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Investigating the Effects of EFL Students' Self-Confidence on Their Oral Performance.

Case study : Third year students at Biskra University.

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Fulfillment for the Master's Degree in Sciences of Languages.

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DEDICATION

In the name of Allah, most merciful, most compassionate. Allah who gave me the strength and patience to continue my career despite the obstacles that I faced. Hence, thank you Allah for this blessing.

I dedicate this work to the dearest people to my heart; my parents with love for their patience, support and prayers.

To the person who illuminate my path and accept my mistakes without complaining, to my husband : MADANI

To my precious sisters : FATNA, NASIMA, HANANE and to their children and husbands. To my darling brothers : MOHAMED, FARID , RABAH , SALAH and to their wives and children.

To my mother and father in law with love: FATIHA and ABEDLHAMID and to all their children.

To all my wonderful friends with whom I shared the University experience in joy and sorrow : SARA, DJIHAD, AFAF, SAMAH, KHADIJA, NAIMA.

To all my teachers without exception

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Abstract

The present research attempts to investigate how EFL students' self-confidence affects their oral performance at the Department of foreign languages branch of English studies at the University of Biskra. Furthermore, our study investigates how self-confidence can improve students oral performance and participation in the classroom besides the role of the teachers in promoting students to speak and in building their self-confidence in order to make them feel more secure.Throughout this research, we hypothesize that the more students of third year English have trust in their abilities, the more they are likely to enhance their oral performance in the foreign language. Besides, the learners' performance in speaking can be fostered when teachers reinforce in their students a positive self- image. In order to verify those two hypothesises we have chosen third year students as our sample. To conduct this study, we have used a qualitative (descriptive) research based on two suitable tools: an interview directed to third year teachers of oral expression module at the Department of foreign languages branch of English studies at Biskra University besides to a classroom observation conducted with third year classes in oral expression sessions. Based on the results, our two hypothesizes were confirmed. Hence, the findings revealed that EFL students' self-confidence has a great impact on their oral performance and the teachers' positive support is required to boost their self-confidence.

List of abbreviations

EFL : English foreign language

ESL : English second language

FL : Foreign language

T$_1$: First teacher

T$_2$: Second teacher

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الملخص

General Introduction

Introduction

Language is an extremely important method of verbal and non-verbal means of communication. Due to language students may interrupt, express their ideas, thoughts and ask questions for more clarification. Since the English language is one of the most spoken languages in the world, it considers as an official language in many countries. Many traders and tourism adopt English language in order to enable those who are from different languages to communicate with each other. Hence, English becomes as a global language and as lingua Franca. In his book English as a global language. Crystal (2003) stated after suggesting many sings proved that English is a global language, " all the signs suggest that this global language will be English " (p.28). Foreign language students attempt to learn English as an extra language in order to travel, study and work abroad more easily.

Therefore, Foreign language learning can be a demanding task for many language learners. But, due to some affective factors this process will be less achieved than is expected. Lack of confidence is one of those factors which makes such process difficult or hard to achieve. Moreover, many EFL students face difficulties in speaking during the lesson and they are always afraid and anxious from contact with their teacher or even with their classmates. Any EFL student, especially introverted type are always scared of standing up with confidence and performing in front of their teacher and classmates. There is no logic to this fear that most students feel when giving a presentation or speech. Self-confidence helps students appreciate their own worth and take pride in their abilities. On the other hand, lack of confidence will prevent students from accepting challenges in speaking in the classroom.

1. Statement of the problem

Since speaking skill requires interaction, challenges, conversation in the classroom, it considers as the most exhibited skill by numerous psychological problems. Most EFL students are worried in standing in front of their classmates and perform due to many factors. Such as; fear of making mistakes, shyness, lack of confidence and even the linguistic factors such as lack of vocabulary.

Obviously, the problem of EFL learner's unwilling to speak English in the classroom is a phenomenon commonly found in EFL contexts. Thus, students have fewer opportunities to learn English or to be fluent in the foreign language.

Lack of confidence or poor self-image may prevent students from success to enhance their oral performance in class. This issue can lead to increased levels of stress and depression. Thus, students will not feel secure in the class, so they prefer to keep silent instead of participating.

Finally, poor self-image drives students to a negative direction and kills the soul of ambition and motivation in EFL students.

2. Aims of the study

The present work has several objectives :

1. First of all, the research aims to help teachers to solve the problem of speaking among third year students at Biskra University to facilitate their difficulties in learning the foreign language and to be fluent in that language.

2. This thesis aims to sensitise the students about the importance of communication inside or outside the classroom.

3. The research aims to illustrate the importance of self - confidence to explore students' performance in foreign language classes.

4. The thesis aims to help students to reach certain goals they want to achieve. finally, the research aims to create positive reinforcement to find out successful students.

5. Significance of the study

In fact, English language has become an international language. It has become as a Lingua Franca among nations. Since language is a tool for communication, it is very important to help students to study English as a foreing language and to communicate and use it fluently. Thus, our study helps to facilitate this step and eliminate any obstacles that hinder oral performance because without speech we cannot communicate with each other.

In addition, help students to trust in their abilities and raise their self - confidence to think positively and to go too far in foreign language learning. Self-confidence is the foundation of all students success because they can speak and be fluent when they believe in themselves besides to employ public speaking strategies to be more successful in their performance .

6. Research questions

Based on the background of the literature review the present study addresses

The following two main questions :

1. How can self - confidence influence students' oral performance ?

2. How can teachers foster confidence among students ?

7. Research Hypotheses

To answer the research questions we hypothesise :

1. The more students of third year English have trust in their abilities, the more they are

    likely to enhance their oral performance in the foreign language.

2. The students' performance in speaking can be fostered when teachers reinforce in their

    students a positive self-image.

8. Delimitation and limitation of the study

As in any research, researcher may face many difficulties in his ⁄ her path of research.

In our case we faced the following main obstacles:

- The problem of time constraints.
- Teachers did not have enough time to answer the interview questions orally, which

    forcing us to submit it in written form.
- The different versions of methodology confused us which one to follow.

Concerning the limitation, This study is limited to the third year students at the department of foreign languages branch of English studies at Biskra University. Our two tools (classroom observation and interview) were limited to oral expression module.

9. Structure of the study

Our research is divided into three main chapters. The first and second chapters dealt with all what is essential and written about speaking and self - confidence ; whereas, the third chapter will be the field of investigation to test our hypothesis and to answer about our research questions.

The first chapter takes into consideration the issue of speaking and its importance in EFL classes with some psychological problems which have a great influence on hindering oral performance. The chapter also dealt with the role of the teachers in the classroom to enhance students' participation during the lesson.Without forgetting to make a short passage about listening skill since it paves the way to speaking skill.

The second chapter provides an overview and background about self – confidence. In addition to its importance on students' performance. Indeed, it is better for students to recognize the characteristics of both behaviors which also highlighted in this chapter. Moreover, it tackles to autonomy and motivation as a result of self – confidence besides to mention the differences between self- confidence with its close synonyms: self – esteem and self –efficacy. In addition to the discussion about public speaking techniques to enhance students self- confidence and performance. Finally, the chapter highlighted some roles for both teachers and students to promote the idea of self- confidence among students.

The last chapter considers the field of work, it dealt with the data analysis for both teachres' interview and classroom observation to see if our results reject or accept our hypothesis.

PART ONE :

LITERATURE REVIEW

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> *" Speech is a powerful means of maintaining*
> *Cultural identity and fostering community".*
>
> Nelson Mandela

Chapter One

OVERVIEW OF SPEAKING SKILL

Introduction

In our modern globalized world, speaking has become a very important skill that educational systems have to focus on. Students are obliged to communicate the language effectively since this latter plays a big role in learning a language, for that reason speaking skill has always been part of the classroom course. Furthermore, students use language to transmit ideas and to work together effectively. Moreover, speaking a foreign language with confidence is the only way that can help foreign language students to integrate into a lesson and become truly proficient in the language. Improving students' English speaking will help them to communicate more easily and effectively. Thus, speaking skill has been always a demanding task which student should acquire .

This chapter tries to tackle many points: clarify the notion of speaking skill by citing its most significance definitions. After that, it mentions the importance of classroom interaction and participation during the lesson. This chapter also tries to seek the main affective factors that hinder oral performance in the classroom. Besides, it describes how technology may enhance speaking skill. This chapter also sheds light on listening skill and mention the relationship between listening and speaking skills since it is through listening that students can speak and perform better. Finally, this chapter discusses the main roles of teachers in developing students' oral proficiency.

1.1. Definitions of speaking skill

Many EFL students attempt to learn a foreign language in order to speak and communicate fluently. Speaking is considered the most important skill which helps students in acquiring the foreign language. In general, speaking is a productive skill which means the students' ability to use and communicate through a language effectively. Oxford dictionary states that speaking is the ability of using language (p.414). Besides, Chaney (1998) reported," Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts" (as cited in Rahimy, 2012, p.50). Hence, speaking is not only through using the language, but it could be via non-verbal language which include body language or gestures.

Cole et al. (2007) stated, " Speaking is essential a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said" (p.12). EFL students attempt to speak for more explanation or interrupt for more clarification and give an opinion for exchanging ideas. Thus, speaking serves many things that help the improvement of the learning process.

1.2.The importance of speaking skill

Many researchers consider speaking the most important skill because by speech students can share ideas and learn more about the language. In this context, Carter and McCarthy stated, " During the past ten to fifteen years there has been an explosion of interest in the analysis of extended stretches of spoken and written language, and increasing reference to and use of real language in English langauge teaching materials " (1997, p.7). For many years, a lot of consideration has been given to speaking skill to understand its significance in the foreign language classes. Supporting this idea Brown and

Yule (1983) stated, " The serious consideration of the spoken language as a subject for teaching has a long history, but only made a decisive impact on foreing language teaching in general after the end of the second world war" (p.02).

Speaking is considered as a crucial part of the language learning process. It helps to expand knowledge of the language and their confidence in using it. Cole et al.(2007) have stated that speaking and listening were a major component of key skills and literacy qualifications (p.01). In the same context they added, " Talk is the first form of language most of us learn, but we are probably unaware of how we learn it or the level and types of skills we possess" (p.07). Speaking shows that foreign language students are able to use the FL effectively which could be as an indicator of their level.

Although speaking is considered one of the important skills to be enhanced and developed, but most EFL students attempt only to learn a foreign language for official exams, and they do not speak it well. For this reason, there have been some relevant research which tries to mention the necessity of this skill and its effects in EFL instruction. As Egan asserted, " speaking is at the heart of second language learning but has been some what ignored in teaching and testing for a number of logical reasons" (1999, p.277). In the same context, Gammidge (2004) reported, " Speaking is a highly challenging yet essential skill for most learners to acquire. Learners need to speak with confidence to carry out the most basic social transactions" (p.7). Supporting this conclusion, McCarthy (1998) stated, " Although it may seem obvious that spoken language is primary and that written language is secondary in terms of their occurrence in human societies " (p.15).

In fact, all skills that students use are necessary and complementary, so each skill completes the other one, but speaking is special and differs from other skills. Bygate (1987) reported, " The way language is organized in speech is typically different from the shape it takes in writing " (p.14). Each skill has its elements and processes, but speaking differs totally from others. Since it provides the EFL learners with more opportunities to enhance and use the FL as a tool for special communication.

1.3. Oral interaction and class participation

Oral interaction and class participation are very essential parts in the EFL classes. Students' oral skills can be more improved via oral communications and discussions in the classroom since those two behaviors help learners to be more autonomous in their learning and facilitate the acquisition of the foreign language.

1.3.1. Oral interaction

Since the educational systems have developed and become more complex, they demand active students who interact with each other rather than just keeping quiet and listening to their teacher's explanation. Classroom interaction is considered one of the most important methods that EFL students should follow in order to improve their English language.

Robinson (1994) stated, " Interaction refers to reciprocal face-to-face action. This can be either verbal, channeled through written or spoken words" (p.7). Class interaction is necessary practice which enhances speaking skill among the students; it refers to the face-to- face conversation between teachers and students or among students themselves who work together, and it could be through questions or comments during class. As Thornbury (2005) stated, " Most speaking takes the form of face-to-face dialogue and therefore

involves interaction" (p.8). In addition, Both interaction and speaking are complementary elements and each one serves the other ; speaking is mainly required interaction to assist EFL students to be more familiar with the FL. Hence, learning the foreign language without interaction is useless.

Interaction helps students to overcome the language barriers and stand with confidence to contact their teacher or classmates to learn more about the foreign language and to be able to use the language effectively. Thornbury and slade (2006) reported, " Through talk we establish, maintain and modify our social identities " (p.1). Therefore, interaction helps learners to build a strong relationship with their classmates.

In fact, EFL students need to be more curious about the language and engage in the discussion in order to satisfy their own needs and explore more concern the language. In the line with this issue, Bygate (1987) assumed, " Interaction skills involve the ability to use language in order to satisfy particular demands " (p.8). In the same context, Van lier (1996) stated, " recent research into second-language acquisition also supports the view that the learning of second language may be successfully mediated through conversational interaction" (as cited in Thornbury and slade 2006, p.6). Through interaction students express themselves and show what they lack concerning the foreign language.

In short, the students' purpose from learning English is to use it in communication and conversation by spoken form and build their self - confidence until they start use it outside the classroom in practice. Hence, interaction is the only purpose to reach this goal. Harmer (1998) noted," getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom" (p.87).

1.3.2. Class participation

Participation usually means students speaking in class: answer and ask questions, make comments, and join in the discussion. Students who do not participate in those ways mentioned above are often considered to be passive and are generally penalized when participation is graded (Jacob & Chase,1992, as cited in UK Essays, 2013).

Class participation is a very useful method which allows students to express themselves. Speaking in the classroom and participating can help students to improve themselves and to be fluent. Tsou claimed, " Studies have show that when students participate actively in class, their academic achievement seems to be higher than that of those who are passive in class" (2005, p.46). Participation in the class is very essential because it helps students to share knowledge with each other and make a huge discussion in class, especially when all students raise their hands. Thus, the students will feel more confident and motivated.

Participation in class is also a key element in students' understanding of the lesson, when students ask questions, give opinion may help others to decode the vague points in the lesson. On the other hand, class participation is an effective tool for teachers too. Due to learners' questions, ideas, suggestions, teachers may regulate their styles and strategies to determine what is appropriate and beneficial for them; accordingly, teachers can make adjustments for their instruction. Thus, class participation is a collaborative work as Harmer (1998) mentioned," If all the students are participating fully-and if the teacher has set up the activity properly and can then give sympathetic and useful feedback. They will get tremendous satisfaction from it" (p.88).

1.4. Affective factors that hinder oral performance

Oral performance have become an essential part in the current field of teaching, especially in foreign language classes. Effective presentation in an academic context is the main goal of all the foreign language students, but due to some psychological and linguistic factors students may lack presentation skills and they can seriously inhibit the ability and the desire to develop any foreign language performance so it will have a negative impact on their carees.

1.4.1. Lack of vocabulary

In general, vocabulary is an essential part in the students' expression of ideas. They are known as the whole items which combine together to compose meaningful speech. These vocabularies are the basic elements of the micro skills which students need to improve to be competent enough in using the vast macro skills namely; listening, reading, speaking, writing. Usually, foreign language students prefer to keep quiet and passive in the classroom due to their lack or limited vocabulary. English is a large language which contains diverse words coming from everywhere (Hiebert & Kamil, 2005). Students find it difficult to find words in different contexts, so this phenomenon urges them to avoid engaging in discussion instead of keeping searching about suitable vocabulary which makes them confused in front of their classmates.

The teacher should be intelligent enough to cope with this problem and make students feel at ease when they speak. In addition, they should focus more on teaching vocabulary using different methods which facilitate the acquiring of new words. In their book Teaching and Learning Vocabulary, Hiebert and Kamil (2005) mentioned the importance of vocabulary in teaching instruction, " Repetition and multiple exposure to vocabulary

items are important. Students should be given items that will be likely to appear in many contexts" (p.07). Similarly, Bogaards and Laufer (2004) stated," The study of vocabulary is an essential part of language learning and the question of how much vocabulary a learner needs to know to achieve a particular purpose remains an important area of research and discussion" (p.40).

Reading is one of the main solution of lack of vocabulary problem.The more students read, the more they are likely to possess a huge number of vocabulary. Bogaards and Laufer (2004) state in their book " Vocabulary in a Second Language" that learners who read or who join reading- based courses are likely to acquire some or most of the second thousand most frequent words (p.18). As it is shown in the following figure .
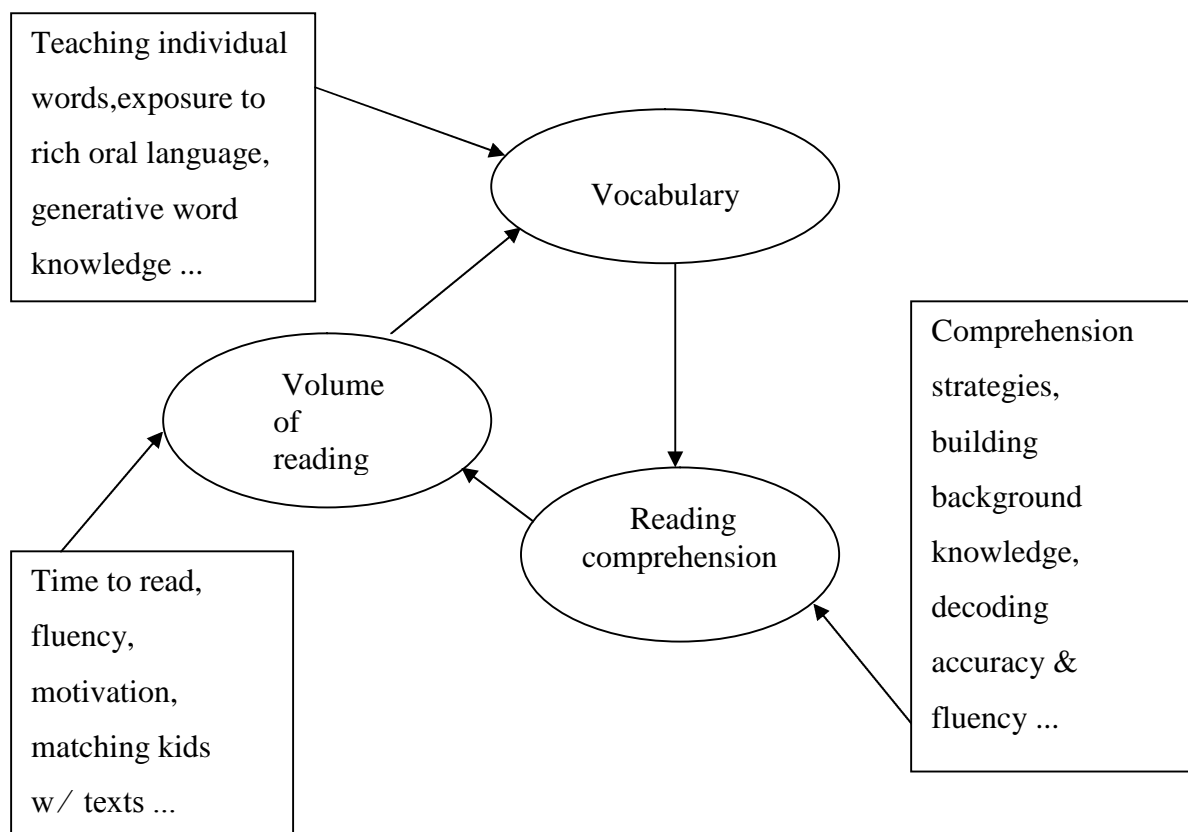
Figure.1. Some instructional implications of a reciprocal model of vocabulary and reading comprehension (Hiebert and Kamil, 2005, p.41).

From the former diagram, we observe that the three elements; Reading comprehension, vocabulary, oral performance have a high interrelation with each other; one aspect relies on the following one. To be competent in speaking and achieve a high level of performance, it requires a huge repertoire of vocabulary. On the other hand, to obtain a vocabulary requires a successful reader. In short, EFL students need in their progress background knowledge, and they should be able to decode words so it requires extensive reading, which in turn enrich the students with more vocabulary to enhance their oral performance.

1.4.2. Shyness

Shyness is considered as a personal quality accompanied with feelings of embarrassment and confusion. In many foreign language classes, students attempt to keep silent because they are shy, they avoid any kind of interaction, even if they want to express their ideas because shyness is a feature which is inside the person and is difficult to control. Shyness is a choice whether to do it or not ; it cannot work by thinking to convince yourself not to feel shy (Cooper, 2009).

Over crowded classes is one of the main reasons of shyness. Foreign language students, especially adolescent cannot stand in public or in class which contains a huge number of students and perform. As described in Crozier (2000), " Higher adolescent developing shyness corresponds to poorer self-esteem and more negative thoughts about one's body and general appearance" (p.80). Shy students may encounter a serious obstacle in oral expression in official exams ; they are lost and worry how to stand in front of their classmates. Cooper (2009) mentioned, " Shyness isn't a choice, it's actually much closer to fear than anything else" (p.09). Thus, shy students may lose a lot of successful opportunities.

1.4.3. Personal factors

The main key of any foreign language teachers is to be aware about the students' personality and how students learn a foreign language. Since the main objective in the foreign language instruction is to transmit a great number of information to students, teachers should be aware of their students' personality type to ensure their success.

1.4.3.1. Introverted Students

Introverted students are different totally from extroverted one. This type of students seems quiet and not friendly since they feel nervous among the group and they always prefer individual work instead of being belong group. This type of students is less exposed to oral task and they lose the chance to be effective speakers .

1.4.3.2. Extroverted Students

In contrast to the introverted students, extroverted ones are the most effective kind. This type is likely to engage in conversation successfully without being afraid of making mistakes which provide them the opportunity to improve their oral ability.
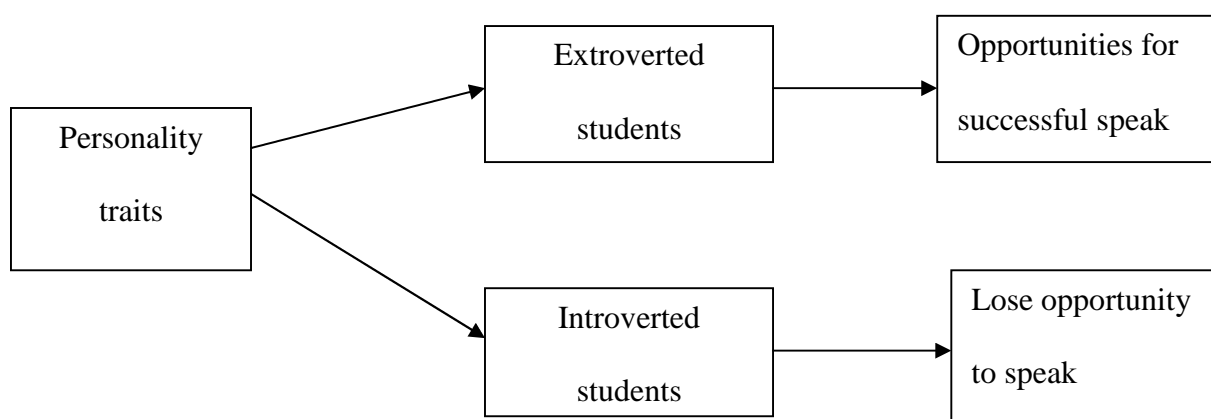
Figure.2. The relationship between personal traits and oral performance.

Personality traits are very essential element to decide whether students will be successful speakers in the foreign language or not. As shown in the diagram above (we developed this diagram from literature review) extroverted students have the opportunity to speak and to be successful speakers through their engagement in the task. On the other hand, introverted students lose the opportunity to speak and to be an effective speaker since they prefer to keep silent, work individually and avoid to intervene during the course.

1.4.4. Inhibition

In the field of education, pressure to perform among the learners may create inhibition and anxiety among students. Those factors prevent students from performance and being a positive member in classes. Simply put, inhibition is something inner in students, which prevents them from taking part in the discussion or participation and express their ideas simply because they fear making mistakes. In general, inhibition is mainly due to lack of self-confidence, anxiety, stress and pressure .

Anxiety can seriously inhibit the ability to participate or treat something in a positive manner. Palmer and cooper (2010) agrees that too much pressure can lead to anxiety and burnout (p.08). Since EFL students deal with a new language in their environment, anxiety overcomes their desire to learn a new language, which in turn makes their performance in oral expression difficult to develop; accordingly, teachers should always build a warm atmosphere and treat their students positively. As stated by Mohseni and Ameri (2010), " Teachers should help learners muster their ego strength to overcome inhibition " (p.41).

Optimum: effective, creative, decisive, alert, stimulated

More

Underlaoded   Overloaded

Frustrated   Irritable

Bored   Anxious

Ability   Apathetic   Fatigued

To cope

Depressed   Exhausted

Less   **Rustout**   **Burnout**

Less   **Pressure**   More
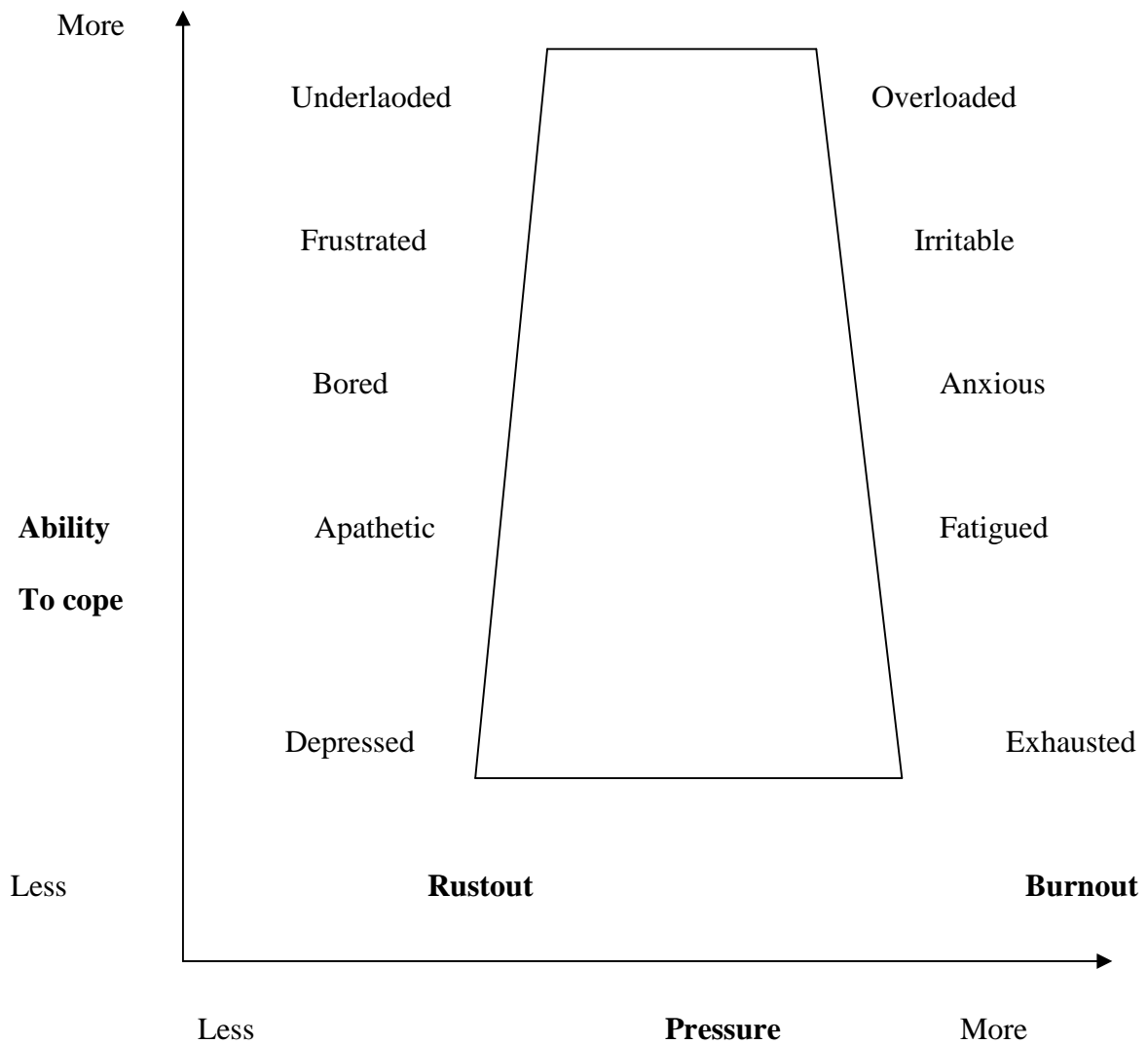
Figure.3. The relationship of pressure to the ability to cope (Palmer and

Strickland, 1996, cited in Palmer and Cooper , 2010 p.09) .

If students have more pressure, they will be more anxious, bored, disinterested and so
on but if the level of pressure is decreased by the time students will be more creative,
effective, stimulated and more involved in the task.

1.5. Technology and speaking skill

Modern technology plays a significant part in the field of teaching. Technology is the only tool to get access with the world and be aware of what happen in other areas in the world. Technology explored the matter of interaction with the foreign cultures, nowadays it is integrated into the learning process and used as a motivated tool to improve students' achievements. In addition, technology may help students in their progress and achievement since it provides students with extra information or lessons out of school. As Thornbury (2005) stated, " ... such electronic means offer enormous potential in terms of out-of-class speaking practice " (p.109).

By using technology devices students will improve and practice their L2 speaking skill; they provide learners chances to interact with others to improve their speaking and learn from others, especially with native speakers. Besides, technology provides students with opportunities to listen to videos, podcasts and so on in order to learn, correct their mistakes and develop their pronunciation to get the native speakers' accent.

1.5.1. Voice chat

The internet is very useful technology and the most frequent tool used. The internet facilitates students' learning and provide them with more time. Chapelle (2003) stated, " A study conducted in the late 1990_s offers some insights into the motivation of ESL learners as it relates to internet communication by providing an in-depth look at how one learner was afforded opportunities for successful use of English through technology" (p.12) . In the same context, she emphasised, " Having physical access to a computer and the internet only opens the door to opportunities for participating in English language speech communities that may be beneficial for language development " (p.15). " chatting"

is an area available in the internet which assists students to improve and practice their foreign language.

Moreover, the term chatting refers to the formal and informal talk among people, whether from the same culture or from different cultures which is worked only by the internet via computer through written or spoken form. Tudini (2002) stated, " Text- based computer- mediated communication (CMC) has been labelled ' chatting ', as if people were actually talking via the computer" (p.40).

Online chatting, especially voice – chatting as a technology tool helps students to obtain competence in oral proficiency. This tool makes learner practice language and enjoy learning at the same time. Furthermore, Students learn without constrains or instructions provided by someone so they feel more comfortable and act in a spontaneous way. Chapelle (2003) assumed, " Conversations taking place through Netspeak or Labspeak varieties of English are likely to be common for English language learners' future use of English" (p.16). Thornbury (2005) agreed with this idea and maintained, " Researchers, among them Payne and Whitney, have also shown that two hours per week in a chatroom has a significant effect on learners' oral proficiency, compared to learners who don't have this option" (p.68). In chat rooms, students may produce language with more self-confidence and less shyness since they may change, edit, omit sentences in the conversation.

In brief, voice chat is a tool for motivating students to produce and practice a language outside the classroom with native or non-native speakers. In the same context,

Thornbury (2005) suggested, " Chatting on the Internet by exchanging short typed lines of text is an effective way of ' talking in slow motion' " (ibid).

Before Internet	After Internet
" English is my biggest problem " "It's like this place [the US] isn't my world.." " ... my English won't be that good even in 10 years "	" I 've improved , it's because of ICQ or e-mail or other reasons..." "... now I feel there's nothing much to be afraid of... it was my [Internet friends] who helped me to change and encouraged me." " I'm not as afraid now "

Table 1. Summary of an ESL learner's comments before and after entering Internet discourse communities. (Summarized from Lam 2000, 467- 468, cited in Chapelle, 2003, p.13).

As a comment to this table Chapelle (2003) added, " The technology and English, hand in hand, were the tools needed to accomplish what he wanted to do " (ibid). Internet encourages students to use language without constraints or fear; they feel free to practice their FL in the internet with others by chatroom or watching videos and so on.

In brief, students who use the internet in order to improve their oral language have the opportunity to be fluent and proficient in oral performance than those who do not use such device.

1.5.2.Video for practice

Recent technologies supplement students with sufficient opportunities to develop their speaking skill. EFL students attempt to search and use different ways in order to improve their oral speaking; using videos for practice help students to get a chance to listen and follow guidelines to enhance their speaking performance. When students put themselves in a enjoyable situation out of school, they will learn and be motivated to learn.

There are many videos which are available in the internet which contain native speakers talk and steps learner use in order to communicate with confidence. Moreover, The data that come from those videos are mainly audiovisual input, which help students not only watch or understand, but also to imitate what they watch from gestures, a way of standing, how to initiate topics, how to close topics, and so on which obviously enhance their public performance.

Furthermore, teachers may bring video in the classroom to introduce their lesson in an enjoyable way. According to Field (2008)," ... exposure to the spoken word through listening- listening to videos, radio broadcasts, podcasts, talks and announcements, or to an interlocutor" (p.05). Using videos in the classroom helps teachers to facilitate teaching and reduce any sort of demotivation, anxiety, boredom. Hence, teachers should converts the classroom context into a real world.

1.6. The relationship between listening and speaking skills

" The word is half his that speaks and half his that hears it ".

(Michel de Montaigne)

Listening skill is another demand skill for foreign language learners to improve their oral performance. Simply put, listening skill is the ability to decode and infer what other people are saying. Listening and speaking skills are closely related to each other as mentioned by White (1998), " Listening is also closely connected with speaking " (p.13). Both skills are very important for students to complete the task . Cole et al.(2007) have found, " Being able to listen attentively is just as important as being able to speak clearly and informatively" (p.55). Field (2008) has also highlighted this point as he mentioned, " ... it is listening which is arguably the more important since it is listening which enriches the learner's spoken competence with new syntactic, lexical, phonological and pragmatic information " (p.05). Listening and repeating several times, improve speaking skill since listening is considered as a receptive skill and speaking as productive skill, so they complete each other.

Teachers should be aware of the connection between listening and speaking, They should focus more on listening in order to help their students to get the opportunity to be fluent. When students attempt to listen, they may obtain more vocabulary and develop their pronunciation to get authentic accent, which in turn helps them to build their confidence to speak. White (1998) stated," The teacher pre-teaches vocabulary and sets tasks which he or she hopes will lead to comprehension and to the development of listening skills " (p.6).

In addition, teachers should be aware of the type of listening they use in the classroom. They should attract the students to focus more on words as White (1998) claimed,

> Listening well involves motivation and concentration,
> and you can listen badly if you are not interested in the
> subject, or it is one that you do not know much about, or
> if there are a lot of distractions which make it difficult to
> focus on listening (p.13).

Accordingly, teachers should involve appropriate listening type in the classroom at the level of students to avoid their boredom.

1.7. Teacher's role in developing students' oral proficiency and participation

Effective teachers are the key element for successful students. Teachers are responsible to invent a warm atmosphere in the classroom to make their students feel comfortable and produce a language without fear and with more confidence. Teachers should promote their students to participate during the lesson by using different techniques that help students enjoy their time while learning.Wallace, Stariha & Walberg (2004) stated, " Students improve their formal speech when teachers provide insights on how to organize their idea for presentation" (p.10). Participation in turn provides the teacher with sufficient feedback concerning their students because when they participate teachers can see the extent of their understanding.

In brief, teachers should not oblige their students to speak in the classroom rather they should use different methods to motivate them to speak by themselves. Besides, they should ensure that all the students receive sufficient input as a result of their instruction.

1.7.1. Role-play

Involve role play activity in the oral expression course is very helpful for students to improve their oral performance. Underhill (1987) declared," The learner is asked to take on a particular role and to imagine himself in that role in a particular situation" (p.51). This kind of activity involves students' acting different roles in the classroom either followed by the teacher instruction or the student are free to perform any topic they want or perform different tasks; dialogue, interview, etc. Teachers may propose ideas for the students to play, but learners have the right to propose others and to perform what they acquainted with (Tillitt and Bruder, 1985).

On the other hand, students should be aware of the task they will be perform, role play should be simple to be understood by the other. Thornbury (2005) stated," The role – play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best " (p.126). In the same context, he added," Speaking activities involving a dramatic element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful spring board for real-life language use" (p.96). Role play will be more effective if it involves students experience in real life.

1.7.2. Games

Games are another effective tool used by oral expression teachers to stimulate their students to speak. Teachers should be aware that successful learning is a result of entertaining atmosphere. In addition, teachers should prevent any kind of anxiety or inhibition or even the feeling of boredom in the classroom by varying their activities. Games are one of the useful activities which make students involve in the lesson.There are different games that teachers may include in their plan. Thornbury (2005) suggested two

main effective games; Blocking games and Guessing games. Concerning Blocking games Thornbury stated,

> Many of the dialogues that learners practise follow
> a fairly predictable route, for example, an exchange
> encounter at a railway station ticket office , ordering
> a meal in a restaurant, or a dialogue in which some
> one is phoning a business to ask to speak to one
> of its staff (p.84).

By this type of game student improve their way of thinking and invent a solution to unpredictable answer. Thornbury (2005) explain more the game by adding," In order to introduce an element of unpredictability into such dialogue,one of the speakers (typically the one providing a service) can be encouraged to ' block' the other one's expectations" (ibid). So students will have the opportunity to develop their way of thinking and will be more creative in their performance.

Another game which provides by Thornbury is Guessing games. Thornbury (2005) mentioned, " A number of guessing games, such as ' What's my line? ', in which one learner thinks of a job and the others have to ask yes ∕ no questions to guess what it is " (ibid). This kind of games makes students interact with each other in a spontaneous way and enhance their vocabulary too for better performance.

1.7.3. Groupe work

Many EFL teachers prefer to divide their students into groups for more sharing ideas. Group work is a position where the teacher divides the whole students into small groups in which students discuss topic provided by the teacher or any topic interest them, it provides

them the opportunity to interact and share ideas. In addition, group work creates the sense of contribution among students.

In his book 'Let's talk' Jones (1996) mentioned, " These activities give you a chance to express your ideas and to hear the views of other students in the class" (p.01). Group work encourages students to speak to their classmates and express their ideas in a confident way. Furthermore, Teachers should be cautious enough to ensure that all the students participate and give their opinion in the discussion since students may use this group in order to discuss issues out of the topic by controlling them each time and each student give his⁄opinion, not one student compensate the whole group after full discussion.

1.8. Assessing speaking

Assessment is a very general term which involves the examination of the students' learning process. This process is done by the teacher in order to give their students' feedback concerning their attainment. Boyle and Charles (2009) stated," Assessment is endemic in education, and for the most part is ongoing, informal, hourly and daily and involves a dialogue between pupil and teacher" (as cited in Long et al., 2011, p.51). Assessment occurs each time in the classroom to check the students' level of understanding.

Assessing speaking is very essential to make teachers ensure that their course design effective or not, determine if their students able to use language appropriately in communication or they need more drills. In addition to give their students' feedback concerning their performance. Long et al.(2011) have stated," Clearly, without any assessment, teaching would become a rather unfocused activity as teachers would be

unable to determine what their pupils had learned and what they needed to learn " (p.51). In the same context, Underhill (1987) stated," There is a lot of interest now in oral testing, partly because teaching is more than ever directed towards the speaking and listening skills, particularly in the early stages" (p.03).

In assessing speaking skill the teacher will employ different activities to check their oral language and performance. As Underhill (1987) mentioned," ... a teacher assessment will be based on fifty or a hundred hours' exposure to the learners' language, in a variety of activities and situations" (p.27). Most of the teachers are using role play as a test activity to assess their students' performance and each student will take the turn to speak. Underhill (1987) added," Role- play situations may be chosen to test the learner's command of general social langauge, or to elicit particular types of language" (p.51). Teachers may also use an interview or dialogue between two learners and they assess their oral performance as shown in the following diagram.

```
┌──────────────┐        ┌──────────────┐        ┌──────────────┐
│  Speaker /   │───────▶│              │───────▶│  Listener /  │
│              │        │   Message    │        │              │
│  Listener    │◀───────│              │        │  Speaker     │
└──────────────┘        └──────┬───────┘        └──────────────┘
                               │
                               ▼
                        ┌──────────────┐
                        │   Assessor   │
                        └──────────────┘
```
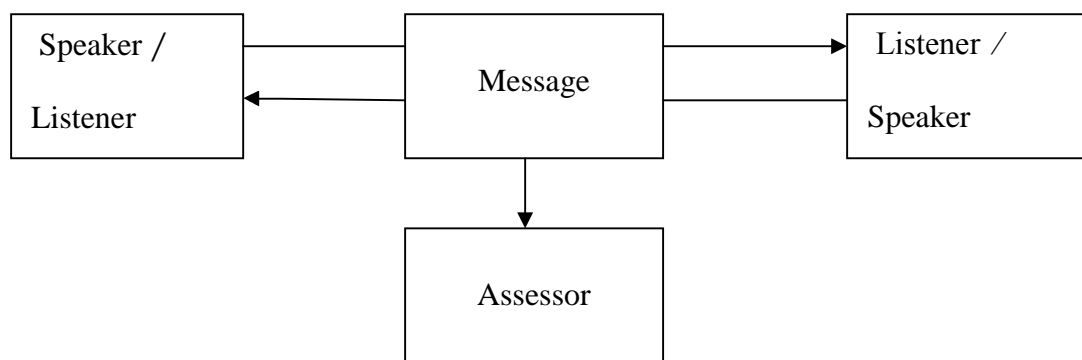
Figure.4. The relationship between interlocutors and the assessor (Underhill, 1987, p.02).

Two students perform an interview at the same time the teacher observes them and take notes concern their performance to check and give them grades. Underhill (1987) added,"

A person who speaks and a person who listen, in an oral test we need somebody to assess that speech" (ibid).

In brief, assessing speaking skill is very important for teachers to check their students' needs as well as is necessary for students to know what exactly need to improve. Luoma (2004) reported," Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well" (p.01). Thus, speaking skill needs each time assessment to focus more on the students' needs.

Conclusion

To conclude, since most of the time students transmit ideas and communicate orally, speaking skill becomes essential for most of them and a demanding task to be truly proficient in the foreign language. This chapter provides an overview of speaking skill and some factors which hinder students' oral performance. Moreover, it emphasises the role of the teacher in providing effective conditions in order to help students to improve their oral proficiency.

Chapter two: *General Consideration of Self – Confidence*

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Conclusion   *" Great minds have purposes: others have wishes".*
                                            Washington Irving

Chapter Two

GENERAL CONSIDERATION OF SELF-CONFIDENCE

Introduction

Many EFL students may have some difficulties in speaking the foreign language due to some affective factors. Those factors influence the process of learning, they can have a negative or positive effect. Negative affective factors are called affective filters such as: inhibition, anxiety, lack of self-confidence. This latter is considered as a problem which EFL students face in their learning process. Moreover, poor self-image can hinder the acquisition of the foreign language. When students lose their confidence before giving a speech, it is natural but too much lack of confidence can be detrimental. Thus, self-confidence is the most attractive quality a person can have.

This chapter provides an overview and background about self-confidence. In addition to its importance on students' oral performance. Indeed, it is better for students to recognize the characteristics of both behaviors which are also highlights in this chapter. Moreover, it tackles the two important items; autonomy and motivation as a result of self-confidence and mentions the differences between self- confidence with its close synonyms: self -esteem and self –efficacy. In addition to the discussion about public speaking techniques to enhance students self- confidence and performance. Finally, this chapter provides some roles for both teachers and students to promote the idea of self-confidence among students.

2.1. Definitions of self - confidence

One of the factors that help students to engage and take risks without fear of making mistakes is self-confidence. In general, the term confidence means totally trust in something. Lland (2013) defined," Confidence originated from the Latin word " confidentia " meaning " to trust " and " to have faith " " (p.11). In the same context, Murray (2006) stated," Confidence is defined in my dictionary as ' firm trust '. If you are confident about something, you don't worry about its outcome, you just take it for granted that it will go well " (p.53). Murray also mentioned another definition, " Confidence is partly about skill, about knowing what to do and how to do it" (ibid). Confident students always have specific goals they want to achieve and at the same time they trust their abilities and know well how to make their goals become true since they realize that they can do it.

Adalikwu (2012) suggested another definition, " Self - confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past " (pp. 5-6). Learners with high self-confidence never give up until they achieve their goals because they believe in their capacities. Concerning this point Hale (2004) claimed, " Believing you can achieve what you have set yourself (eg a short term goal such as winning the next point, a longer term goal such as making selection)" (p. 12). Hale adds that this is based on knowing you have the relevant foundation of skills and talents to achieve your goals (p.12).

2.2. The importance of self-confidence

Self-confidence is a very essential quality that foreign students may possess. When students believe in their abilities, they will facilitate their learning and engage in the task

without any interferences which may hinder their performance. Students will behave confidently because they feel sure of their abilities or value. As Preston (2001) said, "Confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in every thing you do" (2001, p.7). Self-confidence controls all what learners do and in all domains, especially their success which they all hope to gain. Cole et al. (2007) claimed that confidence was as important as competence in speaking and listening" (p.20).

With a high self – confidence in one's capacities and in one's ego, learners will accomplish significant and considerable objectives and elaborate great designs. At the present time there are purposes students only dream about, but with high self – confidence they will impose themeselves to fulfill them (Tracy, 2012). When students have imaginary targets, by building their self - confidence obviously they will succeed in release them. In the line with this issue, Kakepoto (2012) stated, " Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively" (p.71).

In brief, students with high self-confidence will be more creative and successful in their oral expression performance. So, they have the chance to attract others attention and to have more opportunity to enhance their speaking skill and progress in their learning the foreign language. Mckerrow et al. (2007) have stated, " Appearing confident will help put your audience at ease as they listen to your ideas " (p.61).

2.3.Characteristics of high self- confidence

If you want to build a better world...

Just build a better you !

Judy H. Wright

Students with high self - confidence are more successful in learning and performing the foreign language. Those students are more focused on their progress and success. Hale (2004) tackled this point when he stated, " Believing you can meet the challenges you face " (p. 12) . Students with high self-confidence believe that they can overcome obstacles that hinder their oral performance.

Students with high self – confidence have specific features which proves that they trust in their abilities. Wright (2008, p.14) suggested different characteristic of 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 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.

2.4.Characteristics of low self – confidence

Most of us never reach our full potential

because of our fear of taking chances.

Judy H. Wright

lack of self- confidence can always influence students' speaking and oral presentations in the classroom because they do not believe in themselves and find difficulties to achieve their goals. Carnegie (1956) said, " The gaining of self-confidence and courage, and the ability to think calmly and clearly while talking to a group is not one-tenth as difficult as most people imagine" (p.4). Many students do not try to build their self-confidence because they think that it is hard to gain. Carnegie in this context wants to simplify self-confidence in speech. Since low self-confidence considered as a psychological barrier to

success, Students with such behaviour will have always a negative results in their performance and careers. As students of high self-confidence have specific characteristics, Wright (2008, p.13) suggested other traits 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.

2.5. The effects of high and low self- confidence on performance

Obviously, low self – confidence and high self – confidence have different impact on the performance. Self-confidence performers are more likely to gain positive results. However,

low self-confidence performers are gaining negative impact on their presentation in the foreign language.

Hale(2004) provides examples of the effects of high and low self-confidence on performance as listed in the following chart :

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

Table.1. Examples of the effects of high and low self-confidence on performance. Suggested by (Hale, 2004, p.13) .

There are a great difference in performance between students who have low self – confidence and those who have high self-confidence. Students' performance result is an indicator of their level of confidence. For example, well delivered and effective

performance is an indicator of students high self – confidence. Hale (2004) stated, " High self - confidence results in either a better performance level or a more positive experience of the event " (ibid). While, poorly delivered and performance is signal of students low self -confidence. As Hale stated, " Low self - confidence results in either a lower performance level or a less favourable experience of the performance " (ibid).

2.6.The role of public speaking strategies in developing self- confidence

The human brain starts working the moment you are

Born and never stops until you stand up to speak in public

George Jessel

Many EFL students have good ideas, but they face difficulty in expressing their opinions appropriately. Public speaking techniques are helpful for EFL students to overcome anxiety and build up their self-confidence. Moreover, public speaking instructors assist learners to develop their speaking skills and enhance their oral presentations such as how students deliver the message to their classmates and teacher, the way of standing and so on. Hence, students will be more effective in their speech.

2.6.1.Definitions of public speaking

Public speaking strategies are very essential for all foreign language students to success in their presentations. Effective presentation determines the students' level of progression in the foreign language. Indeed, using public speaking techniques help learners to attract their classmates, teachers and even satisfy themselves. In general, public speaking is known as face to face interaction between one person who talks about specific topic which wants to convey among a group of audience.

Nikitina (2011) stated, " Public speaking is a process, an act and an art of making a speech before an audience " (p.10). Therefore, self-confidence is required in such speech to be more effective; accordingly, public speaking techniques assist learners to build their self-confidence.

Morreale (2010) assumed, " Public speaking involves one person or a small group of people speaking to a larger number of people, an audience that typically has little or no " speaking " role except for questions and answers at the end of the presentation " (p.27). In the same context, Sellnow (2005) claimed, " Public speaking can be defined as a sustained formal presentation made by a speaker to an audience. When you give oral presentations in the classroom, you are engaging in public speaking " (p.10). Each foreign language student needs public speaking techniques in order to success in their oral expression presentations. According to Spilsbury (2014)," Public speaking involves talking to a group of people that you know or a crowd of strangers " (p.4).

2.6.2.Public speaking techniques

Speaking in front of a group of people in not an easy task for many students. They feel anxious when delivering the speech. Cole et al. (2007) asserted,

... speaking in a group can seem one of the most daunting
parts of spoken communication. Building learners' confidence
through preparation and practice can make a big difference to their
ability to take part in group discussions and even enjoy having
their say (p.171).

Feeling of anxiety is normal and is the most common feeling students experienced during the presentation. Mckerrow et al. (2007) have asserted, " As you think about speaking publicly, you're likely to feel some anxiety because you don't want to fail. This fear of failure or embarrassment may be even stronger than your desire to speak " (p. 15) .

Feeling of depression in the classroom make EFL students kee passive during all the course which in turn will be reduced by public speaking techniques.

Enabling students to be aware of public speaking strategies is very helpful for them in order to be effective. Cole et al. (2007) have declared,“ Learners need to know what makes a conversation effective – such as appropriate language and tone of voice” (p.53). Some effective techniques are listed below for effective oral presentation:

- ❖ **Preparing to speak :** The first step students should take into consideration is preparation. Students before presenting any think they should prepare in advance what they will talk about. Furthermore, they should have an idea of their public, know their theme. Realize what they need from their talking and have explicit goals (Topper, 2010). In the line with this issue, Griffin (2009) claimed, “ If you are not prepared, you have every reason to worry. Being prepared entails the time required to create the speech as well as to practice the delivery of it ” (p.3). Thus, preparation is very essential in any presentation Mckerrow et al. (2007) have insisted, “ Prepare well enough to know what you're talking about” (p.15).

- ❖ **Use relaxation techniques :** When students feel at ease, they will express their ideas clearly. Griffin claimed,“ Take some calming breaths in your seat before you get up to speak ” (p.4). Students should be aware that their fear is not permanent, it will comfortable after starting. Wallwork (2010) argued,“ Don't worry about your nerves, they will soon disappear a couple of minutes into the

presentation ''(p.50). Then, he emphasises that students should arrive at the presentation feeling fresh, not tired (p.51).

❖ **Good organisation of the topic :** Students should be conscious of the ways how to organize their topic in a manner that attract their audience. They must divide their topics into introduction, body and conclusion. As Ofori (2011) stated,'' It is important for a speech to have an introduction, a body , and a conclusion '' (p.43). Students should be aware that not only written form should contain those three elements, spoken language too should have such arrangements to be more clever.

In the introduction of the presentation, students should be clever enough to raise the curiosity of their audience. This is example stated by Carnegie (1956), '' Here is an opening used by Mr. Howell Healy in a talk given at the Penn Athletic club, Philadelphia. Do you like it ? Does it get your interest immediately ? '' (p. 136). So students should make the audience feel curious from the beginning to get their attention. At the end of speech Carnegie (1956) suggested,'' Stop, but don't talk about stopping '' (p.164). Thus, students should make their audience recognize that they will stop, but not by utterance.

❖ **Start slowly :** In order to avoid feeling nervous is an useful method to start slowly to feel relax at the beginning of the speech. Spilsbury (2014) suggested,'' Keep it simple at first. Try speaking out more when you're at home '' (p.6). In the same context, Ryan (2006) said, '' Practice speaking v-e-r-y s-l-o-w-l-y, one syllable at a time '' (p. 26).

Moreover, Speaking slowly may also help the audience to understand your language, especially the foreign language, Thornbury (2005) said, " All speakers pause – they have to, to draw breath. And even proficient speakers need to stop from time to time to allow the formulation of an utterance to catch up with its conceptualization " (p.7). When an audience can not catch up words they will be bored and lose attention. Wallwork (2010) also agreed with this idea when he claimed, " If you speak too fast, particularly when you are nervous, it makes it difficult for the audience to absorb what you are saying " (p.33).

❖ **Change your tone :** Varying in using one's tone can make students more effective. Ryan (2006) stated," Practice speaking loudly, then softly, then normal " (p.25). Griffin (2009) also states that speakers need to vary their loudness level, their pitch, and their speed of delivery to communicate their meaning and feeling for that which they are saying (p.6). Moreover, the tone should be very clear to make all the audience understand. Urban (2007) agreed, " An effective speaker speaks clearly. He is very careful to enunciate his words completely, opening his mouth enough to articulate every syllable of every word " (p.4). Therefore, students using different tones have more chances to gain audience attention.

❖ **Use of body :** Using paralinguistic features help students to deliver their message easily and make it more comprehensible. Griffin (2009) claimed, " Moving your hands in a natural - appearing manner can help you emphasize your key points and keep your feeling loose " (p.6). Sellnow (2005) tackled the same point and stated," To deliver an effective public speech you must also consider how your eyes, face , stance, and hands communicate " (p.70). Using hands, looking to an

audience each time to get their attention are all useful for better performance. As advised by Wallwork (2010),“ Move your hands around as soon into the presentation as possible ” (p.33).

❖ **Using visual aids :** This final step is not obligatory, but it supplements to the students' presentation more arrangement. As Nikitina (2001) mentioned, “ Adding a visual dimension to your presentation can make it look more vivid, graphic and professional- looking ” (p.28).

The art of Public speaking is an essential skill that is developed over time with extensive practice . As Spilsbury (2014) assumed, “ Learning to speak in front of others is a skill that is developed over time, not over night. You can learn public speaking skills step by step, just like any other task or subject ” (p.5).

As an important of public speaking Spilsbury (ibid) also mentioned its importance, he believed that public speaking helps students in :

- Develop confidence and build up their self-esteem.

- Organize their thoughts and ideas.

- Communicate information in a confident and convincing way.

- Feel a sense of achievement.

In short, all those techniques are very essential for students to be effective performers and build their self-confidence. Mckerrow et al. (2007) stated,“ You learn about the technicalities of public speaking not only to be a better maker of messages but also to be a more sophisticated receiver of public talk ” (pp.3-4). They emphasis that repetition of the

public speaking experience by itself will not eliminate your anxiety, but it will give you more confidence in managing your apprehension (p.17).

2.7.The impact of self-confidence on motivation and autonomy

Self-confidence helps learners to build stronger personality which can guide them and make them more involved in the course. Self-confidence has an effective result on the students' achievement, on one side, it enhance students motivation in the classroom and on the other side it makes them autonomous in learning. Learners are need to be more engaged, motivated and responsible for their own learning, self – confidence is boosts them to build successful learners.

2.7.1.Motivation

Motivation is a basic element for all foreign language learners to success. In general, motivation is a students' desire to learn and get more concerning the foreign language, it includes all what happen in the classroom from ; participation, feel of enjoyment, ask for repetition, etc. Indeed, motivation is helpful for teachers too, to eliminate any kind of boredom or anxiety in the classroom. When students build up their self-confidence, they will be more motivated during the course and engaging in the task without fear. The term ' motivation ' defined by many others. Maehr and Meyer (1997) defined it as,“ Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior (as cited in Brophy, 2004, p.3).

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 adds that students' motivation is

rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so (p.4). Motivation is something pushes students to act in preferable ways. 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 context, 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 kinds which are :

Intrinsic motivation: It drives mainly from inside students and their enjoyment in learning the foreign language. Brophy (2004) said,“ Intrinsic motivation refers primarily to affective experience – enjoyment of the processes involved in engaging in an activity ” (p.15). In the same context, Oelmüller (2006) suggested, “ ' Intrinsic motivation ' can be described as an appeal for the sake of the subject or topic itself ” (p.5). In fact, intrinsic motivation is the one which drives the students to successful achievement. As said by Oelmüller (2006),“ Intrinsic motivation demands a high degree of self – esteem on part of the student it should be one of the main tasks of every teacher to support the development of personal value in every student ” (p. 9).

Extrinsic motivation: It is the desire of students to learn the foreign language for external factors such as; immigration, getting job, etc. Usually students' success in extrinsic motivation is not permanent for a long time since those students have a target in their mind and when it achieved, the motivation will disappear quickly. Oelmüller (2006) asserts that extrinsic motivation is just able to achieve short term results (p.7).
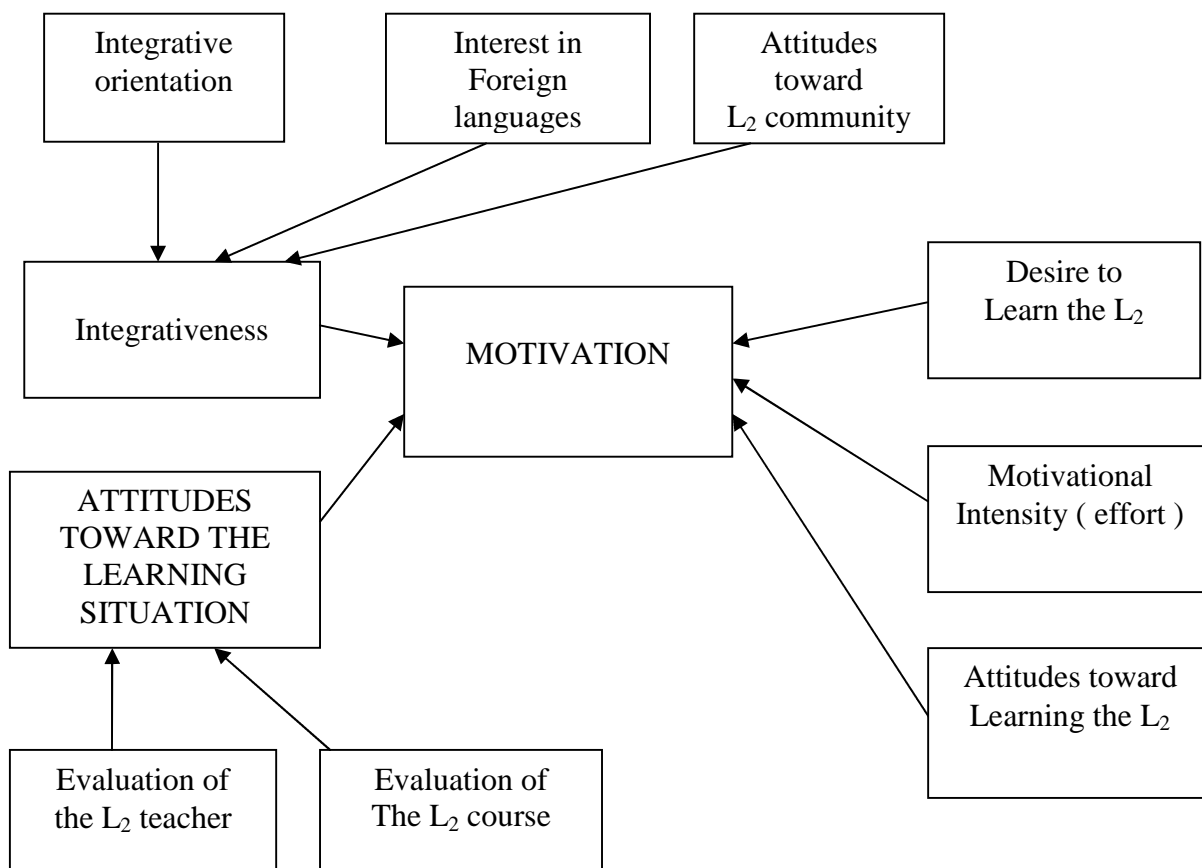
Figure.1. Gardner's conceptualisation of the integrative motive. (Dörnyei, 2001, p.16).

Students' extrinsic or integrative motivation will lead them to focus more on the foreign culture or community, all their desire to learn the FL and their effort to acquire it, are only for external factors not for the English language itself.

To sum up, both kinds of motivation are different totally from each other. Brophy (2004) suggested," Motivation to learn differs both from extrinsic, reinforcement – driven motivation and from intrinsic, enjoyment – driven motivation " (p.15).

2.7.2.Autonomy

Learner autonomy is the main successful behaviour that FL students posses. Autonomy is students' feeling of responsibility and independence in their learning. In this case, students are acting in a freedom way and the teacher is just guide them. Smith and Palfreyman (2003) have found, " Independence from a teacher is often taken as an observable sign of autonomy, indeed the term ' independence ' is often used as a synonym for autonomy " (p.4). Furthermore, autonomy helps learners to control themselves, which indicate that they have sufficient abilities which in turn help them in their performance. Thornbury (2005) defined autonomy as, " ... autonomy is the capacity to self – regulate performance as a consequence of gaining control over skills that were formerly other – regulated " (p.96).

Students with high self-confidence will be more autonomous in the classroom. They produce the foreign language in a confident way. Dembo (2000) stated," Successful learners use specific beliefs and processes to motivate and control their own behavior " (p.25). Thus, autonomy is essential for each student success and for better achievement in oral performance.

2.8.Difference between self-efficacy and self – confidence

Self-efficacy is interrelated to self - confidence and it shares some beliefs with it.The concept of self – efficacy is clarified more by Albert Bandura, who states (1995) that human accomplishments and positive well-being require an optimistic sense of personal efficacy (p.11). Bandura emphasises the importance of healthy self-image which is the reason of students 'success. In the same context, Adalikwu (2012) defined 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 reflects the degree of students' confidence in performing specific tasks, when students trust in their abilities in a particular activity that is not meant that they will success in others. For example, They believe that they will success in a foreign language (English) but they feel low self – efficacy in other modules. Adalikwu (2012) emphasises 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).

In brief, self – confidence is a broad term which involves the students ' believe in their abilities in all the tasks whereas self – efficacy is a portion 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 student can set various objectives, but how to accomplish them is quite complex for them. Self- efficacy helps learners to be more flexible and know how to achieve those purposes. So, developing students' self – efficacy will foster their self – confidence as well.

2.9. Difference between self-esteem and self-confidence

> " Self – esteem isn't every thing, it's just that there's
>
> nothing without it ".
>
> Gloria Steinem

Self - confidence is much more related to the self - esteem. This former means, how the students feel about themselves confident or not. Lland (2013) states 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). Thus, low self-esteem may hinder students' success in the foreign language. In this context, we found Cloutte (1997) who 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.2).

The feeling of low self -esteem will be as a barrier to students' success, so the results are always negative. In the same context, Gilroy (2004) said, " people with low self esteem often get wrapped up in what others think of them" (p.23). Students who have poor self-image about themselves, do not even ask others for help because they despise themselves. As described in Rubio(2007), " Students may avoid taking the necessary risks to acquire communicative competence in the target language because they may feel deeply insecure and even drop out of the class" (p.07). So, students with low self- esteem may neglect even what is beneficial for them.

Self- concept is the key which helps self – esteem to develop. Lawrence (2006) stated," The self – concept is the individual's awareness of his ⁄ her own self " (p.2). He added that from teacher's point of view, it is useful to consider this self – concept as developing in three areas _ self- image, ideal self and self – esteem (p.2) .

Teachers help and encouragement is essential in building self – concept. Kirby and McDonald (2009) have found, " Encouraging students to pursue their interests or talents increases empowerment and confidence, and taking the time to recognize young people for their efforts and accomplishments contributes to building a strong self – concept " (p.75).

Self - concept

Self- image   Ideal self
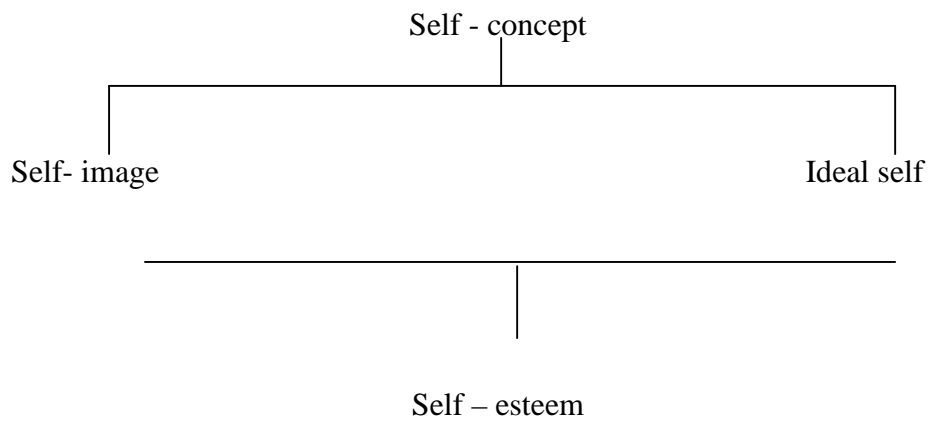
Self – esteem

Figure.2. Self – concept as an umbrella term (Lawrence, 2006, p.3).

Self – image is known as how students see themselves, when learners are aware of their self – image, they will start to think how to possess ideal self. On the other hand, self – esteem is something include both of them, it is how learners see themselves and how they desire to be. As Lawrence (2006) viewed, " Self – esteem is the individual's evaluation of the discrepancy between self – image and ideal self " (p.5).

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                    ┌─────────────────────────┐
                    │  GLOBAL SELF- ESTEEM    │
                    └─────────────────────────┘
          ┌───────────────────┴───────────────────────────┐
   ┌─────────────┐                              ┌─────────────────┐
   │  Academic   │                              │  Non-academic   │
   └─────────────┘                              └─────────────────┘
   ┌────┬────┬────┬────┐              ┌──────────────┴──────────────┐
English Maths Science Others     ┌──────────┐              ┌──────────┐
                                 │  Social  │              │ Physical │
                                 └──────────┘              └──────────┘
                              ┌───────┴───────┐         ┌──────┴──────┐
                        Parent relationship  Others   Skills    Apperance
```
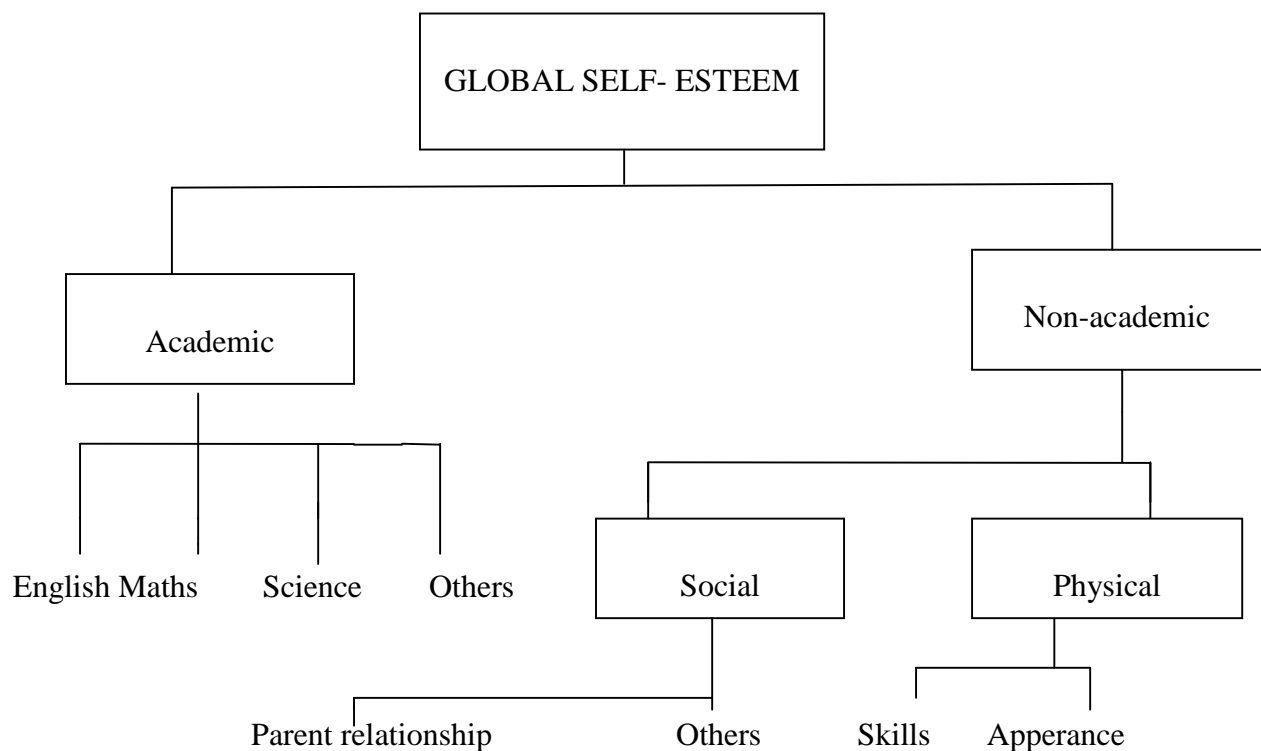
Figure.3. The self – esteem hierarchy (Lawrence, 2006, p.12).

In general, self – esteem could appear in an academic context " more formal " which includes how students see their abilities in front of all the materials that they have. In addition to non- academic context which occurs outside schools, it includes students' relationship with their family and their friends and the appreciation of themselves.

In short, self – confidence and self – esteem are two terms used interchangeably in most cases. Lland (2013) mentioned, " Perhaps the word that is most commonly interchanged with self – confidence is self – esteem " (p.12). Self – esteem is the students ' evaluation of themselves. However, Self – confidence they already trust in their own capacities. Lland (2013) also compared, " To simply put it, self-esteem is your view about you or your internal rating of yourself. On the other hand, confidence is how much faith you have on yourself and the degree which you trust yourself " (p.13). In the same context , he

added, " Self – esteem is but a part and parcel of self – confidence. Knowing how you can boost your own self – esteem can ultimately boost your self – confidence too " (p.14).

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

The role of the teacher is not limited to the transfer of knowledge to the students. In fact, the role of teachers is more than that, they should take into consideration students' needs and know how to build enjoyable environment where students feel at ease and engage in the task. Indeed, Teachers are the key element in building students' confidence, teachers should not impose their students to speak rather they should employ a variety of methods to motivate their students to speak and reinforce them to believe in their abilities. 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 which help them to foster their students' self – confidence :

2.10.1. Teacher using praise : Using praises in the classroom are very helpful behavior to keep the students motivation and trust in their abilities. Praises include any positive and favorable remarks directed to the students to encourage them such as; Good, Excellent and so on. Knight and Lee (2008) suggested other examples, " "Good", "nice job", and " thanks" are all examples of unlabeled praises that instructors may give to students " (p.38). Indeed, praises reinforce students to work more since their work is appreciated. Lee and Knight (2008) tackled this point, they claimed," As such, you can use behaviors " (ibid). Praises have a great effect on students' performance, when the teacher uses praises during the students' presentation it will support them and build up their self-confidence.

2.10.2. Teacher giving positive help and caring : Students are always interested about their teacher's opinion as a reaction to their performance. How teachers deal with their students flaws and how they correct them, have a considerable impact on students' oral performance. Kyriacou (1995) stated, " In your interactions with pupils, the two areas that probably have the greatest effect are how you treat pupils' errors and the extent to which you take a personal interest in their progress " (p.73). Teachers care will inspire a strong relationship among the students and reduce any kind of anxiety and stress which students experience during their presentations.

In addition, by caring teacher will be more close to their students, which help them in turn to be better performers since the feeling of happiness and relax help them to express their ideas clearly. Stronge (2007) maintains that specific teachers attributes that show caring include listening, gentleness, understanding, knowledge of students as individuals, nurturing, warmth and encouragement (p.23). Thus, teachers should always give constructive criticism which may help students in their future presentations.

2.10.3. Teacher treats their students equally and fairly : Students will lose their confidence when noticing any kind of bias in the classroom. When students feel themselves neglected, they avoid participating and start despite themselves. 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). Thus, teachers have to provide all of their students the opportunity to perform.

2.11. Steps to develop student's self-confidence

To build self-confidence requires many steps as agreed by many theorists. " Step by step, right foot then left foot and you are on your way " (Wright, 2008, p.3). Students in foreign language need to satisfy their own needs first to enhance their positive self - image. As Anthony(2003) stated," One of the principles requisites for change and a self-confident personality is to satisfy your own needs first " (p.5). Self - confidence starts from the person itself, if a learners' lack of self-confidence they will neglect themselves. It is true that it is difficult to speak and perform in the foreign language with high self-confidence, especially the English language since it is considered as a new language students use in an academic context. Shumin (2002) tackled this idea when he claimed, " It is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately" (p. 204).

2.11.1. Keep your inner voice positive (stop the negative talk) : The key element of building up self – confidence is thinking in a positive way. Students have to be always bullish concerning 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 student has the ability to monitor their internal voice and decide to make it sends positive or negative ideas. Adalikwu (2012) underscores 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). Thus, any idea you speak about can change your behavior. Confidence and self – belief

can change according to the internal talk   (Joyce, 2014). In the same context, he notes that this internal talk can be as a helpful encourager (ibid).

2.11.2. Do not compare yourself with others: The major mistake that all the students commit is comparing themselves with others. Adalikwu (2012) mentions that probably the fastest way to feel bad about yourself is to focus on what you don't have, what you haven't achieved, or compare yourself to others that you feel have achieved more than you have (p .26). When students start comparing themselves with those who have better achievements than their achievements. In this case, they will neglect their goals and focus more on their weaknesses rather than their achievements.

2.11.3. Write down your achievements : Writing down your achievement is a helpful technique to build up self – confidence. Students have to record any successful event that they accomplish and return to them whenever they feel frustrated. Adalikwu (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).

 2.11.4. Read aloud and speak up: Practice the foreign language and speak up is an essential step that makes students proud of their language. After positive thinking, build your goals and avoid comparison with others by writing each successful event. After all the previous steps, it is the students turn to move on and speak up in order to take a risk and build up their self – confidence.

In the line with this issue, Adalikwu (2012) expressed, " Make it a game with yourself. Decide that you will speak up at least one time in every group discussion that

you're in. You ' ll find that it gets easier in time ”   (p.27). In the same context, he adds that you' ll be improving your public speaking skills and will feel more and more confident in sharing your opinions and ideas in front of other people (p.27). Furthermore, reading aloud may help students to practice, prepare and build their self-confidence, and even may identify their weaknesses and try to improve them. Thornbury (2005) found, “ It also has the advantage of providing a secure framework within which learners can focus on lower- level features of talks, such as pronunciation” (p.70).

Conclusion

   Oral language is the foundation of success because it requires self - confidence to be fully proficient. In addition to public speaking strategies which are very important for students to improve their presentation in the class and to be more confident. Undoubtedly, the role of the teachers is significance in improving students self-confidence; they should establish a positive atmosphere around their students. Indeed, If the teacher uses harsh criticism, students feel less positive and stop paying attention. Moreover, the teacher should raise the idea of use mistakes when speak as learning opportunities because the first step to build a healthy self- image is to engage and take risks.

PART TWO :

FIELD WORK

OF THE STUDY

Chapter three : *FIELD WORK*

Introduction

3.1. Research methodology

   3.1.1. Method

   3.1.2. Population and sampling

   3.1.3. Research tools

3.2. Teachers' interview

   3.2.1. Administration of the interview

   3.2.2. Description of the interview

   3.2.3. Results of the interview

   3.2.4.Analysis of the interview results

3.3. Classroom observation

   3.3.1. Description of the observation

   3.3.2. Results of the observation

   3.3.3. Analysis of the observation results

 Conclusion

" I never teach my pupils, I only provide the

Conditions in which they can learn "

Albert Einstein

FIELD WORK

Introduction

This last chapter is the field work of our research and we devote it to explain and analyze the data that we have collected via two suitable research instruments. In order to fulfill our objectives and validate our hypothesises, which assume that the more students of third year English have trust in their abilities, the more they are likely to enhance their oral performance in the foreign language. Besides, the students' performance in speaking can be fostered when teachers reinforce in their students a positive self-image. Furthermore, we have chosen two main tools ; teachers' interview and classroom observation.

Foremost, this chapter tackles the description of teachers' interview. Besides, its administration and analysis. Furthermore, it highlights how we conducted our classroom observation and mentions its results . In addition to its analysis in order to verify whether students' self-confidence affects their oral performance or not. Likewise, this chapter provides the discussion of the main findings of our study.

3.1. Research methodology

3.1.1. Method

To achieve our goals, the nature of research is quite qualitative (descriptive) and it is designed to see to what extent students' self- confidence affects their oral performance. We opted to deal with semi- structured interview for all the EFL teachers to obtain various points of view concerning our topic. Moreover, we intended to choose teachers of oral expression module since it requires performance and different presentations on the part of

EFL students to assess their speaking. Therefore, we opted to use classroom observation as a second tool which aimed to involve in the real learning context to get more realistic and reliable data , it was conducted in two (2) oral expression classes of third year students at the department of foreign languages. Branch of English studies at the University of Biskra.

3.1.2. Population and sampling

This present study deals with students of third year English at the department of foreign languages, branch of English studies at Biskra university. In our classroom observation we opted for two different classes which we had selected on purpose; one in the laboratory and the second class in the classroom. Both classes consisted a reasonable number of students; class number 1 holds 41 students. Whereas, the second class holds 30 students (males and females).

The purpose behind selecting third year English students is that we presume that third year students are able to speak English quite well since they have learned the grammar rules and possess a reasonable amount of vocabulary during their first and second years. Indeed, Third year students are normally aware about the importance of oral expression.

In addition, we conducted an interview in which we directed the same questions for all EFL teachers of oral expression module at the University of Biskra. We dealt with six (06) teachers in order to have different points of view to enrich our work.

3.1.3. Research tools

Our research attempted to recognize the effects of EFL students' self - confidence (Independent variable) on their oral performance (Dependent variable). Since the

independent variable is intangible and we cannot measure by testing it ; accordingly, we opted to deal with; semi-structured interview, which is more useful to achieve a more reliable work, this interview is directed to teachers of oral expression module because they face different learners and they have a direct conversation with them. This interview will be means of collecting data which consisting of a series of questions that oral expression teachers would answer. Moreover, we dealt with passive classroom observation except the four (4) last observation where the teacher (T_2) involved me several times. We opted to choose classroom observation in order to provide more tangible data through real contact and presence in learning process situations.

3.2. Teachers' interview

3.2.1. Administration of the interview

In order to have tangible evidence of the effects of students' self- confidence on their oral performance we intended to conduct interviews. Which is the suitable method to collect qualitative data. It is considered as a formal discourse between the interviewer and the interviewee in order to get more information concerning the target topic. Kvale (2007) defines it as a professional interaction, which goes beyond the spontaneous exchange of views as in everyday conversation, and becomes a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge (p.7).

This present interview was directed to   the six teachers of oral expression module at the department of foreign languages. Branch of English studies at Mohamed kheider University of Biskra.

In order to obtain different points of views we attempted to submit the interview to all the teachers of third year oral expression module. Because of time constraints and since most teachers do not have sufficient time we attempted to submit our interview in a written form instead of discourse way.

3.2.2. Description of the interview

This present interview consists of 15 open questions and one closed – ended question. All the questions were the same for all the six teachers. Furthermore, In designing the interview, we attempted to divide our questions in two (2) parts (see appendix A) :

The first nine (9) questions were devoted to elicit the teachers' opinions regarding the importance of speaking skill and the requisite role of the teachers in enhancing students oral performance. In addition, the following six (6) questions were designed to the importance of the self – confidence on students' performance. Besides, the final question was devoted to the teachers' suggestions concerning our topic.

3.2.3. Results of the interview

The teachers' answers were helpful for our study. The questions attempted to seek more data that we could not observe. For instance, teachers' attitude towards the necessity of the speaking skill and the requirement of self – confidence on oral performance. Their answers were as follows :

<u>Question Item 1</u> : **As a teacher of oral expression, is it your choice to teach this module ?**

The first question which was directed to third year oral expression teachers aims to elicit whether it was their choice to teach oral expression module or not. Furthermore, teachers' admiration of the module they teach pushed them to devote their time and energy to prepare well – designed lectures and more activities for students. For that reason, we attempted to ask this question. Most of the targeted teachers declared that it was their choice. However, two interviewees stated that it was not their choice. We noticed from their answers that oral expression module is favorite module, most of teachers favored to teach.

<u>Question Item 2 :</u> **Do you think that oral expression is a difficult module to teach ? Why ?**

With regard to the question above, we intended to elicit teachers' attitudes towards the targeted module . All the six (06) interviewee agreed that oral expression is a difficult module to teach. Almost teachers announced that oral expression module entails several functions by the teacher. For instance, one teacher claimed, " Yes, because it requires many tasks to perform at once. Also, it expects that the teacher should be skillful in enabling the students to engage in expressing their ideas. "

Another interviewee mentioned, " Just like any course, oral expression is difficult , it requires a lot of preparation and a lot of work in class." Moreover, one teacher agreed about the same idea, he announced," Yes, indeed. Because it requires an arsenal of tasks : preparation (of a suitable topic), presentation (methodologically), motivation, interaction, ideas, vocabulary, feedback analysis, stimulation, etc." All the responses

approved that oral expression module is complicated since it requires a lot of effort from the teacher.

Question Item 3 : **In your opinion, what is the importance of speaking skill ?**

The aforementioned question attempted to educe if the teachers are aware of the necessity of the speaking skill. All the six (06) interviewee expressed their agreement of the importance of speaking skill. One interviewee set some reasons behind its importance, she announced, " The speaking skill is so important for many reasons : 1. It shows the mastery of grammar, phonetics, written and linguistic rules. 2. It shows the ability of the speaker to make a spoken discourse.3. it reflects the average of the listening skill (good listeners are good speakers). "

Another teacher mentioned," For me, it is the fruit of the whole learning process / curve. Regardless of the significance of listening and reading, speaking is a pivotal productive language skill." Another interviewee agreed and said, " The speaking skill is very important. As an active and productive skill, students should master it." Finally, we inferred that speaking skill is a demanding task in the foreign language which all the students need.

Question Item 4 : **What is your opinion concerning the idea that in order to learn the foreign language, students have to practice it very frequently ?**

The key of successful foreign language learners is the application of the language. The mentioned question attempted to know the importance of the use or implication of the foreign language. All the six (6) interviewee expressed their agreement concerning the aforesaid idea. For example, one teacher said," Totally agree. Practice is a requisite to

achieve oral proficiency and even written mastery of the language. " Practice makes perfection " in all the fields of life, including the learning process." Besides, some teachers provided tips which are beneficial for learners success. For instance, one teacher stated, " Yes, students need to learn by heart, memorise, rehearse, perform dialogues, plays, and express different situations either individually or in group work."

Furthermore, other tips were provided by another teacher who claimed," That is right but they have also to listen to its native speakers and read short stories, novels and other books about this language. Moreover, they have to learn the rules governing the language." Thus, in order to master the foreign language, students have to use it frequently.

Question Item 5 : **Do you think that the role of a teacher is essential in enhancing students' oral performance ? Justify your answer, please.**

The teacher position in promotes students oral performance has a great impact on their presentations. We wanted to elicit from this question whether teachers aware of their role in encouraging students to speak. All the targeted six (06) teachers agreed and suggested some reasons. For example, the interviewed teacher said, " teachers ' role is important for many reasons; 1. They are responsible about the curriculum. 2. Diversity of topics. 3. Dealing with different personalities in one session. 4. Different methods to tackle the four (4) skills." Another mentioned," Yes, because he is the guide who opens the discussion, orients it and directs it to cover all the points of the topic. He corrects the mistakes and enrich them in ideas / vocabulary." Thus, the answers confirmed that the teacher ' role is pivotal for a better performance and fruitful classroom situation.

<u>Question Item 6 :</u> **In your opinion, what is the secret behind successful teaching of oral expression ?**

It is obvious that any module required specific requirements on the part of the teacher. For this, we intended to set this question in order to realize the main teachers' roles for the success of oral expression course. When the targeted teachers asked about the main processes to gain successful oral expression course. All the interviewee provided numerous functions behind such success. For instance, one of the respondents pointed," The choice of a juicy and interesting topic that should be realistic and relevant to the student's life as well as perception and also the teacher's personality to break shyness, routine and fuels interaction."

Almost of the teachers agreed that creativity is the most important secret. As one teacher stated, " First, patience. Second, creating an encouraging atmosphere and proper syllabus. However, the student's desire and intrinsic motivation is the essence of the teaching / learning process." The other interviewee who claimed, " Involvement and creativity: two essential qualities that any teacher needs to make his / her teaching in this course effective." Another professor said," They foster motivation and creativity with their learners. Urging learners to participate and practice in different topics." From those different responses we inferred that oral expression teachers should be heedful of the kind of topics, ways of presentations, various techniques that use in the classroom. Hence, there should be more time should be devoted to preparation.

Question Item 7 : **As a teacher of oral expression what are the most effective techniques or strategies that you use frequently to keep your students actively involved in the lesson?**

Success in performing English language in a good way required from students to be more active and more involved in activities. By setting this question, we attempted to see the different techniques that each teacher provided to boost the students' attention. The EFL teachers mentioned different techniques which helped them maintain an enjoyable atmosphere. One interviewee declared that she preferred to be eclectic which she thought the best method in teaching. The other instructor announced, " One effective technique is to have a variety of activities and avoid the traditional boring lessons such as " book report" all year long." The different answers provide us with a clear idea that the teachers have to vary in their techniques.

Question Item 8 : **Do you discuss with your students personal problems that may hinder their attention during the course ?**

Many students have brought their personal problems to the classroom, which shackled their attention. For this, it is a requisite task on the part of the teachers to discuss with their students personal troubles. Most EFL teachers stated that they discuss with their students' problems which may hinder their attention. However, one teacher mentioned that he do not attempt to discuss their problem. Two (2) teachers emphasised that this kind of discussion should be hidden. For example, One teacher mentioned," You can do that, but not overtly; you can deduce them and attempt to avoid them in order to obtain better results." The second one stated, " Yes, we do but in a way of an activity because we do not want to hurt our learners." So, from those responses we concluded that to discuss students' personal problems is very helpful to regain students' attention.

<u>Question Item 09 :</u> **To identify your students strengths and weaknesses, what are the methods you use to assess their performance in oral expression ?**

Teachers' assessment is essential to provide students with a clear feedback concerning their performance and to extract their weaknesses and strengths. The EFL teachers provided different method to assess their students. For example, one interviewee stated, " By the end of each performance, students try to evaluate their work in the positive and negative way. This is called self evaluation + the evaluation of the teacher."

Indeed, another teacher stated, " Evaluation is based mostly on assessing the speaking skill as well as the listening comprehension in various situations and it has been made clear that perfection is not our aim, but what is important is that there should be progress in the students' level." Another interviewee declared that he assessed their students by discussion, expressing one's self in public, provide one's ideas and interact with each other. Thus, the teachers' aim is to test the attainment in order to improve the weaknesses and reinforce the strengths.

<u>Question Item 10:</u> **In your point of view, is self-confidence an important prerequisite for effective speaking ?**

By this question we wanted to seek the essence of our study. When the targeted teachers were asked to provide their opinions concerning the importance of students ' self – confidence on their speaking, all the six answers emphasised the importance of self – confidence for efficient speaking. For instance, one interviewee said," Oral expression is probably the only module in which you have to deal with self – confidence which should exist and students should have before dealing with other parts of the language." Another teacher emphasised," This is the most important element which enables one to perform

well on this skill." However, one teacher declared that self – confidence is an important quality but it should accompanied by linguistic background, cultural background and rich vocabulary. So, self – confidence is required for all the oral presentations.

Question Item 11 : How do you recognize that your students lack self-confidence ? And how do you react to this type of behaviour ?

It is known that lack of confidence hinders students' achievements mostly oral performance. By this question, we wanted to know how teachers distinguish between students with high self – confidence and those who lack confidence. Each teacher provided various symptoms which appeared on their students pending their presentations. For example, one EFL teacher underlined," They utter separate key words that touch the core of the topic. I encourage them by asking them to add more simple ideas using simple words."

In addition, another interviewee reported," Usually they do not show any interest in sharing their ideas with their classmates. Some of them are very timid and prefer to hide in the back so that they need just to use gestures or keep silent along the whole session. When they have to speak, they use just short answers or prefer to reply in Arabic in a very low voice." The other teacher maintained," Most students in the groups I have been teaching were not given opportunities to express their ideas in public. So from the very beginning we agree that it is a very normal behaviour and we have to work on it (to get rid of shyness) through active and frequent participation." In teachers ' answers we elicit also some solutions to get rid of this behaviour. Thus, the teachers need to make those types of students feel more comfortable and discover their inside abilities in order to raise their interest towards the module.

Question Item 12 : Do you think that students with high self-confidence will be successful performers in oral expression ?

Students' performance in oral expression is necessary in order to judge and evaluate their speaking skill. Furthermore, EFL students wished to get more success in their presentations and this could not achieve without trust in their abilities. When we directed this question to the EFL teachers all of their answers were positive. For example, one interviewee said,'' They can perform better than those who lack self – confidence.''

However, some of them stated that linguistic aspects are needed besides their self-confidence. For instance, one teacher maintained,'' Yes, this kind of students have in my view resolved one psychological problem. So all what is left for them is to concentrate on the linguistic part in order to be successful.'' Teachers ' answers revealed that students who possess high self –confidence assisted them towards successful performance.

Question Item 13 : In your opinion, is it important that students like their oral expression teacher? Why or why not ?

Students satisfaction by their teacher is necessary to maintain them motivated. By asking this question, we wanted to elicit teachers' opinion concerning this idea. All the six (6) teachers expressed their agreement concerning this idea. One teacher pointed that since the teacher represents the first element of motivation and according to his personality / behaviour the students react.

Another teacher provides us with full answer concerning our question he stated,'' A scholar once said that teachers should make students love them to love English. So it is obvious that in such classroom where there is a good atmosphere of love and mutual

respect that real learning takes place." Another one stated," I think the teacher, whatever the course he teaches, should create a good and friendly relationship with his students. The humanitarian side is an important form as a teacher." From the various responses that the instructors provided, it is revealed that the teacher is the first person who is responsible for the classroom ' atmosphere.

Question Item 14 : **In your point of view, why do students avoid participating during the oral expression course ?**

Most EFL learners are kept passive during all the oral expression course, because of many reasons. From this question we can realize the different causes that prevent students from participation. All the teachers provide us with various reasons besides almost of them agreed that lack of confidence are considered the most obstacle for their lack of participation. For example, one teacher expressed, " Some reasons or causes of that are - that self – confidence has not been dealt with and taken care of. Added to this some teachers are not aware of such a problem (Lack of self – confidence). So they keep working the active students and ignore the rest."

Moreover, another teacher stated that their lack of participation is due to : 1. their poor information about the topic. 2. Poor vocabulary. 3. Lack of self – confidence. 4. Fear from the audience." Besides, another teacher mentioned other reasons, " Fear, shyness, lack-confidence, Failure of the teacher to involve his / her students in permanent discussion." Since oral expression course required active students, teachers should be cautious to overcome those causes and deal with more motivated techniques to gain their interest.

Question Item 15 : **Do you use positive (praise) or negative (criticism) feedback to motivate your students ? Which one do you find more effective ?**

Praises are effective techniques to reinforce EFL students in their performance. However, there are many teachers who use constructive criticism to motivate their students. By this question, we wanted to elicit the more efficient feedback to stimulate EFL students. All the teachers stated that they used both kinds of feedback since no one can be perfect. However, one teacher declared that positive feedback can create positive confidence.

Another instructor stated," Both of them, even though I prefer to use positive feedback and compliments rather than criticism. Both of them are effective if the teacher knows which method fits each student." Finally, we conclude that both of them are effective if the teacher knows how to use them. However, the positive feedback is the most effective one.

Question Item 16 : **Is there any idea we have not discussed you want to add ?**

Since the teachers ' opinions are very essential for us, we added this question in order to provide us more opinions concerning our research. Unfortunately, not all the teachers have answered this question. For example, one interviewee stated that even the students' relationships with each other affect their self – confidence. In addition, another teacher mentioned, " Self – confidence is a thorny topic and some shy students refuse totally to speak, sing or perform in public. Religious convictions also may stop some students to do anything in class. So this goes beyond the borders of oral expression to reach psychological and religious dimensions."

The last teacher stated that our research sounds thorough and well – organized. The last answer was provided by another teacher who stated that each topic in oral expression courses has its own methodology of discussion, they are not the same.

3.2.4. Analysis of the interview results

The ultimate goal of the present interview is to seek if the students' self - confidence has an impact on their oral performance or not. Besides to the teachers' different roles to boost their students to speak. The interview outcomes concluded that all the teachers' responses concerning the necessity of the students' oral performance were affirmative.

Based on questions 1 and 2 we infer that oral expression module is not easy to teach, but almost EFL teachers like to instruct this module since it involves much interaction during the sessions besides the different materials used such as games, songs, videos which make the sessions more enjoyable to learners.

Furthermore, based on the teachers' responses to the questions 3 and 4 the research inferred that all the EFL teachers of oral expression module appeared aware of the importance of speaking skill in the foreign language process. Besides to practise it even outside the classroom. Baker and Westrup also consented to this idea and asserted," It is important for learners to practise the language they are learning in situations which are similar to life outside the classroom " (p.07).

From the responses to question 6 we concluded that oral expression course required creativity from their students in the classroom. This idea is also supported by Starko (2010) who stated," We teach creativity for our students. I want to encourage creativity in

schools is because I believe we are responsible to create places in which students learn to think , and places in which thinking can be joyful " (p.4).

Our first hypothesis suggestes that the more students of third year English have trust in their abilities, the more they are likely to enhance their oral performance and felicitous in the foreign language. The various responses of the teachers to the questions: 10, 11, 12, 14, proved that students ' self-confidence has a great impact on the level of achievements of the FL . Dulay , Burt and Krashen (1982) bolstered this idea, they mentioned," Relaxed and self-confidence learners learn faster (as cited in Tomlinson, 1998, p.09). Hence, our first hypothesis was confirmed.

With regard to the second hypothesis which supposed that the students ' performance in speaking can be fostered when teachers reinforce in their students a positive self – image. From the teachers' responses to the questions : 5,7,8,13,15 we inferred that the teachers' role is crucial to consolidate the students' oral performance. Baker and Westrup (2003) supported," Teachers should encourage and support their students, and, if possible, the texts and materials used for teaching should be relevant to the students' needs and to their daily lives" (p.07). In the same context, he added," So you need to give your students lots of praise, because all speakers need to know that their communication is acknowledged and that they have been understood " (p.14).

Responses to question 7 indicated that students feel boring with classical way of teaching which impose their teacher to vary in his / her ways of teaching. Tomlinson (1998) also supported this point, " Most materials developers recognise the need to help

learners to develop confidence, but many of them attempt to do so through a process of simplification " (p.09).

From responses to question 9 we concluded that teachers vary in their assessments to identify students' strengths and weaknesses (Lack of confidence). The more teacher assesses their students speaking the more they are likely to develop it especially formative assessments which involve various speaking tasks which in turn improve their speaking skill. Tuttle and Tuttle (2012) mentioned," The more often they talk in class, the more opportunities you have to help them overcome their speaking gaps and move up the proficiency levels " (p.22).

From answers to question 12 we deduce that if students possess a huge number of vocabulary and lacked their self – confidence, obviously they will not trust the correctness of the vocabulary they posses. However, if they trust in their abilities they will engage in the task and create numerous sentences based on the limited vocabulary.

Eventually, according to the teachers' responses we can summarize the results in the following points :

- Oral expression is not an easy module to teach is required more preparation on the part of the teacher.
- Speaking skill is very essential skill which all the students should master.
- Foreign language students can master the language through practicing it.
- The teachers' role is essential in enhance students ' oral performance.
- Creativity in the classroom (oral expression) is the key of successful oral expression course.

- The teachers ' variety of techniques besides to the course ' content assist them to maintain their students more involved in the lesson.

- Self – confidence has a great impact on learners' oral performance.

- Students with high self – confidence will be successful in their performance.

- Students with low self – confidence will have poor oral performance.

- Lack of confidence is the first hindrance of students ' participation.

- Positive reinforcement is the preferable feedback for most students.

3.3. Classroom observation

3.3.1. Description of the observation

To support the results reached by the teachers' interview we carried out classroom observation. Classroom observation is one of the methods to collect qualitative data in which the researcher attended and was involved in a real learning process context in more than one sessions in order to record any reactions or movements concerning our topic. O'Leary (2014) mentioned, "... classroom observation is used as an instrument for observing and assessing classroom teaching and learning " (p.49).

We conducted our classroom observation pending the first semester on February, 2015 with two different classes of third year English students at Biskra University. We attended eight (8) sessions in oral expression module ; four (4) in English classrooms and the other four (4) sessions were in the Laboratory at the Faculty of the foreign languages department. Furthermore, all those sessions lasted 15 days, our attendance was in different learning situations (Laboratory and classrooms) by two types of teachers one who provides his students with sufficient materials and various techniques to foster them to

speak and boost their self-confidence.While, another one did not use any kind of materials, except the two final sessions.

Furthermore, both classes contained a reasonable number of students. For example, class number 1 (Group 7) holds 41 students; on the other hand, class number 2 (Group 9) holds 30 students, but a few attendance in the sessions was remarked during our presence with a huge number of girls and only 3 or 4 boys in both classes. Our first object behind attending those classes is to observe the performance of third year students and to check whether their self- confidence effect their oral presentations and how their lack of confidence shackles their performance. Besides to the role of the teachers in fostering their self – confidence and their encouragement to them to speak throughout different techniques and well-designed materials which makes learners feel at ease and motivate them to speak and perform.

The observation that we proceed was without informed those teachers in advance in order to prevent any kind of preparation from them to make the interaction more spontaneous and to get more valid data. In our attendance, we sat in the last corner in the classroom in order to monitor all the movements during the session. Aside from this we conducted a discussion with each teacher and some students after each session to take a clear picture concerning our theme which supplement our study with serviceable datum. Moreover, our observation was without any kind of audio recording or using the camera, it was conducted by using checklist (see appendix B) and ticked any reactions, questions, ways of performance, interaction between teacher and students and so on. Thus, we attempted to tick all what we looked for.

This checklist provided us with the right direction and guidance in order to our findings concerning how students' self- confidence effect their oral presentations. In brief, our observation was full of enjoyment and got valuable data that both teachers provide us. Moreover, both teachers were quite helpful and gracious with us which made us feel comfortable and even involved in the courses.

3.3.2. Results of the observation

The two main conditions of any scientific research is validity and credibility (reliability). For that reason, we intended to attend in real context where the process of learning takes place and record any deeds and remarkable vim that drives from teachers or students in order to supply our study with more detailing concerning the research' topic.

- **General description of the setting**

As mentioned earlier, our observation took eight (8) attendance ; four (4) in classrooms and four (4) in laboratory with two (2) different teachers. In the first class presence, the observation was conducted in a normal setting (classroom). At the beginning of the session we noticed that the teacher (T_1) seemed furious, he greeted his students without any facial expressions, he seemed confused by something. The teacher (T_1) started directly explaining the lesson without reviewing previous day's course content or providing an overview of the lesson, he presented the course in a dull way without gestures or full explanation.

- **Teacher – students interaction**

During all the session, students seemed unmotivated; they made noise and kept passive until the end of the session, they did not take notes or tried to participate. At this time, The

teacher tried hard to simplify the sentences as possible, but his way of presenting and starting the course prevented students' stimulation and vitality. Furthermore, the teacher employed group work during all the session, but unfortunately when the teacher sat in his office the students exploited the opportunity to discuss irrelevant topics; accordingly, group work seemed ineffective in this course since students lose motivation.

In addition, the teacher asked the students to present their work, but no reactions from them, which forced him to targeted the question to certain students. In all students' presentations, they performed with low self - confidence; Sweating, trembling of the hands, yellowing of the face, stutter in speech, high level of shyness and so on. Moreover, the over correction of students' mistakes each time confused them more.

Finally, the teacher concluded the course in a monotonous style ; without summarizing course content covered, he used the mother tongue (Arabic) from time to time. Hence, the teacher's method was not useful, he present his lesson in a tedious manner. Likewise, their students were only listening and spoke only if they forced by their teacher.

- **The role of the lesson's content in enhancing students' participation**

On the other hand, in the following day we have attended another session for the same teacher (T_1) in which he presented interested topic. The teacher (T_1) presented the topic in an enjoyable way, he informed them that today's lesson will be full of discussions, each one will provide his∕ her point of view concerning the topic.

Students seemed motivated and the topic attracted them, they participated and gave their opinions, they used smartphone from time to time to find suitable vocabulary.

Moreover, the teacher (T_1) intervened and interacted with them too, it was a mutual discussion they related the topic with issues in real life. The teacher moved around the class from the beginning till the end of the session, he handshake each student when provided perfect ideas. Students seemed have sufficient knowledge about the topic; they were exchanging ideas, made debate, talked about their experience, interact spontaneously and even judge their teacher with confidence.

The teacher tried to make the atmosphere more enjoyable by providing funny gestures, used praises such as ; Good, excellent, you are right, he treated the students by their names and wrote the difficult words on the board and simplified them. Furthermore, the teacher attempted to stimulate their students by creating the soul of competition between students in the classroom. At the end of the session, the teacher summarized the lesson and prepared the students for the next session by providing some tips.

Concerning the techniques used in both sessions, there were no designed materials such as; ICT tools which embodies technology like data show, videos, music, pictures. The teacher (T_1) used only chalk and board. However, oral expression module required well - designed materials to promote students to speak.

- **The role of audiovisual materials in oral expression sessions**

In the second two (2) observations were devoted also to the same teacher (T_1) in which the students prepared to make presentations. Students were seemed ready to present their work they brought different materials for their performance, we noticed that the number of students increased more than previous sessions. Likewise, their teacher who seemed proud because of his students' effort, he appeared friendly with them; he

cooperated with his students in sticking the data show. Indeed, before the students' presentations the teacher provided them with some tips to follow such as; the appropriate tenses, using speech techniques like gestures, change the tone.

The students presented their work in front of their classmates with more confident since they prepared in advance, they used correct sentence structures. While their presentations the teacher stood in the back using the list of names to evaluate them besides to correcting their pronunciation from time to time. After each presentation the teacher applauded in order to reinforce them, he called his students by specific names such as; my daughter, my sister, etc. in order to remain close relationship. The teacher ways of dealing with their students were effective for the students' stimulation.

The most important thing that caught our attention is the boy's reaction when their friends laughed at him since he stutter in his speech which led him to stop because he could not continue his presentation; accordingly, the students' relationship with each other affect their self-confidence.

In short, the teacher style changed the students' behaviour; they appeared happy and focused, they were created in their performance. Although, they presented scientific topics such as; Organ transplant surgery, Brain drain and so on. But, it did not appear on them any symptoms of anxiety or fear.

- **Geneal description of the second class**

The second observation was conducted to the different teacher (T_2) in which we have attended another four (4) sessions on laboratory. The teacher's class was contained 41

students in which the number of girls more than boys. The topics were similar to the previous observation, but with innovative tools and well- designed materials which are mainly based on audiovisual techniques which assisted learners to understand. For instance; data show, videos, songs, pictures besides to whiteboard and marker. In addition, The teacher (T_2) seemed built a strong relationship with his learners, he worked all the session in a spontaneous way.

- **Teacher- students interaction**

The teacher (T_2) utilized various useful materials according to the students' level. For example; in the first session we noticed that the teacher (T_2) appeared familiar with their students, he discussed with them personal issues, he employed each time songs in order to inspire them. Moreover, The teacher desired to make the atmosphere comfortable, he asked their students to sing (sing rap) or made monologue, dialogue or telling story. The amazing thing that all the students sang the rap with its rhythm and gestures in front of their classmates with more confidence. However, there was one girl kept silent and did not sing, but she encouraged by his teacher until she sang. Thus, the teacher role is prerequisite in providing support to their students in order to speak.

Furthermore, The teacher way in explaining the lesson was highly effective. The teacher used gestures all the time while explaining the lesson in addition to the praises which he used most of the time, he spoke loudly and used simple words and structures. Indeed, the teacher seemed aware in choosing the videos which focused more on listening comprehension, they were contained simple items in relation to the topic which promote all the students to listen and wrote down notes in order to participate.

- **The teacher's role in enhancing students' oral performance**

On the same day, we attended another session in which the teacher provided an overview concerning the lesson. The teacher initiated by using funny programs related to the topic in order to maintain a comfortable context. The teacher fostered students to speak, by saying that the best group will have a gift. All the students performed in a creative and funny way, they were presented without hesitation or anxiety because of the teacher's effective methods. For instance, he controlled their students all the time to check whether they needed help, he was flexible and converted the real life into the classroom.

In brief, the topics appeared knowledgeable at the level of students, the teacher intended to focus more on listening and speaking skills. In one session the teacher provides 5 videos which made the students more stimulated and confident; accordingly, even the course' content plays a great role in enhancing students speaking and motivation.

In the two (2) final sessions were devoted to the students' performance. All the students prepared for their presentations, they performed with high self-confidence; spoke clearly with full of correct structure, they started with an anecdote to attract their classmates, they reciprocated point of views besides to their creativity in their performance; They provided well- designed materials such as; music, songs, pictures, videos, changed their clothes according to the presented topics which were focused on real life issues. Furthermore, some students danced in front of their classmates, which indicated their high self-confidence.

To sum up, the content in the second observation appeared knowledgeable, well organized and comprehensive, which were appropriate to the level of learners since they

deal with recent issues (current). Additionally, all those methods promoted students ' self-confidence and participation.

Finally, classroom observation results revealed that the teachers' ways of presenting the lesson and their mood affect students' speaking and self-confidence besides to the content which has a significant function in promoting students' participation as we observed in the first class. On the other hand, the observation of the second class revealed that the various techniques which provided by the teacher promoted students' speaking and the positive encouragement of the teacher is required to enhance students' self confidence which in turn developed their oral performance.

3.3.3. Analysis of the observation results

After we carried out our classroom observation, we started directly to analyze its results. Aforementioned above our two main objectives are : how the teacher foster students' self-confidence in oral performance and whether their self – confidence effects their oral presentations or not.

The gathered outcomes confirmed our two hypotheses which postulated that the more students have trust in their abilities, the more they are likely to enhance their oral performance in the foreign language. As supported by Tracy (2008) who declared," Your goal when you speak is to stand up confidently : positive, relaxed, and feeling wonderful about yourself " (p.41). This confirms that the students' performance in speaking can be fostered when teachers reinforce in their students a positive self – image.

The teacher role is essential in promoting students' performance and rising their self-confidence. As observed in the first attendance (T_1) in which the teacher method affected students' performance besides to their level of self-confidence. Furthermore, all the students seemed incurious, the lesson did not attract them since the teacher (T_1) was less innovative and his inferior mode reduced the motivation and lowered their self - confidence in the classroom. In addition, we believe that the teacher should be aware enough in choosing appropriate topics which catch students' attention. As Shellard and Protheroe (2000) assumed," Effective teachers invest the time and effort needed to develop instructional plans and materials that meet individual students' needs " (as cited in Stronge, Tucker, & Hindman, 2004, p. 94).

In brief, in the first session the teacher's style and the poor designed topics prevented the students to integrate into the course since the instructor method was not useful. Additionally, the most important reality that evidenced the need of the teacher's support is based on the teacher (T_2) encouragement to the shy girl until she spoke.

In fact, oral expression module requires well-designed materials such as; videos, songs, pictures, etc. Since audiovisual materials provided good explanation of the lesson, this led students to be engaged in the course, motivated them and helped the teacher to avoid the classical way of teaching. As Ediger, Dutt, and Rao (2003) mentioned," To make teaching effective, purposeful and interesting teaching aids are essential. They make teaching joyful and careful " (p.56). Furthermore, as appeared in the second observation (T_2), techniques provided a better presentation of the course which led us to infer that laboratory was the most suitable place for teaching oral expression module since students enjoyed learning in context where materials are well presented. In addition, after our

presence in the laboratory with a teacher who employed different techniques we inferred that :

- All the students focused more in the presence of the materials.

- Most of students favored to be called them by their names.

- The teacher has a great influence on students self – confidence.

- Students feel more comfortable with friendly and flexible teacher

As we observed in the first session (T_1) where the students kept passive all the session because of the teacher traditional way of teaching. On the other hand, the last session with the same teacher where different techniques presented helped to raise the students' motivation and enhance their participation. Indeed, the various techniques and the diversity of the content used by the second teacher assisted his lesson to present in an enjoyable way. Ediger, Dutt, and Rao (2003) also supported this idea when they assumed, " ... for students for whom English is a foreign language, teachers should attract students to learn the lesson" (p.56). Additionally, all the students were focused and seemed to build a friendly atmosphere with their teacher even when we made discussion after the course with some students they expressed their pleasure during the lessons and their admiration of the teacher (T_2). Moreover, nowadays there is a great number of useful materials available on the internet which help teachers to provide better elucidation of the course and more integration of the students.

In addition, students' self-confidence affects their oral performance. Based on the second observation, it was inferred that the students familiarization of the oral presentations led them to build up their self – confidence which reflected their successful performance which appeared organized and farcical, since they were aware about the fact

that to reduce anxiety in public speaking, the speaker should start with something humorous or anecdote. On the other hand, in the first observation the poor performance of students indicated their lack of self-confidence.

Additionally, the students ' relationship with each other affect their self - confidence. As noticed on the first observation when students laughed on their classmate, he stopped his presentation since he felt that there was a defect in himself.

3.4. Discussion of the findings

Based on the upshots which were obtained through the teachers ' interview and the classroom observation, the research comes to light with numerous evidences to prove the correctness of our hypothesises which assumed that the more students of third year English have trust in their abilities the more they are likely to enhance their oral performance in the foreign language. The second hypothesis suggested that the students' performance in speaking can be fostered when teachers reinforce in their students a positive self – image.

Regarding the teachers' interview we inferred that although oral expression module is not an easy task for both, teachers on one hand and on the EFL students on the other hand, but it is a desirable module for most of them since being fun, full of challenges and based mainly on speaking skill which is a paramount skill for EFL students to be fully proficient in the foreign language. Furthermore, the different teachers' responses demonstrated that oral expression also required devoting considerable time for a long preparation to make the teacher aware enough of his / her lesson in order to get the students' attention and motivation at the same time.

Since EFL students are not living in a native speaker's environment, they have to create their milieu by listening each time to their dialogues, songs, etc. And to practice several times the foreign language. Students training of the FL is the most important key to accomplish oral proficiency. In addition to the self-confidence which considered as a spirited behavior for effective speaking. Students with high self – confidence succeed in their performance and take a part in oral expression tasks. On the other hand , students with low self- confidence will have poor performance. Hence, definitely they will never improve their English speaking.

Teachers' integration of various materials and techniques in the classroom in general and in oral expression module in particular enhance their students' involvement, stimulation and inspire the creativity in the classroom which is the significant mystery behind successful oral expression teaching.

Based on the classroom observation, the research revealed the same results which obtained in teachers' interview. However, in the classroom observation, we inferred additional facts. Such as, the students' relationship with each other affect their self-confidence, if the students laugh on each other obviously they lose self-confidence which will have a negative impact on their oral performance. Moreover, the teachers' ways of presenting the lesson are the first element of the students' reactions in the classroom. As we observed in the first attendance the teachers' inferior temperament led to the students' boredom.

When students are treated by their names, they will be more motivated and develop more self-confidence, students feel that they are a positive member in the classroom since they are known by their teacher.

Hence, The findings that we have collected from both different tools that we conducted at the departement of foreign languages, Division of English studies at Biskra University underpin our two staple hypothesises.

Conclusion

This chapter offers more detailed about the gathered data in order to inspect the effects of students' self confidence in their oral performance. The outcomes have shown that self-confidence has a great impact on students' oral performance. Furthermore, students' possession of high self – confidence will affect positively their performance. However, students with low self – confidence will underachieve in their performance. In addition to the teachers' role which is very essential in fostering students' confidence by using various methods; praises, rewards, involve different materials.

Recommendations and pedagogical implications

At the end of our research, we prefer to suggest the following recommendations to uphold the awareness of oral performance and backup students' self- confidence for maximal foreign language achievements :

Recommendations to teachers

1. When providing different materials in EFL classrooms in general and in oral expression courses in particular, the learning process will be more joyful; accordingly, the students can get easily involved in the lesson since the classical way of teaching is renovated.

2. Speaking skill is considered as a productive skill and as an indicator of students' mastering of the foreign language; Hence, teachers should be aware of this point and stimulate their students to speak each session in order to get familiar with the foreign language.

3. Since oral expression is a prerequisite module in English foreign language settings, it should be stretched to more than two sessions per week in order to provide EFL students more opportunities to use the foreign language.

4. Teachers' positive reinforcement creates more involvement from the students and raise positive self – image on themselves

5. Teachers should advise their students to trust their abilities and to consider failure as a step toward success.

Recommendations to students

1. Students should be aware that speaking skill is prerequisite skill to be fully proficient in the foreign language.

2. Students' preparation and involvement of public speaking techniques for their oral expression presentations minimize their fear and pressure. Public speaking techniques are helpful means to promote students' self-confidence and oral performance.

3. Students' practice of the foreign language assist them to be more familiar with oral performances. Therefore, they will feel more comfortable and likely to get considerable amount of vocabulary.

4. When students trust in their abilities they obviously enhance their oral performance; accordingly, EFL students should always be optimistic and rely on their capacities to develop their oral skills.

5. If students compare themselves with others, they will despise their abilities and lose the desire to learn the foreign language. Hence, it will be better if students are convinced about what they posses.

General Conclusion

Foreign language becomes a required language for most students. In the most extreme cases foreign language students avoid to participate and use the foreign language, especially in an academic context in order not to experience embarrassment and humiliation and this demonstrates their lack of self-confidence.

During our research, we endeavoured to recognize the effects of students' self-confidence on their oral performance, of the department of Foreign languages, branch of English studies at Biskra University. Our main objectives was to investigate if EFL students posses high self – confidence, and if they are successful performers or not and vice versa for those who lack self – confidence. In addition, our research which tackled significant issue in FL setting was divided into three main chapters, the first chapter fundamentally tackled the issue of speaking skill. However, the second chapter highlighted the issue of self – confidence as an required quality for EFL students. Whereas, the third chapter which, devoted to the practical part where we strived to prove our two main hypotheses by collecting valuable data.

Along of our research, we speculated two main hypotheses; The more students of third year English have trust in their abilities, the more they are likely to enhance their oral performance in the foreign language. Second, the students' performance in speaking can be fostered when teachers reinforce in their students a positive self – image. Through our two main tools (teachers' interview and classroom observation) we collected evidences which confirmed our two fundamental hypotheses. During all the periods of the study, we inferred that there is a sturdy connection between students' self - confidence and their level

of oral performance successes. Besides, The teacher 's way of teaching such as ; praises, supports, using different materials, vary in contents, consolidate students ' attention and motivation.

In addition, our results show that third year EFL students are aware of the importance of speaking the foreign language in order to improve their English level. Undoubtedly, besides to self - confidence students' linguistic aspects are very essential to have successful oral performance. Students with high self – confidence will construct unbounded sentences based on limited vocabulary.

Eventually, we believe that our study will be more helpful for most oral expression teachers and for all the EFL students, if they take into consideration the various public speaking techniques that have been suggested before. Besides to the recommendations that were provided.

Overall, We hope that our work will contribute in raising the awareness of the most desired behavior which all the students should possess in general and EFL students in particular in order to boost their oral presentations.

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APPENDICES

Appendix # A

Teachers' Interview

Dear teachers, we invite you to respond to this interview in order to have tangible evidence about our research.So we will be so greateful if you could answer the following questions about the effects of EFL students' self-confidence on their oral performance.Your contribution will be of great help for the success of the present research.

SARA BAGGOUR

1. As a teacher of oral expression, is it your choice to teach this module ?

....

....

2. Do you think that oral expression is a difficult module to teach ? Why ?

....

....

....

3. In your opinion, what is the importance of speaking skill ?

....

....

4. What is your opinion concerning the idea that in order to learn the foreign language, students have to practice it very frequently ?

....

....

....

5. Do you think that the role of a teacher is essential in enhancing students' oral performance ? Justify your answer, please.

....

....

....

....

6. In your opinion, what is the secret behind successful teaching of oral expression ?

....

....

....

7. As a teacher of oral expression what are the most effective techniques or strategies that you use frequently to keep your students actively involved in the lesson?

....

....

....

8. Do you discuss with your students personal problems that may hinder their attention during the course ?

....

....

9. To identify your students strengths and weaknesses, what are the methods you use to assess their performance in oral expression ?

....

....

....

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

....

....

11. How do you recognize that your students lack self-confidence ? And how do you react to this type of behaviour?

....

....

....

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

....

....

13. In your opinion, is it important that students like their oral expression teacher? Why or why not ?

....

....

14. In your point of view, why do students avoid participating during the oral expression course ?

....

....

....

15. Do you use positive (praise) or negative (criticism) feed back to motivate your students ? Which one do you find more effective ?

....

....

16. Is there any idea we have not discussed you want to add ?

....

....

Thank you for your contribution
Your help is greatly appreciated

Appendix # B

Classroom observation checklist

Teacher :   **Date :**
 Observer :   **Time :**
   Class observed :   **Departement:**
Skill (s) to be Observed:

		Always	Someties	Often	Never	Note observed
Class structure	Reviews previous day's course content					
	Gives overview of day's course content					
	Summarizes course content covered					
	Directs students preparation for next class					
Methods	Provides well-designed materials					
	Employs group work					
	Employs individual work					
	Delivers well-planned lecture					
	Teacher greets students					
	Teacher talks					
	Calls students by their names					
	Targeting question suddenly to student					

Teacher-Students interaction	Corrects students' mistakes					
	Reinforce and advise students to believe in their abilities					
	Uses gestures					
	Helps students with their personal problems					
	Uses praises (Good, Excellent...)					
	Uses repetition and more explain					
	The teacher talks loudly					
	Uses Rewards (Marks)					
	Uses simple words and structure					
	Teacher fosters students to speak					
	Students participate in class					
	Students motivated in class					
	Students formulates sentences correctly					
	Students fell shy and hesitate when speak					
	Students speak loudly					
	Students are passive in the classroom					

	Students express themselves clearly					
	Students are creative in their performance					
	Students do not prepare the lesson (do not bring their homeworks)					
	Students take notes					
	Students bring tools to facilitate their learning : Dictionary, Lap top, smart phone...					
Content of the lesson	Appears knowledgeable					
	Appears well organized					
	Relates concepts to students' experience					
	Deal with recent issues (current)					
	Variety in topics					
	Comprehensible at the level of learners					
	The content of the lesson emphasis speaking skill					
	The content of the lesson emphasis listening skill					

BAGGOUR SARA

الملخص

البحث الحاضر يحاول أن يتحرى حول : ثقة طلبة اللغة الإنجليزية بأنفسهم و أثره على أداءهم الشفوي بقسم اللغات الأجنبية ، فرع اللغة الإنجليزية ، جامعة بسكرة. كما يكشف البحث على دور الثقة بالنفس في تحسين أداء الطلاب شفويا و المشاركة في القسم، إلى جانب دور الأستاذ في تشجيع طلبته على التواصل و بناء ثقتهم بأنفسهم لجعلهم يشعرون بالأمن. طوال هذا البحث فرضنا أنه كلما وثق طلاب السنة الثالثة لغة إنجليزية بقدراتهم كلما تعزز أداءهم الشفوي في اللغة الإنجليزية. كما أن تعزيز الأساتذة في طلابهم صورة ذاتية إيجابية، تمكن من تعزيز أداءهم الشفوي. في إجراءنا لهذا البحث إعتمدنا على الدراسة النوعية (وصفية) بإستخدام أداتين مناسبتين : مقابلة وجهت لأساتذة قسم السنة الثالثة لغة إنجليزية لمقياس التعبير الشفوي في قسم اللغات الأجنبية ، فرع اللغة الإنجليزية، جامعة بسكرة. إلى جانب الملاحظة الصفية التي أجريت في قسمين للسنة الثالثة للغة الإنجليزية لمقياس التعبير الشفوي. و بناء على النتائج ، تحققت لدينا الفرضيتين السابقتين و بالتالي النتائج كشفت أن ثقة الطلاب بأنفسهم لديها تأثير كبير على أداءهم الشفوي و دعم المعلمين الإيجابي مطلوب لتعزيز ثقتهم بأنفسهم .