confidence in one’s abilities. According to these studies, an extrovert with an outgoing nature and high level of risk-taking would be a better language learner than the introvert with a conservative and self-conscious personality.

1.8. Teachers’ Roles in Improving EFL Students’ Self-confidence

The role of the teacher is not limited to transfer the knowledge, but the teacher has a significant role in the development of the students’ learning process. From the responsibility of the teacher is maintaining enjoyable environment where the learners feel

at ease and engage in the task. In fact, teachers are the most important factor in helping learners develop their self-confidence. Instead of pressuring them to speak, teachers should use a range of strategies to encourage students to take part in speaking and to build confidence in them. Cole et al., (2007) have stated, “confidence and competence go hand in hand and increasing your learners' confidence will help them to develop their skill” (p.12). Teachers have to use many techniques in order to develop students' self-confidence:

- **Teacher using praise:** using praises in EFL classrooms is very helpful strategy for maintaining students' enthusiasm and self-confidence. Praises includes any positive response and favorable remarks to the learners' good work or behavior in order to motivate them such as “Good”, “nice job”, and “ thanks” (Knight & Lee, 2008, p. 38). Indeed, praises reinforce students to continue performing the desired behavior since their behavior is valued, Knight and Lee (2008) tackled this point, they claimed, “as such, you can use behaviors” (p. 38). Praises have a great influence on students' academic performance; when the teacher praises the students during their presentation, it will support them and boost their self-confidence.
- **Teaching students with care:** Caring is the act of bringing out the best in students through affirmation and encouragement (Stronge, 2007, p.23). Effective teachers care about their learners because caring has great impact on the learners: it helps them to be better performers and develop their self-confidence. 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).

The act of caring is one of the most characteristics of effective teachers. Those who care not about what happens in the classroom, but specific teachers attribute “that show caring include listening, gentleness, understanding, knowledge of students as

individuals, nurturing, warmth and encouragement” (Stronge, 2007, p.2). Thus, teachers should care about their learners in order to raise their confidence and performance when engaging in learning activities.

- **Treats students with fairness and respect:** it is the teachers’ responsibility to treat students fairly and respectfully, as Scrivener (2012) stated, “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). In fact, any form of bias in the classroom will cause the students to lose confidence in them. When the teacher neglects and does not value his/her students, it will negatively affect their learning progress. Stronge (2007) suggests that students expect teachers to treat them equitably _when they behave as well as when they misbehave _ and to avoid demonstrations of favoritism (p.25). Therefore, teachers have to provide credibility to all students by practicing fairness and respect.

Conclusion

Self-confidence is one of the significant affective factors which can help learners to progress in learning process. Throughout this chapter, we tried to provide various definitions of self-confidence which are given by some researchers. In addition, it drew attention to the importance of self-confidence as well as the characteristics of low and high self-confidence. Furthermore, this chapter discussed the interference of self-confidence with some concepts and it described the steps in order to build and develop learners’ self-confidence. Surely, it is important to talk about the main job of the teachers in developing learners’ self-confidence. In conclusion, in order to enhance the process of teaching and learning a foreign language, both teachers and learners should pay attention to the importance of having self-confidence.

Chapter Three

Fieldwork and Data Analysis

Chapter Three: Field Work

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Introduction

The current chapter aims to describe and discuss the results gathered from the questionnaire, which was dedicated to the students in order to obtain different data and opinions concerning the effect of self-confidence on students' engagement to speak.

3.1. Students' Questionnaire

3.1.1. Description of the questionnaire

This questionnaire contains (16) questions divided into two main sections: the first section is personal information that aims to obtain general data about the participants. The second section; however, seeks to investigate the students' attitude towards speaking skill, measures the students' engagement in oral classes, and identify the importance of self-confidence in improving speaking skill.

Additionally, this tool is a semi-structured questionnaire, including close-ended questions which requires "yes", "no" answer. It also consists of open-ended questions such as "explain", "justify", which is designed in order to get deeper insights and more details about the conducted study.

3.1.2. Aim of the questionnaire

This questionnaire has been conducted for the sake of investigating the target problem and collecting the needed data for the research, as well as to obtain students' views and perception about the effect of self-confidence on EFL students' engagement to speak.

3.1.3. Administration of the questionnaire

The questionnaire is administered to first year students of English department of Biskra University. There were a random selection of (30) students regardless their age and social status. The reason behind choosing this population is due to the fact that they still undertake oral expression courses, which raises the chances of obtaining sufficient answers that serve the research study.

3.2. Analysis of the Students' Questionnaire

Section One: Personal Information

Item.1. Would you specify your gender, please?

Table 3.1: Students' Gender

Gender	Respondents	Percentage
a. Female	24	80%
b. Male	6	20%
Total	30	100%

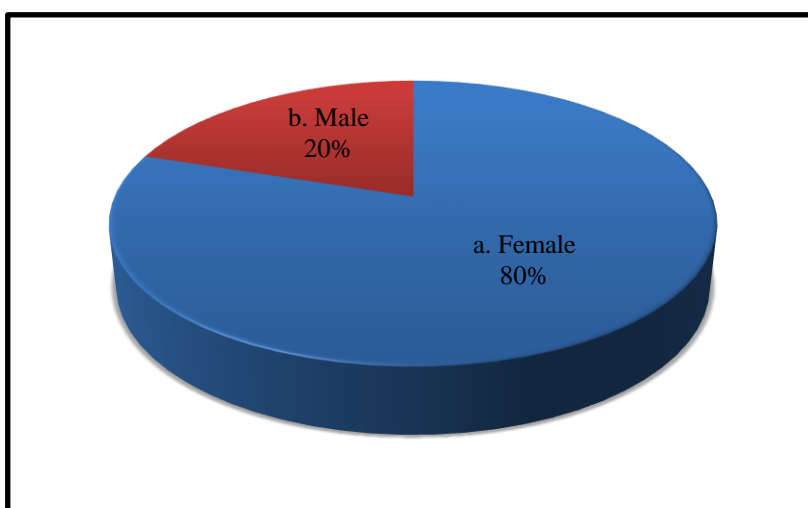


Figure Table 3.1: Students' Gender

As it is viewed in table above, the majority of participants are females, with percentage of (80%); whereas, males present only (20%) of the sample. It may indicate that

females are more interested in learning languages than males who prefer to study scientific branches.

Item.2. The choice of learning English at university was:

Table 3.2: Students' Choice of Learning English

Options	Respondents	Percentage
a. Your own choice	27	90%
b. Your parents' choice	0	0%
c. Someone's advice	3	10%
Total	30	100%

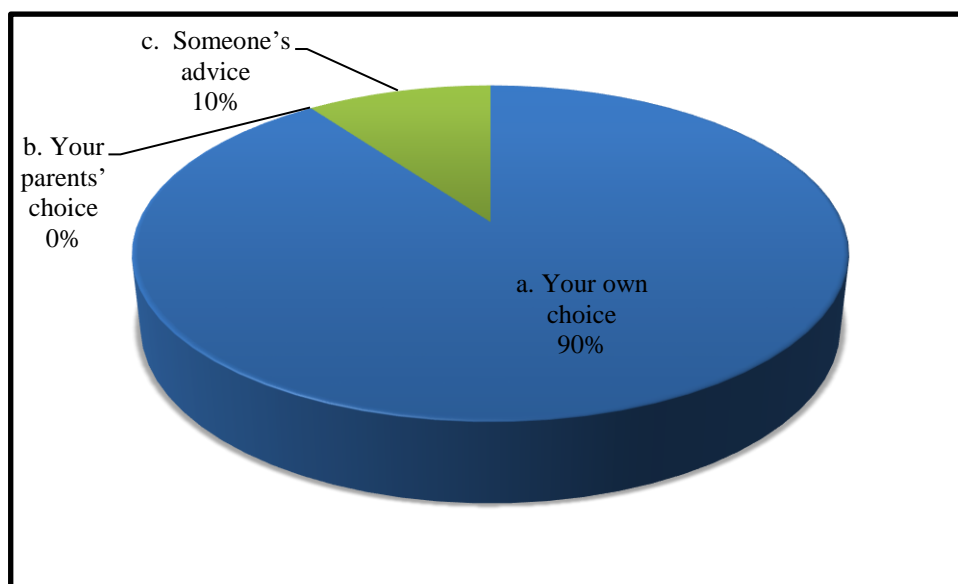


Figure 3.2: Students' Choice of Learning English

The results shown in the pie chart 2 illustrates the participants' choice of learning English. All of them have picked one of the three provided options, 'your own choice', 'someone's advice' or 'your parents' choice'. The numbers of those who chose English as their own choice, which represent (90%) of the sample, surpass the number of others who chose English for the sake of someone's advice, who represent the percentage of (10%).

Item.2.1. If it is your own choice, please say why

In order to know the reason behind choosing English as a branch, students were asked to justify their answers. Students' answers were different from a participant to another as follows. The majority of the sample chose to learn English because they like it and it is their favourite language since they were children; while, others said that because they want to travel abroad and discover the culture of this language. Meanwhile, some of the participants study English language because it facilitates the communication with other nationalities and helps them in their future plans. Additionally, one of the participants said that "it will give me opportunities cause it is lingua franca".

Section Two: First Year EFL Students' Attitudes towards Speaking in English

Item.3. How do you find learning English?

Table 3.3: Students' Opinion towards Learning English

Options	Respondents	Percentage
a. Easy	22	74%
b. Difficult	7	23%
c. So difficult	1	3%
Total	30	100%

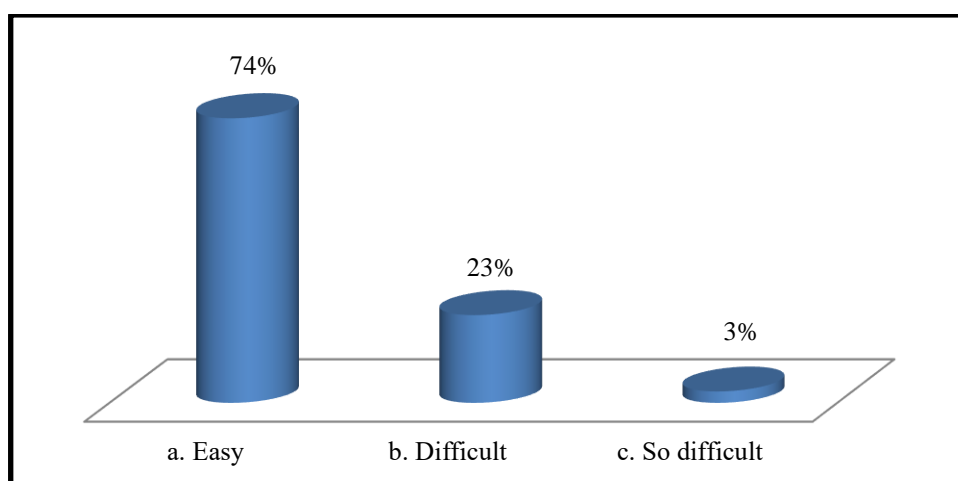


Figure 3.3: Students' Opinion towards Learning English

The displayed results reveal the degree of difficulty in learning English. The majority of participants (74%) do not seem to find learning English difficult; unlike, 7 (23%) of them who encounter difficulties when learning English language. The rest of respondents (3%) find the acquisition of English very difficult.

Item.4. In your opinion, mastering the speaking skill means:

Table 3.4: Students’ Opinion towards the meaning of mastering speaking skill

Options	Respondents	Percentage
a. Speaking with fluency	9	30%
b. Speaking with accuracy (correctness)	2	7%
c. Both of them	18	60%
d. No answer	1	3%
Total	30	100%

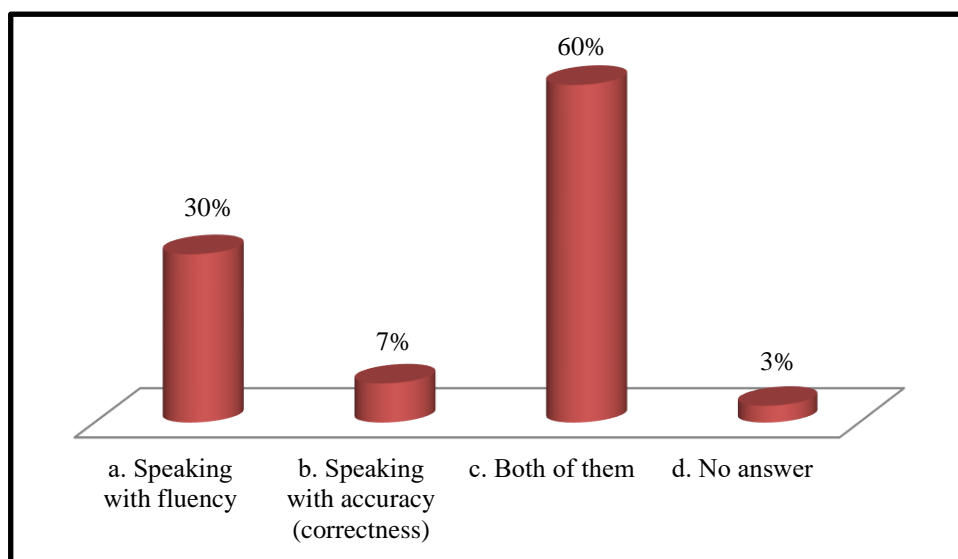


Figure 3.4: Students’ Opinion towards the meaning of mastering speaking skill

This part measures the participants’ opinion towards the meaning of mastering speaking skill. According to the majority of respondents (60%), mastering speaking means mastering speaking with both accuracy and fluency. While on the contrary, those who represent the average of (30%) see effective speaking as being able to only speak with fluency. For the rest of the sample (7%) mastering the skill of speaking equals mastering

the skill with accuracy; however, it is important to mention that only one participant (3%) did not answer this question.

Item.5. How do you find speaking in English?

Table 3.5: Students' Attitude towards Speaking in English

Options	Respondents	Percentage
a. Easy	20	67%
b. Very easy	4	13%
c. Difficult	5	17%
d. Very difficult	0	0%
e. No answer	1	3%
Total	30	100%

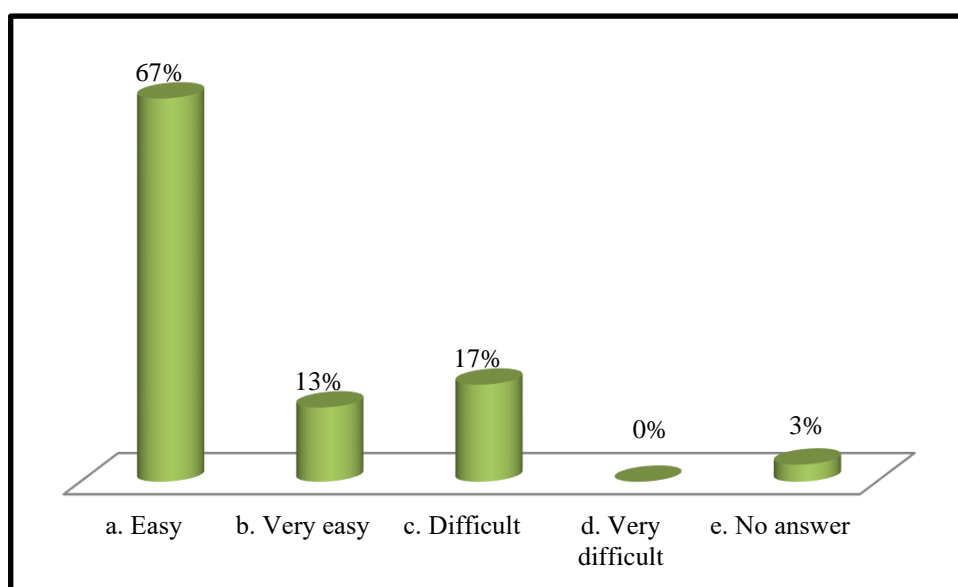


Figure 3.5: Students' Attitude towards Speaking in English

The above figure indicates the responses of the participants towards speaking in English. Those who find speaking in English easy represent the percentage of (67%); however, those who represent (13%) find it very easy, while the remaining ones, five participants, who represent (17%) of the sample, find it difficult. Only one participant (3%) did not choose any of the options.

Item.6. Do you face any speaking difficulties?

Table 3.6: Students’ Speaking Difficulties

Options	Respondents	Percentage
a. Yes	14	47%
b. No	16	53%
Total	30	100%

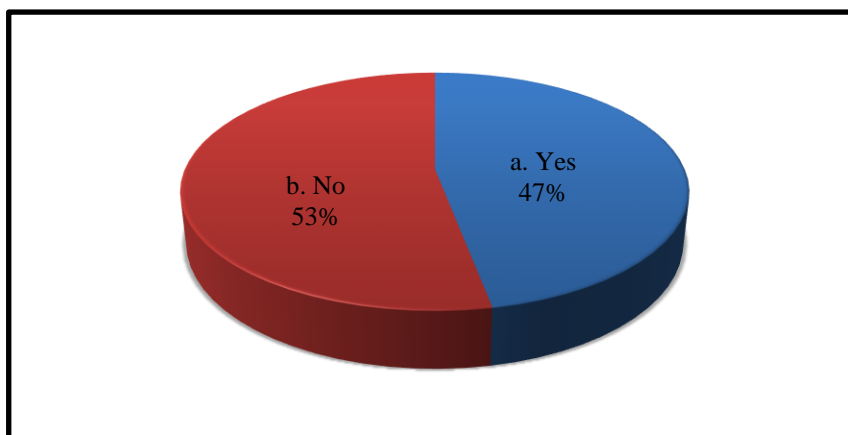


Figure 3.6: Students’ Speaking Difficulties

The participants were asked whether or not they face any speaking difficulties. The provided opinions lead to the result that more than half of the participants (53%) do not encounter any problems with speaking skill; whereas, the rest of students, who represent the average of (47%), face challenges in delivering a speech.

Item.6.1. If yes, what are the main speaking difficulties that you face inside the classroom? You may choose more than answer.

Table 3.6.1: Students’ Main Difficulties in Speaking

Options	Respondents	Percentage
a. Inability to use verbal and body language properly	3	21%
b. Avoidance of saying too much	2	14%
c. All of them	0	0%
d. Inability to manage the time properly	1	7%
e. Nothing to say	5	37%
f. No answer	1	7%
a+d	1	7%
b+d	1	7%
Total	14	100%

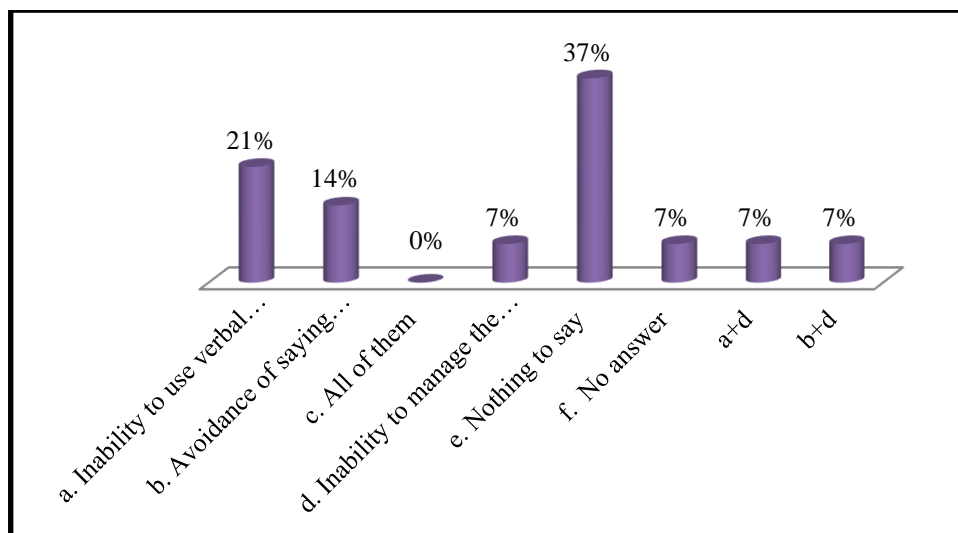


Figure 3.6.1: Students' Main Difficulties in Speaking

This question was designed to know the main speaking difficulties that students face inside classroom. The results were as follows: (21%) of the participants chose 'inability to use verbal and body language properly'; however, (14%) of them opted for 'avoidance of saying too much', and only five (37%) participants found nothing to say. The percentage of (7%) goes for: one participant claimed that 'inability to manage the time properly' is the main problem s/he faces in speaking, another one did not choose any of the provided options, a different one chose both 'inability to use verbal and body language properly' and 'inability to manage the time properly'; whereas, the last one opted for 'avoidance of saying too much' and 'inability to manage the time properly'.

Item.7. According to you, what are the reasons behind students' speaking difficulties? You may choose more than one option.

Table 3.7: Reasons Causing Students' Speaking Difficulties

Options	Respondents	Percentage
a. Poor vocabulary and grammar	4	13%
b. Lack of knowledge about the topic	0	0%
c. Lack of practice	2	7%
d. Lack of engagement	0	0%
e. Low-self-confidence	0	0%
f. All of them	4	13%
g. More than one reason	20	67%
Total	30	100%

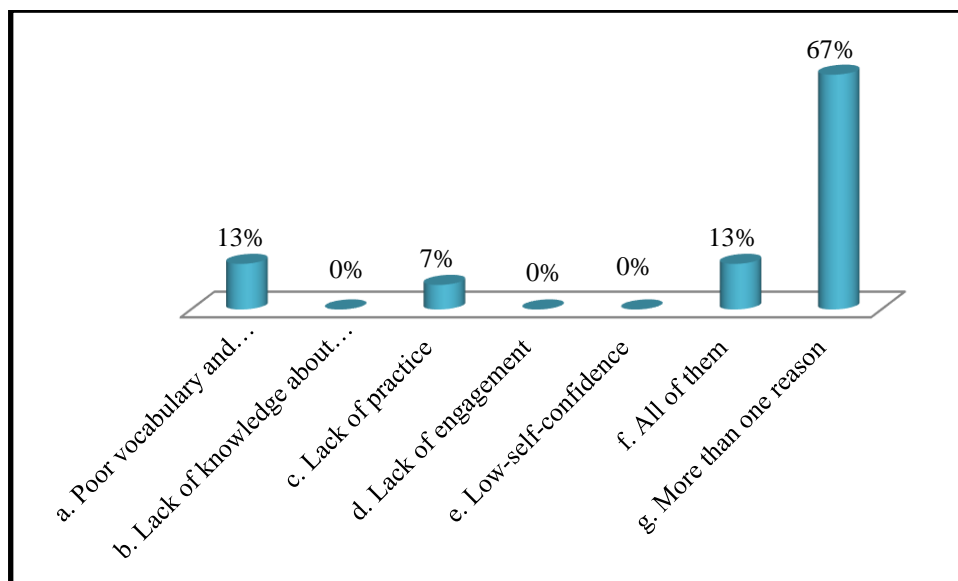


Figure 3.7: Reasons Causing Students' Speaking Difficulties

Statistically speaking, a remarkable quantity of participants (67%) has problems with speaking skill because of many reasons. Four participants (13%) opted for 'poor vocabulary and grammar' as one of the main reasons to speaking issues; while, the first reason behind speaking difficulties according to (7%) of respondents is 'lack of practice'. However, for the rest of sample (13%) all of the mentioned factors can be major reasons to speaking-related problems.

Item.8. How do you consider the role of engagement in Oral expression classes? Please, explain.

Table 3.8: The Role of Engagement in Oral Expression Classes

Options	Respondents	Percentage
a. Very important	27	90%
b. Somehow important	3	10%
c. Not important at all	0	0%
Total	30	100%

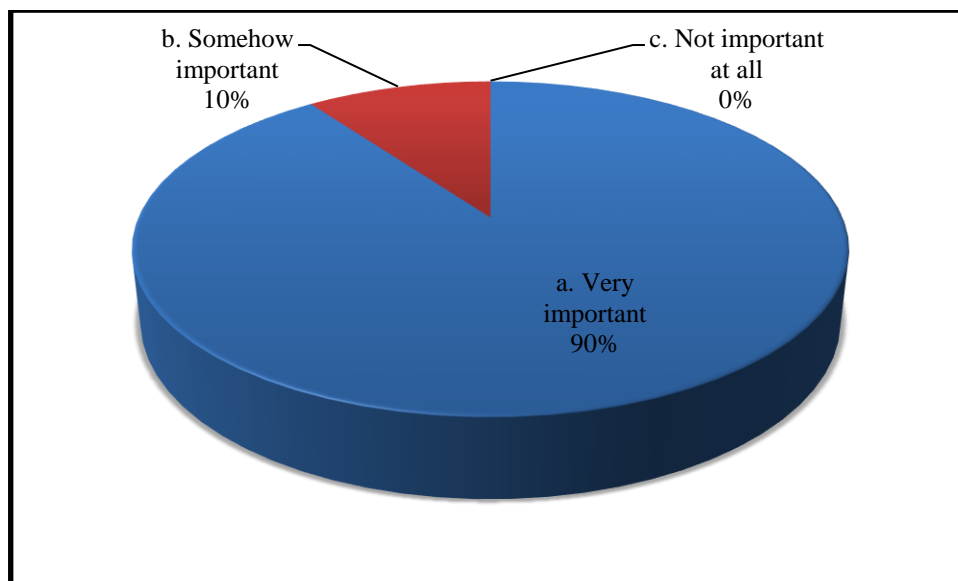


Figure 3.8: The Role of Engagement in Oral Expression Classes

The displayed results in the figure above present the role of engagement in oral expression classes. As it can be noticed, twenty-seven students (90%) claimed that they consider engagement very important in learning process; however, only three participants (10%) believed that it is somehow important.

Item.9. How can you evaluate your students' engagement in oral classes?

Table 3.9: Students' Engagement in Oral Classes

Options	Respondents	Percentage
a. Engaged	11	37%
b. Not engaged	3	10%
c. Depends on teacher's tasks	14	47%
d. Depends on their mood and attitude	0	0%
e. No answer	1	3%
c+d	1	3%
Total	30	100%

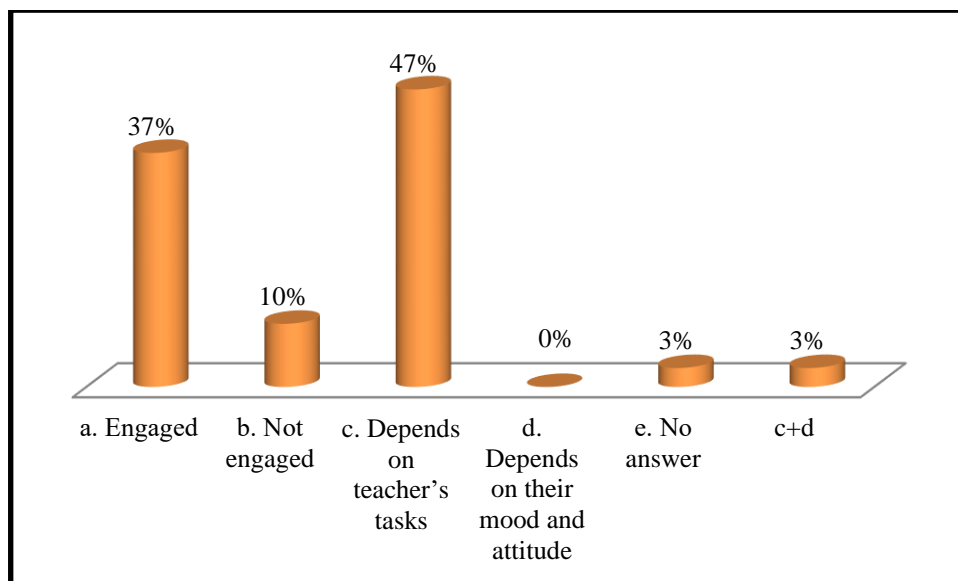


Figure 3.9: Students' Engagement in Oral Classes

This question was asked in order to investigate the extent of students' engagement in oral classes. Less than half of the participants (47%) acknowledged to be engaged depends on teacher's tasks; however, a great number of students (37%) confessed that they are engaged in learning process. Equally important, (10%) of the participants declared that they are not engaged; whereas, the percentage of (3%) goes for: 'depends on their mood and attitude and on teacher's tasks, and 'no answer'.

Item.10. What are the main strategies that your Oral Expression teacher uses to engage you in the classroom? You may choose more than one option.

Table 3.10: Teachers' Main Strategies for Getting Students more to Talk

Options	Respondents	Percentage
a. S/he uses learner-centred tasks and activities	1	3%
b. S/he uses warming-ups	2	7%
c. S/he uses different tasks and materials	2	7%
d. S/he uses interactive tasks with topics that are related to students' daily life	1	3%
e. S/he uses entertaining tasks and activities	0	0%
f. S/he uses technology	0	0%
g. All of them	6	20%
h. More than one strategy	18	60%
Total	30	100%

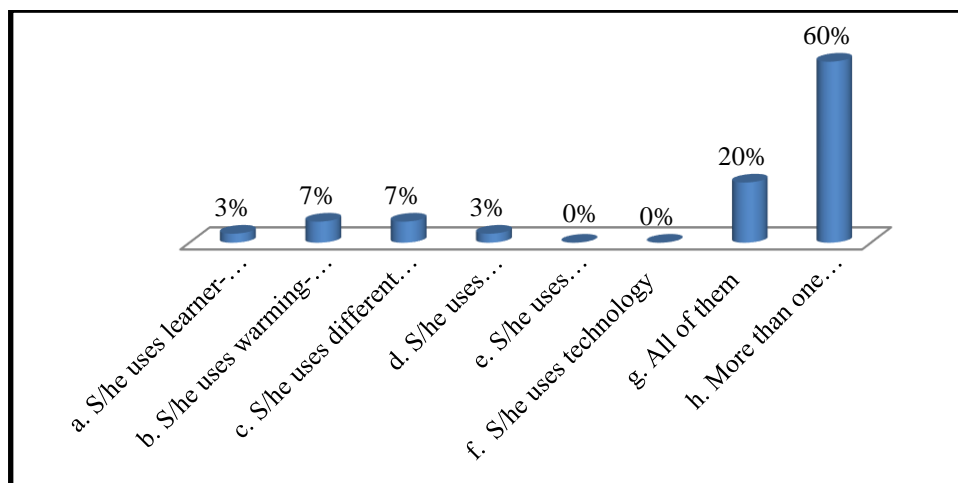


Figure 3.10: Teachers' Main Strategies for Getting Students more to Talk

This question intends to reveal the main strategies that oral expression teacher uses to engage their students in the classroom. As the table statistics illustrate, 'more than one strategy' gained the highest percentage among other options, which is (60%). What comes after this rate is 'all of them' option, with average of (20%). Additionally, (7%) of the participants asserted that their teacher uses warming-ups to engage them in the class tasks. The same percentage (7%) revealed that their teacher prefers to use different tasks and materials. Finally, (3%) of the sample was given to: 'S/he uses learner-centred tasks and activities' (3%), and 'S/he uses interactive tasks with topics that are related to students' daily life' (3%).

Item.11. According to you, which of the following factors affects your engagement to speak the most? Choose just one option, please.

Table 3.11: The Effect of Factors on Students' Engagement to Speak

Options	Respondents	Percentage
a. The class environment	5	17%
b. The type of teacher' strategies, tasks and activities	8	27%
c. The teacher's and peers' negative reactions	4	13%
d. Inhibition	0	0%
e. Students' motivation and interest	2	7%
f. Lack of self-confidence	1	3%
g. More than one factor	10	33%
Total	30	100%

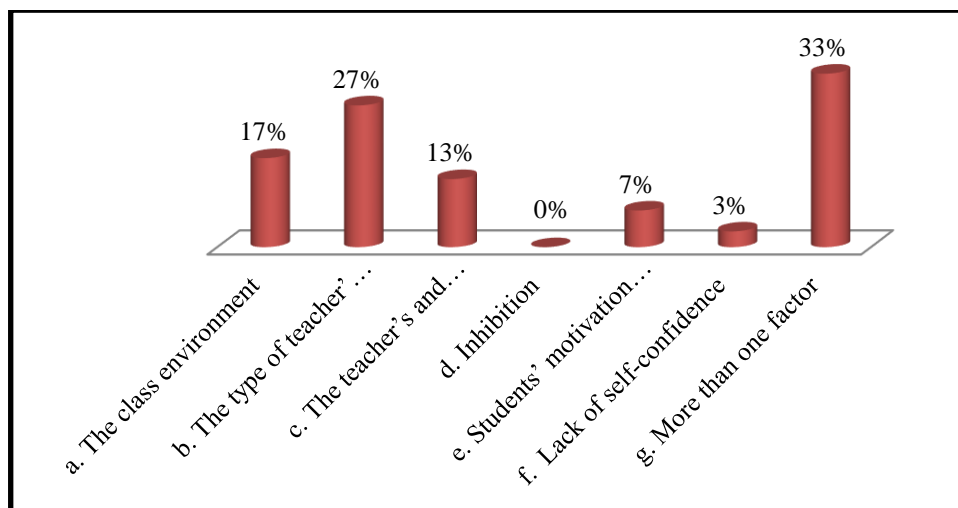


Figure 3.11: The Effect of Factors on Students' Engagement to Speak

Later in this question, students were asked to choose the main factors that affect their engagement to speak in class. Six options were provided. (27%) out of the sample believed that the type of strategies, tasks and activities that the teacher uses can affect their learning participation and hinder them from speaking. Others (17%) reported that their willingness to speak can be affected by the class environment. On the other hand, teachers' and peers' negative reactions was identified by (13%) of the participants as the main factor that influence their oral communication in English language. Additionally, 'students' motivation and interest', with average of (7%), and 'lack of self-confidence', with percentage of (3%) appeared to have impact on students' engagement; while, the rest of participants (33%) chose more than one factor.

Item.12. There is a relationship between students' self-confidence and their engagement to speak English in the oral classroom.

Table 3.12: Frequency of the Relationship between Self-confidence and Speaking Skill

Options	Respondents	Percentage
a. Strongly agree	14	47%
b. Agree	13	43%
c. Neutral	3	10%
d. Disagree	0	0%
e. Strongly disagree	0	0%
Total	30	100%

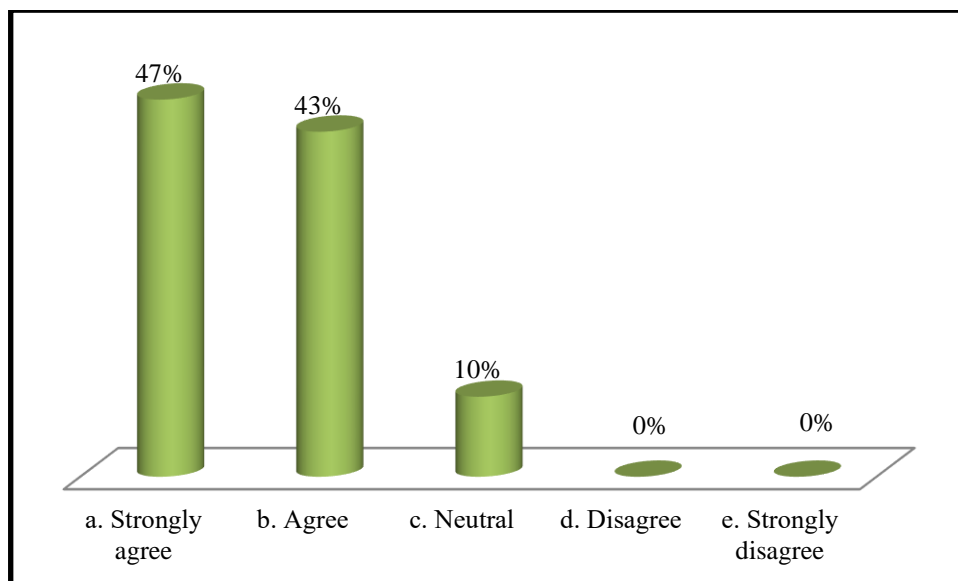


Figure 3.12: Frequency of the Relationship between Self-confidence and Speaking Skill

The results shown in the table above clearly show that the majority of students, with the average of (47%), strongly agree with the given statement; whilst, (43%) of them agree that there is relationship between self-confidence and speaking skill, and only three of the respondents who represent (10%) picked the neutral position.

Item.13. In your point of view, is self-confidence an important prerequisite for effective speaking?

Table 3.13: The Importance of Self-confidence in Improving Speaking Skill

Options	Respondents	Percentage
a. Yes	27	90%
b. No	2	7%
c. No answer	1	3%
Total	30	100%

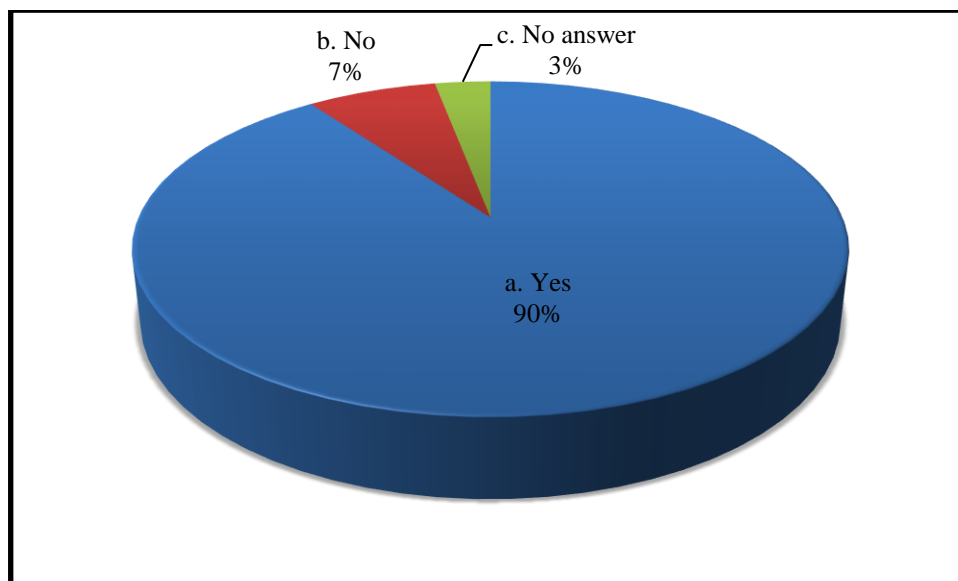


Figure 3.13: The Importance of Self-confidence in Improving Speaking Skill

The presented data show a positive feedback towards the importance of self-confidence in improving speaking skill. Almost all the participants (90%) agreed that self-confidence is crucial in developing speaking skill. While the remaining ones, two (2) participants, who represent (7%) of the whole respondents, have rejected its importance.

Item.14. To what extent, can students' self-confidence affect their engagement to speak English?

The participants have provided various illustrations that support the correlation between self-confidence and students' speaking performance. All the participants agreed upon the importance of self-confidence in engagement to speak English. A portion of the sample asserted that self-confidence control most of the students' learning skills, i.e., lacking confidence can be a major barrier to effective speaking ability. It can also lead to losing vocabulary, and can affect their academic achievement, marks, and objectives, as two of the participant mentioned, one of them said, "self-confidence affects a lot because it is very necessary in his personal life, relationships, his level, marks and objectives"; while, the other one added, "low self-confidence make the students stress and forget his/her vocabulary". Additionally, the rest of the participants believed that low self-confidence

can hinder the ability to present any topic appropriately and only one participant answered differently; s/he stated that self-confidence is only important inside the class, but outside, it is not necessary to have confidence in order to speak with others.

Item.15. According to you, which of the following can be the main cause of students' low self-confidence? You may choose more than one option.

Table 3.14: The Main Causes of Students' Low Self-confidence

Options	Respondents	Percentage
a. Teacher's negative feedback	4	13%
b. Lack of knowledge about the topic	2	7%
c. Lack of preparation	0	0%
d. Fear of making mistakes	0	0%
e. Poor linguistic competence	0	0%
f. More than one cause	24	80%
Total	30	100%

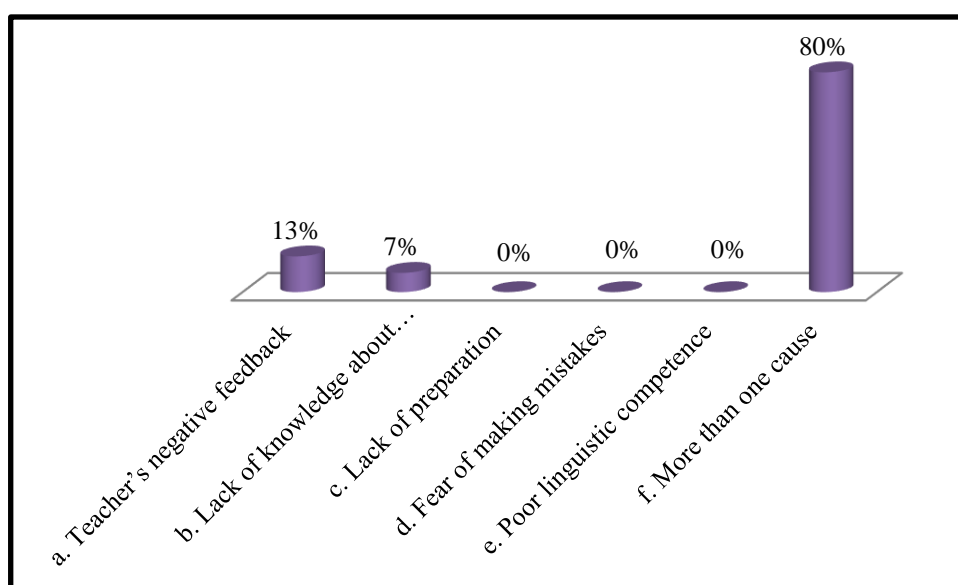


Figure 3.14: The Main Causes of Students' Low Self-confidence

This question was submitted to identify the main causes of students' low self-confidence. Referring to the table above, it can be seen that the majority of participants (80%) declared to experience low self-confidence due to many reasons. However, the minority of the sample (7%) asserted that lack of knowledge about the topic is included in

the circle of low self-confidence. The table also highlighted a portion of participants (13%) who said that teachers' negative feedback may lead to lack of self-confidence.

Item.16. What does your teacher do to boost your self-confidence? You may choose more than one option

According to the students' responses, the teacher of oral expression uses different strategies in order to improve their students' self-confidence. Two of the participants have pointed to a noteworthy part of their teacher in oral session, which is 'improving self-confidence'. Both of them said and we quote, "the teacher believe in our capacities to learn", "we work in groups; involve trust and confidence in yourself". On the other hand, three of the respondents mentioned that their teacher motivates them to engage in the lesson, and encourage them to speak in front of their peers even if they make mistakes. However, the rest of the respondents witnessed the same remark: the teacher can help students develop their confidence by correcting their mistakes in positive way, without mocking their way of speaking, as one of them said "to point the mistakes in nice way and to not laugh about students' way of speaking".

3.3. Discussion

The aim of this research is to investigate the importance of students' engagement in Oral expression classes, as well as, the relationship between self-confidence and the students' engagement to speak. The analysis of the results obtained from the students' questionnaire has contributed in answering the research questions of this study. It intended to draw the students' attention towards their speaking in English along with the effect of self-confidence on students' engagement in oral classes.

In personal information, the students' responses reveal that the chosen participants consist of females (80%) more than males (20%), which may indicate that females are

more interested in learning English language. The results also reveal that choosing to learn English language was personal choice because they are aware of its importance as world wide spoken language, besides they see a bright future in it, and was one of their dreams since they were child. Additionally, most of them indicated that English is easy to learn due to its simple pronunciation, and easy grammar. They also added that since it is their choice, they find themselves motivated to learn it and ready to practice it.

Despite the fact that engagement is very important in the participants' oral classes, there are many factors that influence it negatively or/and positively. According to the students' feedback, these factors are the class environment, low self-confidence, the type of teachers' strategies, tasks and activities, and negative reactions of peers and teachers. For instance, they see that students with low self-confidence will be unable to engage with their peers and teacher due to their fear of making mistakes, presenting in wrong way, poor linguistic competence and negative reactions, and this is confirmed in chapter two, characteristics of engaged and disengaged students.

Equally important, students feel themselves highly engaged depends on their teacher's tasks and activities. The respondents confess that teachers' choice of tasks in oral classes have an effective influence on their learning engagement. It is because it affects different aspects. They can maintain the students' attention, motivate them to be engaged in the activities, and stimulate their self-confidence. Also those chosen tasks help EFL learners to perform better, show their academic skills and develop their speaking skill. Concerning the strategies used in oral classes to engage EFL learners, the majority of participants highlighted the effectiveness of using different tasks and activities, using technology, and warming ups. They also confessed that they enjoy engaging in oral tasks because they can express their ideas, thoughts and opinions freely and confidently. It means that teachers support learner centered approach. Teachers also create comfortable

atmosphere which leads to good relations between students and their teachers. Therefore, students show their interest to participate in oral class, discuss and negotiate better.

Ultimately, the results also revealed the importance of self-confidence in student engagement to speak. The participants claimed that without self-confidence, they cannot speak openly in oral classes. Therefore, the majority of them find speaking in English easy and encounter no problems with it. The findings stressed the students' engagement by referring to their interest they show to the teachers' tasks being taught in EFL classes. To sum up, it can be deduced that students are maintaining their interest depending on the task being taught and the educators' way of teaching. Henceforth, the hypothesis is confirmed, "if EFL learners have high level of self-confidence their engaging to speak will be enhance", and the research questions were answered.

Conclusion

The present chapter presents the field work of the study, in which it represents the data obtained via students' questionnaire. The obtained results from the students' questionnaire revealed that self-confidence play a significant role in student engagement to speak and their learning process, which confirmed the effectiveness of self-confidence as an important factor that enhances students' speaking skill, as well as, its usefulness in engaging students in language learning. Moreover, the data analysis from the questionnaire was presented in form of tables, figures and percentages. Consequently, it is concluded this chapter provided valuable insights that clarified the picture on the conducted study.

General Conclusion

General Conclusion

The main objective of this study was to highlight the importance of self-confidence in enhancing and fostering student engagement to speak. This study aimed at exploring the effectiveness and the feasibility of this factor in EFL oral classes from the students' perspective. Additionally, the current research investigation involves three chapters. The first two chapters are concerned with theoretical part and literature review of the conducted study; whereas, the third chapter is devoted to the field work of the study.

To precise more, the first chapter provides an overview about students' engagement in EFL classes. This chapter attempted to describe the concept of students' engagement and its importance. It highlighted the main component of engagement and its different types. It, further, clarifies the relationship between students' engagement and academic achievement, as well as, the main characteristics of engaged and disengaged learners. This chapter offered the correlation between teacher-student relationships development and the relationship between students' engagement and teacher-student relationships. It also tackled the students' engagement techniques, engagement in oral classes and characteristics of engagement tasks. Likewise, it also demonstrated the critical success factors for engagement.

Moreover, the second chapter is devoted to gain more insights about the importance of self-confidence in oral expression classes. It disclosed the definition and importance of self-confidence. This chapter focused also on the Krashen's affective filter, the characteristics of high and low self-confidence and the interference between self-confidence and some concepts. It also provided different steps for building self-confidence and the factors affecting, as well as teachers' roles in improving EFL students' self-confidence. However, the third chapter is conducted for the practical work. It covered the

analysis, description, and discussion of the data accumulated from the students' questionnaire.

The data gathered for the research was obtained from first year students at Biskra University. Choosing the first year student of English department was because they still undertake the oral expressions courses. Additionally, the participants showed a positive attitude towards the effect of self-confidence on students' engagement to speak. More precisely, it is found that low or high self-confidence can impact the students' engagement in oral expression classes. It motivates them to participate and express themselves freely. In addition, the researcher opted for a qualitative approach to achieve the goal of the study. As a result, this study was conducted to confirm or reject the given hypothesis, that if EFL learners have high level of self-confidence, their engagement to speak will be enhanced. The findings from the analysis of students' questionnaire confirmed the validity of the suggested hypothesis.

Recommendations

Based on the results of this research, some recommendations are deduced and can be future solutions to the issue under investigation. Furthermore, the existing research aims to provide a fruitful recommendation:

For the administration:

- Offer professional development opportunities for teachers to learn more about the effects of self-confidence on student engagement.
- Create a supportive environment that encourages risk-taking and self-expression. This can include valuing diverse perspectives, offering opportunities for student voice and choice, and encouraging collaboration.
- Encourage teachers to develop positive relationships with their students. Positive relationships can help build trust and confidence, and increase engagement in the classroom.
- Collect data on student engagement and self-confidence to help identify areas for improvement. Use this data to inform decision around curriculum, Instruction, and support services.
- A positive school climate can help increase student engagement and self-confidence.
- Should provide enough time for oral expression sessions, to make teachers work comfortably, as well as provide the classroom with materials to diversity the oral activities and help teachers to do their work more effectively.

For teachers:

- Encourage students to take risks and praise efforts over achievement. When students feel that their efforts are recognized and valued, they are more likely to be engaged in the learning process and increase their self-confidence.
- Teachers can create a safe and supportive learning environment where students feel comfortable taking risks and expressing themselves . This can include encouraging questions and discussions, valuing diverse perspectives, and modeling respectful behavior.
- Providing constructive feedback can help students build their self-confidence by highlighting areas where they have done well, and providing guidance on areas that need improvement. Teachers can frame feedback in a positive and constructive way to help students build their self-confidence and engagement.
- Teachers can provide opportunities for students to reflect on their learning, set goals.
- Setting attainable goals can help students build their self-confidence and provide them with a sense of accomplishment. Teachers can work with students to set goals that are challenging yet achievable, and provide support and encouragement along the way.

For students:

- Students should be aware that speaking skill is prerequisite skill to be fully proficient in the foreign language.
- Students have to recognize the importance of being engaged and its benefits on their learning achievement and the development of their language proficiency.

- Students practice of the foreign language assist them to be more familiar with oral performance .Therefore, they will feel more comfortable and likely to get considerable amount of vocabulary.
- Students should be consciously aware of benefits of language use and practice language in different situations of their real life.
- Students preparation and involvement of speaking techniques for their oral expression presentation minimize their fear and pressure because its promote students self- confidence and oral performance.
- Setting achievable goals can help build self- confidence and increase engagement. Start by setting small goals and working your way up to bigger ones.
- Self- talk can have a big impact on self-confidence. Practice positive self-talk by telling yourself that you can succeed, and by reminding yourself of yours strengths and accomplishments.
- Active participation in class can help increase engagement and build self- confidence. Do not be afraid to ask questions offer your opinions, and share your ideas .Remember that everyone has something valuable to contribute.
- Taking risks can be scary, but it can also help you build confidence and grow as a learner. Try new things, take on challenges, and don't be afraid to do mistakes. Remember that mistakes are opportunities for growth and learning.
- Don't be afraid to seek support when you need it. Talk to your teacher, a counselor, or a trusted adult if you are struggling with self-confidence or engagement.

For future researchers:

- Researchers may explore the effectiveness of interventions designed to increase self-confidence and improve student engagement.

- Future researchers should investigate other strategies that engage EFL students to develop their language learning skills.
- Investigate the relationship between self-confidence and different forms of engagement.

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Appendices

A Questionnaire for EFL Students at Biskra University
Title:
‘Exploring the Effects of Self-confidence on Students’ Engagement to Speak English as a Foreign Language’

Dear

I am a second-year master student. I am preparing a dissertation about ‘The Effects of Self-confidence on Students’ Engagement to Speak English as a Foreign Language’. We would be so grateful if you could devote some of your time to answer the following questionnaire. Your contribution will be of great importance for the success of this study. Please tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Your time, effort and collaboration will be highly appreciated.

Prepared by:

Achouak YUCEF

Supervised by:

Dr. Youcef LAALA

2022-2023

Section One: Personnel Information

Q1. Would you specify your gender please?

a) Female

b) Male

Q2. The choice of learning English at university was:

Υ a) Your own choice

Υ b) Your parents' choice

Υ c) Someone's advice

If it is your own choice, please say why.

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

Section Two: First Year EFL Students' Attitudes towards Speaking in English

Q3. How do you find learning English?

Υ a) Easy

Υ b) Difficult

Υ c) So difficult

Justify your answer please

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

Q4. In your opinion, mastering the speaking skill means:

Υ a) Speaking with fluency

Υ b) Speaking with accuracy (correctness)

Υ c) Both of them

Others, please specify

.....
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.....
Q8. How do you consider the role of engagement in Oral expression classes? Please, explain.

- a) Very important
- b) Somehow important
- c) Not important at all

Justify your answer, please

.....
.....

Q9. How can you evaluate your students' engagement in oral classes?

- a) Engaged
- b) Not engaged
- c) Depends on teacher's tasks
- d) Depends on their mood and attitude

Q10. What are the main strategies that your Oral Expression teacher uses to engage you in the classroom? You may choose more than one option.

- a) S/he uses learner-centered tasks and activities
- b) S/he uses warming-ups
- c) S/he uses different tasks and materials
- d) S/he uses interactive tasks with topics that are related to students' daily life
- e) S/he uses entertaining tasks and activities
- f) S/he uses technology
- g) All of them

Q11. According to you, which of the following factors affects your engagement to speak the most? Choose just one option, please.

- a) The class environment
- b) The type of teacher' strategies, tasks and activities
- c) The teacher's and peers' negative reactions
- d) Inhibition
- e) Students' motivation and interest
- f) Lack of self-confidence

Q12. There is a relationship between students' self-confidence and their engagement to speak English in the oral classroom.

- Υ a) Strongly agree
- Υ b) Agree
- Υ c) Neutral
- Υ d) Disagree
- Υ e) Strongly disagree

Justify your answer, please

.....
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.....

Q13. In your point of view, is self-confidence an important prerequisite for effective speaking?

- a) Yes b) No

Q14. To what extent, can students' self-confidence affect their engagement to speak English?

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.....
.....

Q15. According to you, which of the following can be the main cause of students' low self-confidence? You may choose more than one option.

- a) Teacher's negative feedback
- b) Lack of knowledge about the topic
- c) Lack of preparation
- d) Fear of making mistakes
- e) Poor linguistic competence

If others, please specify

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.....

Q16. What does your teacher do to boost your self-confidence? You may choose more than one option.

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.....

Thank you for your time, efforts and collaboration.

الملخص

لطالما كانت مشاركة الطلبة محل اهتمام العديد من الأساتذة و الباحثين, و التي تعتبر مؤشرا لجودة التعليم, لفاعلية المكون و التحصيل العلمي. من مميزات التعليم خاصة التعليم العالي, التحفيز و المتعة من أجل جذب انتباه الطلبة للدروس الشفهية. تتأثر هاته الأخيرة بعدة عوامل من بينها الثقة بالنفس.

الهدف من هاته الدراسة هو قياس مدى تأثير الثقة بالنفس على مشاركة الطلبة في التحدث. من أجل قبول او رفض الفرضية, و المتمثلة في إذا كان الطلبة يتمتعون بثقة عالية بالنفس, مشاركتهم في الحديث ستنحسن, إستبيان وزع لثلاثين طالب انجليزية سنة اولى, على مستوى جامعة محمد خيضر. النتائج المتحصل عليها من تحليل المعطيات دعمت فكرة أن الطلبة قادرين على المشاركة في أقسامهم إذا امتلكوا الثقة العالية بالنفس. يعتبر الطلبة هذا العامل مهم جدا في التحصيل الأكاديمي, بينت النتائج أيضا امن طلبة سنة أولى يملكون ثقة عالية بالنفس و لا يواجهون أي صعوبات التي يمكن ان تمنعهم من التحدث, إضافة الى ذلك, نقص الثقة بالنفس يمكن أن يمنع المتعلمين من المشاركة بحرية خلال حضور محاضرات. النتائج أيضا أوضحت مدى أهمية التمارين المقدمة من طرف الأساتذة في مساعدة المتعلمين على المشاركة. و أخيرا, المعطيات المتحصل عليها أجابت على أسئلة البحث و دعمت الفرضية المطروحة سابقا.