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**The Role of Self-Confidence in Enhancing EFL Learners'
Speaking Skill:**

Case of First Year Students at Tlemcen University

Extended Essay submitted to the Department of English as a Partial Fulfillment
for the Requirements of the Master's degree in Language Studies

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Dedications

*To my mother and father, source of my happiness
and success in life. My Allah bless them.*

*To my lovely sister Nawel, and my three brothers
Mokhtar, Fouad and Wadeh for their
encouragements, support and attention.*

To my dearest niece and nephews.

*To my extended family and to my closest friends
Tesnime, khadidja, Wassila and Ismahan.*

*To all those who believed in me and prayed for my
success.*

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Abstract

Psychological factors play an important role in a learner's success in learning and using a foreign language. Thus, this study focuses on the role of self-confidence and its importance in improving students' speaking skill. The participants were six (6) EFL teachers and thirty (30) EFL students from Tlemcen University. Two questionnaires were used to collect data; one was addressed to first year students and the other to the teachers of oral production. The data collected were analyzed qualitatively and quantitatively. The results revealed that most of the EFL students want to master the speaking skill. Self-confidence can help them to achieve this. The study concluded with some suggestions and recommendations in order to help students, particularly the less confident ones to promote their self-confidence and the speaking skill.

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List of Acronyms

AF: Absolute Frequency

EFL: English as a Foreign Language

FL: Foreign Language

OE: Oral Expression

RF: Relative Frequency

General Introduction

General Introduction

Speaking is the most frequently used language skill. Moreover, English has attained an important status on the international level and become a lingua franca among speakers of languages. This encourages EFL students to learn it. They want to become proficient speakers. However, there are some psychological factors that prevent them from achieving their goal among them there is the lack of self-confidence.

The present research work attempts to give a clear picture about self-confidence and the speaking skill. Its aim is to make both EFL teachers and learners aware of this psychological factor and its role in improving the speaking skill and help the students of low self-confidence to enhance their self-confidence and develop their oral communication. Thus, the researcher introduces the following research questions:

1. What are the students' attitudes towards the speaking skill?
2. Can the learners' self-confidence raise and improve their speaking skill?

From the above mentioned questions, the following hypotheses have been formulated:

1. The students have positive attitudes towards the speaking skill.
2. Self-confidence is a significant factor for developing students' speaking skill.

In order to investigate the validity of the hypotheses, the researcher has used two questionnaires as research tools for gathering data from EFL teachers and first year EFL students at Tlemcen University. The data have been analyzed qualitatively and quantitatively.

This research work consists of three chapters. The first chapter represents the literature review of self-confidence and the speaking skill. It is divided into two parts. The first part deals with the definition of the speaking skill, the difference between speaking and writing, the relation between speaking and listening, the functions of the speaking skill and its aspects. Then, it provides data about communicative competence, classroom speaking activities, the reasons for giving students speaking activities and the correction of mistakes. The second part is about self-confidence. It starts by giving an idea about the affective domain. After that, it defines the concept of self-confidence and its importance. Furthermore, it states the causes of the lack of confidence and the effect of self-confidence on the students' speaking skill.

The second chapter starts with the objectives of this research work and then gives information about the participants. Moreover, it describes the research instruments that have been used for collecting data which have been analyzed and discussed. Based on the results obtained from the case study, the third chapter offers some suggestions to improve the students' speaking skill.

Chapter One:
Literature Review of
Self-Confidence and
the Speaking Skill

Chapter One

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- 1.16. Conclusion

1.1. Introduction

Speaking is the more desired skill that the majority of foreign language learners want to develop. However, speaking is a difficult task for most of them as it requires some degree of self-confidence. In this chapter, the light will be shed on both the speaking skill and self-confidence through two parts.

The first part suggests some definitions of speaking and deals with certain important elements related to this skill, namely, the functions of speaking, the aspects of speaking, communicative competence, classroom speaking activities, the reasons for giving students speaking activities and correction of mistakes. The second part tackles some points associated with self-confidence which are: the affective domain, the definition of self-confidence and its importance, causes of lack of confidence and the effect of self-confidence on students' speaking skill.

1.2. Speaking

Speaking is a skill that language learners should master with the other language skills. According to Nunan (2003, p.269), "Speaking is a productive aural/ oral skill and it consists of producing systematic verbal utterances to convey meaning". Chaney (1998, p. 13) defines speaking skill as "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (as cited in Bougandoura, 2012, p.1). These definitions show that speaking is a process which involves using symbols to create meaning. In addition, Hedge (2000, p.261) defines speaking as "A skill by which they (people) are judged while first impressions are being formed". Hence, speaking is an important skill which deserves attention.

Nowadays, speaking is the most required skill that EFL learners want to develop. Richards and Rodger (2002, p.201) state that "a large number of the world's language learners study English in order to improve their proficiency in speaking" (as cited in Ahour and Hassanzadeh, 2015, p. 442). Ur (2000, p.12) argues that "Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing". Thus, language learners give speaking a priority in their learning.

The ability to speak enables the learner to express and share his ideas, opinions and feelings with others. He can also gain the attention of the audience. Moreover, Baker and Westrup (2003, p.5) state that "a student who can speak English well may have

greater chance for further education, of finding employment and gaining promotion”. Thus, speaking is very important for success.

Speaking and writing are both productive skills. However, they are different; each one has specific features that distinguish it from the other.

1.3. Speaking vs. Writing

There is a distinction between spoken and written language. Van Lier (1995) says that writing provides visual information as the information has to be on the page. On the other hand, speaking provides auditory information. Writing is addressed to an absent or unknown audience. Therefore, there will be a delayed or no feedback. In speaking, there is an audience who can interrupt, question and comment. This means that speakers have an immediate feedback. Speech is temporary while writing is permanent. Speakers use their voices (rhythm, stress, intonation and pauses) whereas writers use punctuation. Speaking is spontaneous and unplanned, but writing is planned; writers can revise what they have written and make a change.

Written language is formal. It is characterized by well-formed sentences integrated into structured paragraphs. The spoken language is informal and repetitive. It consists of short fragmentary utterances. In speaking, the speakers interact with the audience and change their speech according to their reactions while writers do not. The reader cannot ask a question for clarification (Brown and Yule, 1983). There are similarities between writing and speaking. Lindsay and Knight (2006, p. 60) state that “We speak differently depending on whom we are speaking to and for what reason”. For the written language, the type of writing differs depending on whom it is written for and why.

To conclude, the writing and speaking skills are very important in mastering the target language, but speaking seems to be more important since the initial goal in learning any foreign language is to be able to communicate in a good way.

Part of being a skilled speaker is to understand the language you are listening to so that you can give appropriate responses. According to Brown (2001, p.275) “There is natural link between speaking and listening”. It means speaking is connected with listening.

1.4. Listening and Speaking

In real-life, speaking and listening are always in integration. Speakers need listeners to understand their messages. In this context, Redmond and Vrchota (2007,

p.12) say that “Speakers are at the mercy of listeners”. However, speakers can also be listeners because the listeners do not always just listen; they react to speakers or ask questions for clarification. Shumin (1997) states that “When one person speaks, the other responds through attending by means of the listening process” (as cited in Tuan and Mai, 2015, p.9). Every speaker is a listener and every listener is a speaker.

Lynch (2009, p.115) also states that “The roles of listeners and speakers are alternative in real conversation”. There is a strong combination between listening and speaking in conversation. Therefore, it is essential for students to understand what is said to them and to respond appropriately in order to have an effective communication (Tuan and Mai, 2015).

Finally, the speaking skill cannot be developed unless the learners develop their listening skill because these two skills are closely related to each other (Tuan and Mai, 2015). Speaking is the major concern of language learners. Thus, they should be aware of its functions and features to communicate.

1.5. Functions of Speaking

Brown and Yule (1983) distinguish between two basic language functions which are transactional and interactional functions. According to them, transactional function refers to situations in which language is used primarily for communicating information. They say that in transactional language “we assume that what the speaker (or writer) has primarily in mind is the efficient transference of information. Language used in such a situation is primarily message oriented”. (Brown and Yule, 1983, p.2) So, the transmission of information is the main focus of the speaker.

Richards (2008, p.25) mentions some examples of language being used for transactional purpose which are:

- Classroom group discussions and problem solving activities.
- Making a telephone call to obtain flight information.
- Asking someone directions on the street.
- Buying something in a shop.
- Ordering food from a menu in a restaurant.

On the other hand, interactional function refers to conversations in which language is used for establishing social relationship. It is also called interpersonal use of language. According to Richards (2008, p.22) in interactional uses of language “The focus is more on the speakers and how they wish to present themselves to each other

than on the message”. He gives examples of language used for interactional purpose which are: greetings, small talk and recounting recent experiences (2008, p.22).

Therefore, teachers should engage students in different activities so that they can practise the language, know the main purposes for which it is used and the features it is characterized by.

1.6. The Aspects of Speaking

Speaking requires both fluency and accuracy. So, language learners should give importance to these features in order to become competent language users.

1.6.1. Fluency

Fluency is the main characteristic of the speaker’s performance. It is the essential goal that teachers aim at achieving in teaching the speaking skill. Jones (2007, p.18) claims that:

Fluency doesn’t mean speaking really fast without hesitating. It’s being able to express yourself despite gaps in your knowledge, despite the mistakes you’re making, despite not knowing all the vocabulary you might need. It means hesitating in such a way that others keep listening and wait for you to continue, rather than finishing your sentences for you.

He adds that “The opposite of fluency is being tongue-tied and embarrassed when speaking English or not speaking at all. Fluency goes hand in hand with confidence, and it takes time to develop”.

This means that fluency is the speaker’s ability to express himself. In addition, Nunan (1999) states that fluency is the speakers’ ability to use the language quickly and easily. Speed is an important aspect of fluency and pausing too. However, this later must not be frequent (Thornbury, 2005). He suggests production strategies that mean the ability to fill the pauses. The most common pause fillers are “uh” and “um”, vagueness expressions such as “sort of” and “I mean”. Also, repeating words is a strategy of being fluent (Ibid, p.7).

Fluency is very important for oral proficiency. It can be achieved by creating classroom activities that help students to negotiate meaning, correct misunderstandings and avoid communication breakdowns (Richards, 2006, p.14). However, oral proficiency cannot be achieved without the accurate use of language. Brown (2003, p.1) expresses “I feel that fluency can be best understood, not in contrast to accuracy

but rather as a complement to it”. It means that fluency and accuracy go together; each one completes the other.

1.6.2. Accuracy:

According to (Skehan, 1996, p.23) accuracy refers “To how well the target language is produced in relation to the rule system of the target language” (as cited in Ellis and Barkhuizen, 2005, p.139). In addition, Nunan (1999) asserts that accuracy means the correct use of vocabulary, grammar and pronunciation. Therefore, learners should focus on these elements (grammatical structure, vocabulary and pronunciation) while producing the language.

It is important for foreign language learners to know the grammatical structure of the language that they want to speak.

1.6.2.1. Grammar

Hughes (2002) claims that the grammatical accuracy refers to the appropriate use of the grammatical structure with the ability to control the length and the complexity of the utterances. The following features are listed by Thornbury (2005, p. 20) to distinguish the spoken grammar from the written one.

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, false starts, incompleteness).

Besides the grammatical structure, having a rich verbal repertoire is necessary for oral communication.

1.6.2. 2.Vocabulary

Accuracy in terms of vocabulary refers to the ability of choosing appropriate words during speaking. Learners often make the wrong choice because they confuse between words that have similar meanings. They cannot select the right word. According to Harmer (2001), the knowledge of the word classes allows speakers to perform well. Thus, students should have the ability to use words in an accurate way.

As mentioned earlier, three elements are essential for the spoken language among them pronunciation which is considered as the most effective one because if the

pronunciation is unclear the message will not be understood and as a result there will be no communication.

1.6.2.3. Pronunciation

Learners can speak like native speakers by practising pronunciation. Redmond and vrchota (2007, p.104) argue that “It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood”. Thus, if the pronunciation is not correct, the listeners will not understand the meaning of what is said. Therefore, accuracy is not achieved.

Also, Burns (2003, p.5) asserts that “Clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation”. Therefore, learners who want to develop the speaking skill should practise pronunciation.

Nunan (1999) says that:

Linguistic competence is not sufficient for someone who wants to communicate competently in another language. The speaker needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him know how to say what to whom and when (as cited in Tuan and Mai, 2015, p.9).

Thus, language learners have to develop this competence because it is necessary for effective communication.

1.7. Communicative Competence

The term communicative competence was first introduced by Hymes in 1972 as a reaction to Chomsky’s concept of linguistic competence. He states that “Communicative competence is that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Hymes, 1972 as cited in Brown, 2007, p.219).

Thus, communicative competence refers to the language users’ ability to convey and understand messages in particular situations. Canale and Swain (1980) view communicative competence in terms of four components: grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

1.7.1. Grammatical Competence

According to Canale and Swain (1980, p.29) grammatical competence is that aspect of communicative competence that encompasses “Knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics, and phonology”. Therefore, students should have the ability to produce the language correctly.

1.7.2. Discourse Competence

This competence is related to the knowledge of achieving coherence and cohesion in a spoken or written text (Canale and Swain, 1980). According to Brown (2007, p.220), discourse competence is “The ability to connect sentences in stretches of discourse and to form meaningful whole out of a series of utterances”. It means the ability to combine sentences into a cohesive text.

1.7.3. Sociolinguistic Competence

This type of competence “requires an understanding of the social context in which language is used: the roles of participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgment be made on the appropriateness of particular utterances” (Savignon, 1983, p.37).

Hence, language users should be able to use sentences appropriately in various social contexts.

1.7.4. Strategic Competence

Canale and Swain (1980, p.30) define strategic competence as “The verbal and non verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence”. Thus, strategic competence is related to the knowledge of how to use communication strategies.

Developing students’ communicative competence requires regular practice inside the classroom through performing different activities.

1.8. Classroom Speaking Activities

To enhance communication, Harmer (2001, p.271) introduces some activities such as discussion, information gap activities, prepared talks and role play.

1.8.1. Discussion

Discussion is the most common activity used in speaking classes. It may involve students talking about personal experiences and giving opinions. Lindsay and Knight (2006) claim that students are supposed to give their opinions or receive others' opinions in such activities.

According to Harmer (2001), learners are often unwilling to give their opinions in front of the class. To avoid such problems, the teacher can divide the class into groups to give the students more time to organize their ideas in order not to get embarrassed when speaking. In this way, discussion can be very useful in developing students' communicative competence.

1.8.2. Information gap activities

O'Malley and Pierce (1996, p.61) define information gap activities as "The ability of one person to give information to another. An information gap activity is an activity where one student is provided with information that is kept from a partner". In this activity, students must find the missing information. They have to talk and share this information with their partners. Harmer (2001, p.85) describes information gap activity as "A key to the enhancement of the communicative purpose and the desire to communicate". Thus, this activity aims at developing communication and making students communicate. It is very entertaining for the students and teachers because it makes a sense of humor in the classroom.

The most common information gap activities are: "Describe and draw", "Describe and arrange" and "Finding the differences". In "Describe and draw", one student is asked to describe a picture to another student who has to create a drawing from the description. In "Describe and arrange", there are things disorganized. So, in this activity one student has to organize them and put them in the right order. This is done through the help of his partner who must provide him with the needed information. In "Finding the differences", two students are given the same picture but one picture is different from the other. Therefore, the two students must find the differences between pictures (Harmer, 2001).

1.8.3. Prepared talks

This activity is very common; a student or students are required to prepare a topic chosen by them before presenting it in front of the class. Prepared talks are usually formal and written. Students should speak from notes. This activity is useful for the speaker and listener if it is well organized (Harmer, 2001).

1.8.4. Role play

It is an enjoyable activity for most of the students. Revel (1979, p.16) sees role play as “An individual’s spontaneous behavior reacting to another in a hypothetical situation”. Hence, the role play helps the students to speak through non-realistic identity in an imagined situation. This activity may involve one student playing a doctor, boss or father with another student playing the role of a patient, employee, or son. It helps learners to reduce their fear in front the class because it is performed in pairs or groups. In addition, the role play aims at developing sociolinguistic competence since the learners use the language skills that are appropriate to the situation (Harmer, 2001).

The students are asked to do these activities for certain reasons.

1.9. The Reasons for Giving Students Speaking Activities

According to Harmer (1998), the teacher should encourage the students to do speaking activities for three basic reasons. The first reason is rehearsal; speaking activities such as role play give students opportunities to live real life situations in the classroom. Harmer (1998, p.87) says that “(...) it is a way for students to ‘get the feel’ of what communicating in the foreign language really feels like”. So, such activities allow them to use the language for communication and interaction.

The second reason that has been identified by harmer is feedback. Speaking activities provide feedback for both the teacher and students. The teacher can observe the students while speaking and identify what language problems they have. Students can evaluate themselves by knowing their strength and weakness while using the language. The third reason is engagement; according to Harmer (1998) students are easily engaged in speaking tasks if they are highly motivating. So, the speaking activities like role play, information gap and discussion help them to participate and speak.

While doing these activities students can make some mistakes, and the role of the teacher is to correct their mistakes by following certain techniques in order not to inhibit them from speaking.

1.10. Correction of Mistakes

A large number of foreign language students are afraid of making mistakes though they are a part of the learning process. According to Juhana (2012) fear of making mistakes affects learners’ willingness in participating in oral communication. They prefer to keep silent because they do not want to look foolish in front of the class.

They have an idea that if they make mistakes during oral activities, their classmates will laugh at them. The teacher should know how to correct the students' mistakes and convince them that making mistakes is not a problem, and they can learn from their mistakes.

According to Harmer (1998) stopping learners many times during speaking activities and correcting them when they are talking about an important point will break down the communication. He says that "Constant interruption from the teacher will destroy the purpose of the speaking activity" (1998, p.94). Therefore, the teacher should let his students finish speaking no matter the mistakes that they make because they will lose the idea or the point that they were talking about by interrupting them each time. Thus, giving them a chance to speak freely will encourage them to participate and speak without being worried about making mistakes.

Harmer (1998) presents a technique for correcting students' mistakes which is called 'watch and listen'. He states that "Many teachers watch and listen while speaking activities are taking place. They note down things that seemed to go well and times when students couldn't make themselves understood or made important mistakes" (1998, p.94). So, the teacher observes the students and when he hears a mistake, he writes it down to correct it later on. When the activity has finished, the teacher can either ask the students to identify the mistake and correct it (self-correction) or write the mistakes on the board and discuss them with the class and this way supports students' cooperation.

Another way of correction that has been mentioned by Harmer (1998) is that the teacher should not criticize the student who made the mistake in order not to prevent him from participating and speaking in the classroom. So, these kinds of correction help students to learn from their mistakes.

Learning to speak is essential. It is a communicative tool for the transfer of ideas and thought into language. However, this productive skill may be affected by some affective factors.

1.11. The Affective domain

According to Tllon (2009) "Language learning is influenced by cognitive and affective factors which constitute the main source of individual differences in foreign language learning" (as cited in Al-Hebaish, 2012, p.60). Teachers give importance to the cognitive side of the learners and focus on developing their intellectual abilities. However, they neglect the affective one.

Stevick (1980, p.4) insists on the importance of the affective factors by saying that “Learning success depends more on what goes on inside and between people in classroom” (as cited in Kubo, 2007, p.42). So, affective learning gives effective results.

Brown (2007, p.152) says that “The affective domain is difficult to describe scientifically. A large number of variables are implied in considering the emotional side of human behavior in the second language learning”. It means that a variety of personality aspects are included in this domain. Among them, one can list self-confidence which is the most influential variable that affects learning (Al-Hebaish, 2012).

1.12. Self-Confidence

According to Oxford English Dictionary (2008) Confidence is “firm trust in the abilities, belief in your own ability to do things and be successful, feeling of certain about something”. For Basavanna (1975) “Self- confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right” (as cited in Goel and Aggarwal, 2012, p.90) .So, it is a belief in one’s ability to take on a challenge.

The notion of self-confidence is distinguished from self-esteem. According to Miyagawa (2010), self-confidence is about what a person can do by his efforts. It develops along with the effort. Self-esteem is fundamental. It is about a person’s feelings of self-worth (as cited in kalanzadeh et al, 2013).

The two notions are not the same, but they are related. Thus, they are used interchangeably by many researchers. According to Dornyei (2005), self-confidence is closely related to self-esteem. Both put emphasis on the individual’s perception of his or her abilities (as cited in Al-Hebaish, 2012).

1.13. The Importance of Self -Confidence

Self-confidence is an essential quality that language learners should possess. According to Ni (2012, p.1510):

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

He adds that “Another reason is that a confident person rarely gives up. With these abilities, a confident student can succeed in language learning”.

Hence, self-confidence pushes students to learn new things and to make sound decisions. They are persistent. If they fail, they consider it as a step towards success. In addition, Ebata (2008) says that “Self-confidence provides learners with the motivation and energy to become positive about their own learning”.

He claims that:

It also creates the drive in them to acquire the target language, enjoy the learning process, and experience real communication (...). Moreover, it is widely believed that once students gain self-confidence, it progressively expands, in conjunction with experiencing success and satisfaction as well as good relationships (as cited in Jamila, 2014, p.161).

It means that this affective factor helps learners to trust their abilities and practise the language to communicate with the others. Therefore, learners who lack self-confidence should try to build it. They will gain advantages when they are more confident. Students’ lack of self-confidence is a result of various reasons which can be related to the childhood, peers, teachers or the students themselves.

1.14. Causes of Lack of Confidence

There are many reasons that hinder students from speaking and make them lose their self-confidence. Juhana (2012, p.102) states that “Students’ lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers”. So, the fact that they do not understand or are not understood during conversation causes a lack of confidence. Moreover, Yoshitake (1991) claims that “ (...) the students are constantly told from childhood to sit quietly and listen to the teacher, and not stand up and speak out unless called upon” (as cited in Jamila , 2014, p.162). Hence, childhood affects the students’ self-confidence and can result in a silent learner. In addition, “May students think that their English is bad and feel that they cannot speak English well” (Juhana, 2012, p.102). This means that the learners’ negative way of thinking can lead to the lack of confidence. Also, lack of encouragement from the teacher can be a cause of lack of confidence which will demotivate students. Thus, they become unwilling to participate and speak in oral activities (Brown, 2001).

To conclude, overcoming the lack of confidence requires an effort from students and teachers. Moreover, confidence has an impact on the speaking skill.

1.15. The Effect of Self-Confidence on Students' Speaking Skill

The students' goal in learning a foreign language is the use of language to communicate with people who speak the same language. Nunan (1991, p.39) "To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language". Therefore, learners need to develop their ability in speaking to communicate effectively.

Brown (1994) claims that "Among the four language skills, the achievement of oral performance is thought to be highly correlated with self-confidence. FL learners can't speak the language or express themselves freely and fluently without some degree of it" (as cited in Al-Hebaish, 2012, p.61). So, speaking depends on learners' self-confidence. This factor influences the learners' performance. Learners with high self confidence trust their abilities to accomplish the task.

According to Al-Sibai (2004) confident students are willing to take risk. They rely on themselves and engage in oral activities. They have the ability to discuss any topic. They are goal oriented. Moreover, the confident students are optimistic. They learn from their mistakes and consider failure as an opportunity for success (as cited in Al-Hebaish, 2012).

These qualities enable learners to get good results and increase their language proficiency (Al-Sibai, 2004 as cited in Al-Hebaish, 2012). In addition, Hale (2004, p.13) asserts that "High self-confidence results in either a better performance level or a more positive experience of the event". It means that confident students learn from their experience to develop their abilities. However, students who lack self-confidence have a low performance. Thus, "Low self-confidence results in either a lower performance level or less favorable experience of the performance" (ibid). So, less confident students do not learn from their experience. Those students are anxious.

Ni (2012, p.1509) states that "The students who lack confidence are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class". Therefore, they lack faith in their abilities.

According to Al-Sibai (2004) less confident learners feel uncomfortable during oral sessions. This is why they look away from the teacher to avoid being called on. In addition, they are afraid of making mistakes. As a result, they avoid taking risk. Moreover, they do not make effort and do not expect to be successful. So, they perform less successfully (as cited in Al-Hebaish, 2012).

Molberg et al (2010) state that “Self-confidence had, in particular, an impact on learners’ oral performance. It was linked to the output they produced, thus affecting L2 communicative competence. The fear of speaking is related to low levels of confidence and resulted in lower performance” (as cited Al-Hebaish, 2012, p.62). As a result, self-confidence enhances or hinders the speaking skill. High self-confidence develops learners’ oral performance while low self-confidence decreases their verbal performance. Finally, both the teachers and learners should pay attention to this affective factor in order to make progress in oral production.

1.16. Conclusion

As a conclusion to this chapter, one can deduce that succeeding in speaking a foreign language depends on learners’ self-confidence. This factor has a significant role in enhancing learners’ oral performance. The confident learners make more progress in the speaking skill. The following chapter will be devoted to the research instruments with their analyses in order to investigate the hypotheses of this research work.

Chapter Two :

Case Study

Chapter Two

- 2.1. Introduction
- 2.2. Research Objectives
- 2.3. The Sample Population
 - 2.3.1. The Students
 - 2.3.2. The Teachers
- 2.4. The Research Instruments
 - 2.4.1. The Questionnaire
 - 2.4.1. 1. Students' Questionnaire
 - 2.4.1. 2. Teachers' Questionnaire
- 2.5. Data Analysis
 - 2.5.1. The Analysis of Students' Questionnaire
 - 2.5.2. The Analysis of Teachers' Questionnaire
- 2.6. Discussion of the Results
- 2.7. Conclusion

2.1. Introduction

The second chapter aims at explaining and analyzing the data that have been collected through different questionnaires namely the students' questionnaire and teachers' questionnaire. It provides the reader with the main objectives of this research work. In addition, it introduces the sample population and tackles the description of the research instruments that have been used in this research work, as well as the analysis of data. Finally, this chapter intends to discuss the results.

2.2. Research Objectives

This research work aims at providing data that can help to improve self-confidence and enhance students' speaking skill. It also tries to highlight the importance of speaking which requires participation. In addition, the present research work intends to see whether the teachers are aware of the importance of this psychological factor or not. The students and teachers are considered as the main sources of this study. Their views and opinions are very crucial to test the hypotheses that have been formulated.

2.3. The Sample Population

The participants were EFL teachers and learners from Tlemcen University. Six (6) teachers and thirty (30) students have been chosen randomly from this large population to answer the questionnaire.

2.3.1. The Students

The first year students of English at Tlemcen University were the whole population. The researcher dealt with thirty (30) students who were randomly selected to respond to a questionnaire about the role of self confidence in enhancing EFL learners' speaking skill. The reason behind choosing this sample is that the first year students are not familiar with the university atmosphere, and they are afraid of taking some risk in speaking the English language.

2.3.2. The Teachers

In addition to first year students, six (6) EFL teachers of oral expression module were involved in this study. Four (04) of them held the doctorate degree whereas the others were all magister holders. The researcher chose those teachers because they taught the oral expression module and they dealt with different personalities. So, they can enrich this research work by their different opinions about the role of self-confidence in developing EFL learners' speaking skill.

2.4. The Research Instruments

There are different types of research instruments such as questionnaire, interview and observation. In this research work, a questionnaire was chosen as a tool for collecting data. It was addressed to both EFL teachers and learners to know their opinions about the research subject.

2.4.1. The Questionnaire

The questionnaire is the most common instrument used for gathering data about the theme studied from a sample population. According to English Oxford dictionary (2006, p.306) “a questionnaire is a list of questions for people to answer so that information can be collected from the answers”.

Brown (2001a, p.6) defines questionnaires as “Any written instruments that present respondents with a series of questions or statements to which they are to react, either by written out their answers or selecting from among existing answers” (as cited in Yuan 2012, p.106). This research instrument allows fast collection of data.

In this research work, the researcher has used two questionnaires. One was devoted to EFL teachers and the other one to first year EFL students in order to investigate the research questions and hypotheses. The administration of the questionnaires took place in January 2016. The participants were kindly requested to answer the given questions. The students’ questionnaire was given to one group, and the teachers’ questionnaire was delivered to six EFL teachers.

2.4.1.1. Students’ Questionnaire

Thirty students were asked to respond to the questionnaire which consists of fifteen questions. These questions were formed from three types: close-ended, open-ended and multiple choice questions (see Appendix A). In close-ended questions, the respondents are required to answer with “yes” or “no”. In multiple choice questions, there is a set of responses from which the informants have to select one. In the last type of questions which is open-ended, the respondents are not limited by specific responses; they can answer freely.

The first two questions were close-ended. They were related to learners’ choice of English language and if they liked it or not. The third and fourth were multiple choice questions concerning students’ level, and the skill they wished to master most. The fifth question was close-ended. It asked the students whether they agreed that they had to participate to master the speaking skill or disagreed. Questions six, seven, and eight were all multiple choice questions. The sixth and seventh questions asked the learners

to state how often they participated in oral expression class, and how often they were invited by their teacher to speak. However, in question number eight, they were required to select the activity which they liked and to justify their choice.

Questions nine, ten and eleven were close-ended questions. Question nine was related to the students' belief about their abilities. Question ten intended to ask the participants whether they felt comfortable when they spoke in front of the class or not. Question eleven sought to know if the students spoke without any problem during group and pair work or not. The questions number twelve and thirteen were open-ended questions. They required the learners to state their teacher and classmates' reaction when they made mistakes, and how this reaction affected their self-confidence.

The fourteenth question which was a multiple choice question asked the students to determine the responsible in managing this psychological factor. The last question was open-ended question. It gave the students an opportunity to mention some suggestions that would increase their self-confidence and improve their speaking skill.

2.4.1.2. Teachers' Questionnaire

The questionnaire was addressed to six EFL teachers. It consists of fourteen questions; like the students' questionnaire, all the types of questions were included (see Appendix B). The first three questions were close-ended type. The first one asked the teachers to state if they liked teaching or not. The second one required them to mention the number of years that they spent in teaching oral expression module and the third one to say whether two sessions per week were enough for teaching this module or not.

The next four questions (4, 5, 6, and 7) were multiple choice questions. Question four required the teachers to describe their students' level in speaking. Question five asked them to specify how much they talked in the classroom. Question six tried to know if they make their students work in group, pairs or individually. Question number seven was related to the teachers' way in correcting their students' oral mistakes.

Question number eight was close-ended. It aimed at knowing whether the teachers thought that their students had a positive belief about their abilities to speak English or not. Questions nine and ten were multiple choice questions. They were concerned with the frequency of the teachers' encouragement and praise of their students to speak.

Questions eleven and twelve were open-ended questions. They required the teachers to mention the oral activities that caused a problem to their students, and the activities that helped in enhancing their students' self-confidence. The thirteenth question which was close-ended question attempted to know if there was a correlation between EFL learners' self-confidence and success in oral communication. The last question was open-ended. It requested the teachers to mention some suggestions for improving their students' level.

2.5. Data Analysis

In this research work, the researcher has used both quantitative and qualitative data analysis for analyzing the questionnaires. The obtained results have been described and interpreted, then discussed.

2.5.1. The Analysis of Students' Questionnaire

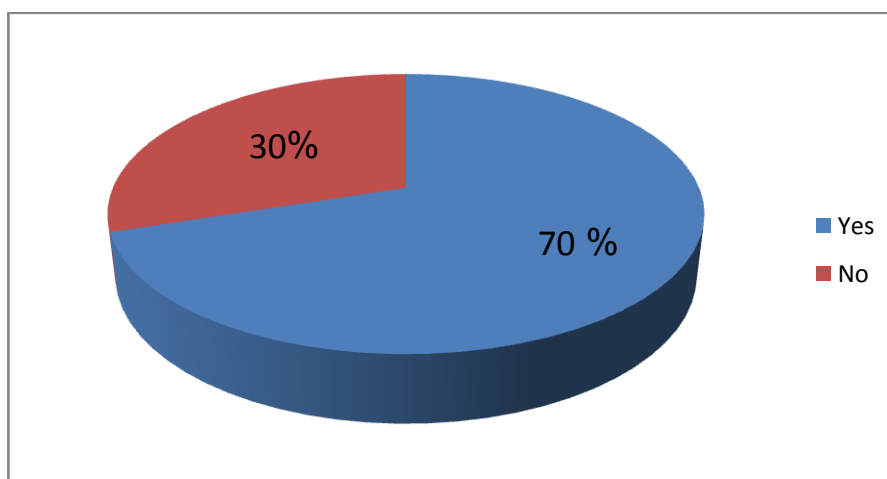
As it was mentioned earlier, the questionnaire was addressed to first EFL students. Thirty of them were taken as a sample to respond to this questionnaire. They were asked to answer some questions concerning the role of self-confidence in enhancing the speaking skill.

Question one: Was English your first choice?

Yes

No

The aim of the first question was to know if English was the first choice of students or not. The pie chart below shows that twenty one (21) students have chosen English as the first choice to study it while nine (9) students have not.



Pie chart 2.1. English as the First Choice to Be Studied.

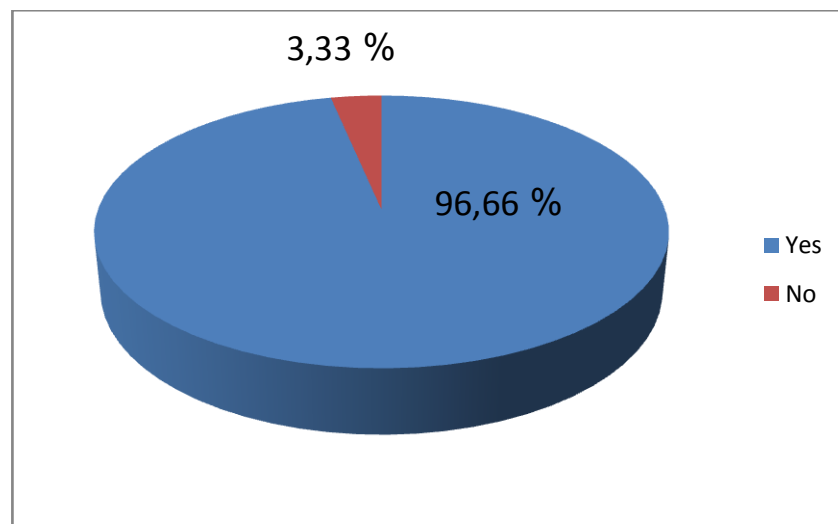
From the findings one can understand that English is the desired field for the majority of students.

Question two: Do you like English?

Yes

No

When the participants were asked if they liked the English language or not, twenty nine (29) of them replied by yes while only one (01) said the opposite. Their answers are provided in the following pie chart:



Pie chart.2.2. Students' Attitudes towards the English Language

From the above pie chart, it is noticeable that the majority of students like English and this can be a motivational factor that leads them to work hard.

Question thee: Is your level in English?

Very good Good Average Poor

This question was concerned with students' level in English and as it is showed in the table below, twenty (20) students had an average level; seven (07) students had a good level; two (02) students had a very good level, and only one (01) student represented the poor level.

Options	AF	RF
Very good	02	6,66%
Good	07	23,33%
Average	20	66,66%
Poor	01	3,33%

Table 2.1. Students' Level in English

So, one can clearly notice that most of the students have an average level.

Question four: Which skill do you wish to master most?

Speaking Listening Reading Writing

Regarding this question, nineteen (19) students reported that they wished to master the speaking skill. On the other hand, six (06) students wished to master the writing skill. The remaining students, three (03) of them, wanted to master the listening skill and two (02) students preferred reading. The table below summarizes their answers:

Options	AF	RF
Speaking	19	63,33%
Listening	03	10%
Reading	02	6,66%
Writing	06	20%

Table 2.2. Students' Preferred Skill.

From the above table, it can be understood that speaking is the most preferred skill.

Question five: Do you agree that in order to master the speaking skill you have to participate?

Agree Disagree

In this question, all the participants had the same attitude since all of them stated that they had to participate in order to master the speaking skill.

Question six: How often do you participate in the oral expression class?

Always Sometimes Rarely Never

Concerning question six, fourteen (14) students confirmed that they sometimes participated in OE classes while nine (09) always did. However, the rest of students, four (04) of them stated that they rarely participated and the other three (03) students never participated. The following table demonstrates the different responses of the participants:

Options	AF	RF
Always	09	30%
Sometimes	14	46,66%
Rarely	04	13,33%
Never	03	10%

Table.2.3. Frequency of Students' Participation in OE Classroom.

From the above table, one can notice that the majority of students sometimes participate and few of them never participate.

Question seven: How often does the teacher invite you to speak?

Always Sometimes Rarely Never

This question tried to know whether the students were encouraged by their teacher to speak or not. Sixteen (16) students reported that they were sometimes invited by their teacher to speak. However, the remaining students, five (05) of them, opted for always. The other nine (09) students chose rarely, and there was no option for never. Their responses are summarized in the following table:

Options	AF	RF
Always	05	16,66%
Sometimes	16	53,33%
Rarely	09	30%
Never	00	0%

Table.2.4. Frequency of Students' Invitation to Speak.

As it is showed in the above table, most of the students are sometimes invited by their teacher to speak.

Question eight: Which activity do you like? Justify your answer.

Discussion Role play Information gap

Oral presentation

Question eight aimed at knowing the activity that the students liked. Ten (10) students stated that they liked oral presentation. According to them, this activity helped in controlling their fear and speaking in front of their classmates. In addition, they said: "We will be future teachers and oral presentation enables us to learn how to ask questions and respond and how to attract the students' attention". Eight (08) students preferred the role play because it was an enjoyable activity, and it allowed them to deal with different situations. Moreover, they mentioned that they liked acting.

The same number of students (08) opted for the discussion activity. For them, it offered an opportunity to express their opinions, listen to others and exchange ideas. The last activity which was information gap was chosen by four (04) students. According to them, this activity is very entertaining and helps in enriching their verbal repertoire. The following table gives an idea about their responses:

Options	AF	RF
Discussion	08	26,66%
Role play	08	26,66%
Information gap	04	13,33%
Oral presentation	10	33,33%

Table.2.5. Students' Preferred Activity.

From the above table, one can observe that the majority of the students like oral presentation.

Question nine: Do you think that you have the ability to speak English?

Yes

No

This question tended to investigate if the learners thought that they had the ability to speak English or not. The table below demonstrates that most of the learners (29) believed in themselves that they can speak English and only one (01) did not trust his abilities.

Options	AF	RF
Yes	29	96,66%
No	01	3,33%

Table.2.6. Students' Belief about their Abilities.

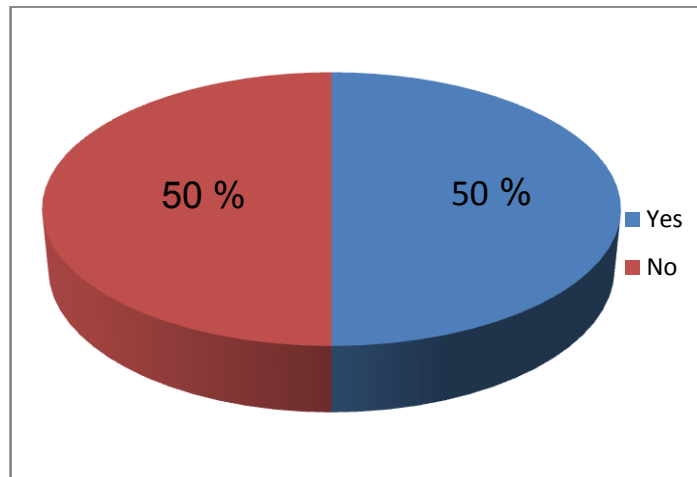
Therefore, the majority of students have a positive belief about their abilities.

Question ten: Do you feel comfortable when you speak in front of the class?

Yes

No

Concerning this question, fifteen (15) students said that they felt comfortable when they spoke in front of the class while the other fifteen (15) did not feel so. Their answers are illustrated in the following pie chart:



Pie chart.2.3. Students' Feelings when They Speak in Front of the Class.

From the findings, it is noticeable that the half of the students feel comfortable when they speak in public whereas the remaining feel uncomfortable because they cannot control their fear.

Question eleven: Do you speak without any problem during group and pair work?

Yes

No

The reason behind this question was to prove whether group and pair work help learners to feel secure and take some risk in speaking or not. Twenty one (21) students replied by yes that is they spoke without any problem during group and pair work while nine (09) students said the reverse. The informants' responses are shown in the table below:

Options	AF	RF
Yes	21	70%
No	09	30%

Table.2.7. Students' Confidence in Group and Pair Work.

From the above table, it can be understood that the majority of students speak without any problem during group and pair work.

Question twelve: How do other students and your teacher in class react when you make mistakes?

In this question, the majority of students' answers (21) were that their teacher and classmates reacted in a positive way. They said: "They help us by correcting our mistakes, giving advice, and even when they laugh they do it in a nice way". However, three (03) students stated that their reaction was negative; they said: "They laugh and

make fun of us”. Moreover, they mentioned that they criticized them in a harsh way while six (06) students did not respond to this question.

Question thirteen: How does their reaction affect your self-confidence?

When the learners were asked how their teacher and classmates’ reaction affected their self-confidence, most of them (21) said that their positive reaction increased their self-confidence and encouraged them to participate and develop their speaking skill. The remaining students, three (03) of them, stated that their negative reaction decreased their self-confidence; they felt ashamed, and became unwilling to participate. They also added that their reaction made them dislike the module; six (06) students did not answer.

Question fourteen: Who has the big role in managing this psychological factor?

The student The teacher Both

Question fourteen tried to know the responsible in managing students’ self-confidence. Only one (01) student opted for the student to be responsible in managing this psychological factor. Eight (08) students put all the responsibility on the teacher while twenty first (21) students shared the responsibility with their teacher in order to manage this factor. The answers are summed up in the following table:

Options	AF	RF
The student	01	3,33%
The teacher	08	26,66%
Both	21	70%

Table.2.8. Role in Managing this Factor.

From the above table, it is obvious that the majority of students (21) chose the teacher and the student to manage this psychological factor.

Question fifteen: What are your suggestions for increasing self-confidence and improving the speaking skill?

Question fifteen was an additional question in which the learners were asked to mention some suggestions for increasing self-confidence and improving the speaking skill. The findings indicated that eleven (11) students did not suggest anything while the remaining mentioned some suggestions which are summarized as follows:

- Teachers’ encouragement and help.
- Practice inside and outside the classroom.
- Good preparation for getting more self-confidence during speaking.

- Positive self-talk.
- Creating a relaxing atmosphere and building a friendly relationship between the teacher and the learner and between the learners themselves.
- Believe that through mistakes you can learn and it is not a shame to make a mistake, but the shame is that you do not learn from your mistake.

As it is mentioned earlier, the researcher has used two questionnaires to collect data. So, after the analysis of students' questionnaire, the teachers' questionnaire will be analyzed.

2.5.2. The Analysis of Teachers' Questionnaire

In order to obtain different points of view concerning the role of self-confidence in enhancing the students' speaking skill, another questionnaire was designed in addition to students' one; it was directed to another sample. This sample consisted of six (06) EFL teachers from Tlemcen University.

Question one: Do you like teaching?

Yes

No

All the participants answered by yes when they were asked if they liked teaching. Thus, all of them like teaching.

Question two: How long have you been teaching the oral expression module?

This question aimed at knowing the experience of the EFL teachers in teaching the oral expression module. The obtained results demonstrated that the teachers' experience differed from one to another. One (01) teacher has taught the OE module for ten (10) years while three (03) teachers had eight (08) years in teaching this module, and the last two (02) teachers had an experience of three (03) years. Thus, the majority of teachers have an experience that enables them to overcome the difficulties that face them in teaching the OE module and to deal with different personalities.

Question three: Are two sessions per week enough for teaching oral expression?

Yes

No

In this question, all the teachers had the same point of view which was that two sessions per week were not enough for teaching the OE module. Hence, more sessions are needed for teaching this module and developing the students' speaking skill.

Question four: How do you describe your students' level in speaking?

High Above the average Average

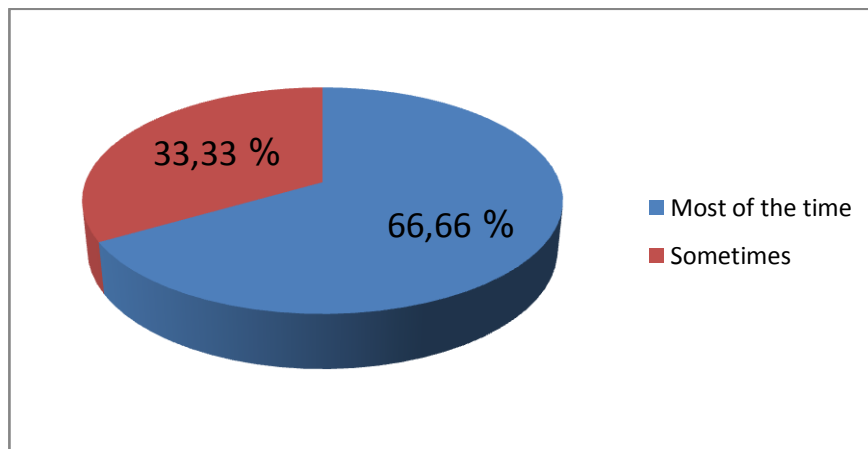
Below the average Low

The obtained results showed that the six (06) teachers described their students' level as an average one.

Question five: In the classroom you talk:

Most of the time Sometimes When necessary

Concerning this question, four (04) teachers said that they speak most of the time during OE class and two (02) teachers sometimes speak while no one of them chose the last option. The following pie chart illustrates their answers:



Pie chart.2.4. Teachers' Talk.

From the above pie chart, one can notice that the majority of teachers speak most of the time during OE class.

Question six: Do you make your students work in:

Group Pairs individually

In answering this question, all the participants chose the three ways of working which were: group work, pairs work, and individual work. They stated that the activity determined the way of working.

Question seven: How do you correct your learners' oral mistakes? Please explain.

Directly for each mistake Only some mistakes

When the learner finishes speaking

The answers of the participants for this question were the same in which all of them corrected their students' oral mistakes when they finished speaking. According to them, the teacher should know how to correct students; they stated that "Gentle-correction may give significant outcome". In addition, they insisted that this way was very useful mainly for shy students and those who lack self-confidence, and also in order not to disturb the flow of speech.

Question eight: Do you think that your students have a positive belief about their abilities to speak in English? Please justify your answer.

Yes No

Question eight tried to know if the teachers thought that their students had a positive belief about their abilities or not. Most of the teachers (05) thought that their students had a positive belief about their abilities to speak English. For them, they were confident learners since they showed a desire to improve their level and overcome the difficulties while only one (01) teacher did not think so. According to him, his students were not confident; they had self-doubt and always compared themselves to better models. The table below demonstrates their answers:

Options	A.F	R.F
Yes	05	83,33%
No	01	16,66%

Table.2.9. Teachers' Attitude towards their Students' Belief about their Abilities.

From the above table, it can be understood that the majority of teachers think that their students have a positive belief about their abilities to speak in English.

Question nine: Do you encourage your students to speak?

Always Sometimes Rarely Never

Regarding this question, all the teachers affirmed that they always encouraged their students to speak.

Question ten: Do you praise them when they answer correctly?

Always Sometimes Rarely Never

All the participants opted for always as an answer for this question. Thus, they always praised their students when they answered correctly.

Question eleven: what are the oral communication activities that cause a problem to your students, especially those of low self-confidence?

In this question, all the teachers mentioned almost the same activities that caused a problem to their students which were: classroom discussions, individual presentations, free talk and conversations.

Question twelve: In your opinion, what are the suitable activities of oral communication that help to enhance the level of self-confidence among learners?

When asking the teachers about the oral activities that helped in enhancing their students' self-confidence, they gave the following ones:

- Group and pairs work.
- Oral presentations (individually and in group).
- Listening exercises.
- Watching video.
- Songs and games.

Question thirteen: Do you think that there is correlation between EFL learners' self-confidence and success in oral communication? Please explain.

Yes No

In the thirteenth question, all the six (06) teachers replied by yes and justified their answers by saying "The more students believe in their capacities and skills, the great oral communication will be". So, there is a positive correlation between the two variables.

Question fourteen: What do you suggest to improve the level of your students?

Concerning the last question, the teachers were requested to mention some suggestions for improving the level of their students in speaking. Their suggestions were as follows:

- Encouraging students to speak.
- Creating a relaxing atmosphere.
- Enhancing their confidence through praising their efforts.
- Using ICTs to motivate students.
- Never interrupt them and explain that making mistakes are part of the learning process.
- Reinforcing collaborative work.
- Practice makes perfect.

2.6. Discussion of the Results

For the sake of testing the hypotheses which were formulated by the researcher at the beginning of this research work, two different questionnaires were used as research instruments for collecting data from both EFL learners and teachers. After analyzing the students and teachers' questionnaires, the following results came out:

The analysis of students' questionnaire revealed that English was the first choice for most of them and they liked it. The majority of students have an average level in speaking which is considered as the preferred skill for them in comparison to other skills. The analysis indicated that all the participants agreed that they had to participate in order to master the speaking skill. Most of them are easily engaged in oral activities and receive an encouragement from their teacher to participate and speak.

The students' questionnaire analysis demonstrated that the majority of students had a positive belief about their abilities to speak in English. However, half of them did not feel comfortable when they spoke in public and this was due to their fear. The results have also shown that most of them spoke without any problem in group and pairs work because they felt secure.

It is clear from the analysis that there is a relaxing atmosphere because the teacher and classmates are helpful according to the majority of students. This raises their self-confidence and helps them to participate. In addition, most of them feel that they are responsible in managing this psychological factor, but they need some help from their teacher.

The analysis of teachers' questionnaire demonstrated that EFL teachers like teaching and they have an experience in teaching the oral expression module. The analysis has shown that the teachers did not agree on the time allocated for teaching OE because two sessions per week were not enough for developing the students' speaking skill. The outcomes of data analysis show that the teachers make their

students work in different ways (groups, pairs, and individually); they vary their ways of working according to the activity. The findings indicate that all of them correct their students' oral mistakes when they finish speaking in order not to disturb them and make them feel anxious.

The analysis of the teachers' questionnaire revealed that the majority of the teachers think that their students have a positive belief about their abilities to speak in English since they participate and show a desire to improve their level in speaking. In addition, the results show that all the teachers encourage their students to speak and praise their efforts because they are aware of the significance of encouragement and praise in developing their students' self-confidence and improving their level in speaking. Moreover, it is clear from the findings that the teachers observe their students personalities and they know the activities that cause a problem to them and the activities that raise their self-confidence and help them to speak.

To develop this research work, the researcher suggested two hypotheses. The first one was that the students have positive attitudes towards the speaking skill. This hypothesis was proved after the data collected were analyzed because the students expressed their desire to master the speaking skill. In addition, they mentioned that they participated because they knew that participation helped them to achieve their desire.

The second hypothesis proposed by the researcher was that self-confidence is a significant factor for developing students' speaking skill. The results of this research work proved this hypothesis because all the teachers agreed that there was a positive correlation between the two variables. In addition, they mentioned that they encouraged their students to speak and praised their efforts because using these strategies developed the students' self-confidence and helped them to take some risk during speaking. This was confirmed by the students' answers in which they mentioned that they were invited and encouraged by their teacher to speak. Furthermore, the majority of the students stated that their teacher helped them and corrected their mistakes in a gentle way, and this increased their self-confidence and encouraged them to participate and improve their speaking skill.

2.7. Conclusion

The second chapter provided an overview of the research design. It gave a clear idea about the objectives of this research work and the research tools used by the researcher to collect data from both EFL learners and teachers. In addition, this chapter attempted to analyze the data collected through the questionnaires and discuss the results.

The obtained results confirmed the hypotheses proposed by the researcher at the beginning of this research work which were: the students have positive attitudes towards speaking skill; self-confidence is a significant factor for developing students' speaking skill. The next chapter will deal with some suggestions and recommendations concerning self-confidence and the speaking skill.

Chapter Three :

Suggestions and

Recommendations

Chapter Three

- 3.1. Introduction
- 3.2. Teachers' Roles
 - 3.2.1. Organizer
 - 3.2.2. Assessor
 - 3.2.3. Prompter
 - 3.2.4. Participant
 - 3.2.5. Resource
- 3.3. Students' Role
- 3.4. Developing the Students' Self-Confidence
- 3.5. Ways for Boosting Self-Confidence
- 3.6. Conclusion

3.1. Introduction

Based on the results, the present chapter provides some suggestions and recommendations for both the teachers and students. It proposes some roles that the teachers should perform in EFL classrooms in order to improve the students' speaking skill and advises the students to take active participations. Then, it summarizes how the teachers can develop the students' self-confidence and prepare them for communicating. Moreover, this chapter states some ways to help the students overcome their lack of confidence and become proficient speakers.

3.2. Teachers' Roles

The task of the teachers is to help the students to study more enjoyably. Therefore, they should create the best conditions for learning. Furthermore, they must play a variety of roles in the classroom which change from one activity to another. These roles aim at facilitating the students' progress in learning the language skills such as the speaking skill; these roles are: organizer, assessor, prompter, participant and resource (Harmer, 2001).

3.2.1. Organizer

According to Harmer (2001) the teacher acts as an organizer by giving learners clear instructions by dividing them into pairs or groups and giving them reasonable amount of time for doing the activity. In such role, it is very important to get students involved and ready to participate.

3.2.2. Assessor

Feedback and correction are essential in this role as well as informing students how and for what they will be assessed. Harmer (2001, p. 60) says that:

We should tell them what we are looking for and what success looks like so that can measure themselves against this. We must say for example (...) in this communication activity I am more interested in your fluency than accuracy. Students then have a clear idea of what they need to concentrate on.

So, knowing the purpose of the activity in advance helps the learners to evaluate themselves by identifying their strengths and weaknesses and get ready to receive the feedback (Harmer, 2001).

Another important point in assessing students' performance is fairness. When the students perform well, the teacher should praise them; when they perform badly, he should criticize them. However, it should be a constructive criticism so that they can

understand where the problem is and try to do their best in order to develop their performance (Harmer, 2001).

3.2.3. Prompter

In this role the teacher lets the students work by themselves. He encourages them and helps them only when necessary by offering words, phrases or using questions so that they continue in an activity (Harmer, 2001).

3.2.4. Participant

Harmer (2001) claims that the teacher should take part in speaking activities such as role play and discussions because this makes the activity more enjoyable and creates a positive atmosphere which can increase the learners' willingness to participate.

3.2.5. Resource

During oral activities, many questions can be asked. Harmer (2001, p. 61) states that:

Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something- a book or web site for example.

Thus, the teacher should be ready to provide them with the information that they need. However, from time to time he should ask them to look for what they want by making some research or using dictionaries so that they become self-reliant (Harmer, 2001).

In oral communication classroom, not only the teachers are required to perform certain roles but also the students in order to develop their speaking skill.

3.3. Students' Role

According to Harmer (1998) students should change the idea that it is the teacher's job to teach them. They should understand that the teacher is not a spoon-feeder, but rather a guider and facilitator. He claims that "Students need to be aware that we cannot teach English unless they themselves are prepared to take some of the strain" (1998, p. 9). Thus, students should take responsibility for their own learning by participating in different activities, doing homework, listening to their peers, exchanging ideas with them, asking questions and respect each other.

Besides the above roles, the teacher has to act as a confidence builder. He has to help the students believe in themselves and their capacities so that they can succeed in learning a foreign language.

3.4. Developing the Students' Self-Confidence

Many researchers have spoken about the importance of self-confidence in speaking a foreign language. Cole et al (2007, p. 20) state that "Confidence and competence go hand in hand and increasing your learners' confidence will help them to develop their skills". Thus, building students' self-confidence is very important and teachers should take this into account in their teaching.

According to Jamila (2012) developing students' self-confidence requires a positive climate. She says that "Teachers should create a comfortable and flexible atmosphere (...) as it is very important to provide learners such environment where learners have the opportunities to use English at ease and which are supportive to develop self-esteem and self-confidence" (2012, p. 163). So, creating a relaxing learning environment is very important in increasing students' self-confidence. In this context Javad (2013) states that in friendly environment students feel free to speak up; they are not scared of making mistakes and sounding silly. "They can make certain that even if they make a mistake or run into a difficulty, others will respond in a friendly and encouraging manner"(Javad, 2013, p. 118). Thus, they will speak and participate more because the teacher and classmates are helpful.

Al-Hebaish (2012) also mentions that language instructors should build their students' self-confidence by creating a supportive atmosphere and insists that they should encourage them to think positively so that they can believe in themselves.

Creating confident students requires building a better rapport with them. Brown (2001, p. 202) claims that "Rapport is the relationship or connection you establish with your students, a relationship built on trust and respect that leads to students' feeling capable, competent and creative". Therefore, teachers should establish a good relationship with their students in order to increase their self-confidence and make them less anxious in speaking English. Brown (2001, p. 203) states some points for establishing such relationship which are:

- Showing interest in each student as a person.
- Giving feedback on each person's progress.
- Openly soliciting students' ideas.
- Valuing and respecting what students think and say.
- Laughing with them not at them.

- Working with them as a team and developing a genuine sense of vicarious joy when they learn something or succeed.

Thus, the teachers should care for their students, listen to them, give them the same chance to participate and use humor from time to time to establish a positive relationship with them and create safe environment which gives them confidence to become motivated to learn (Javad, 2013).

Another way to develop students' self confidence is using praise. According to Deweck (2008, p. 35) praise helps to "maximize students' confidence in their abilities". Thus, the teachers should praise their students' efforts because this helps them to trust their abilities and gives them energy to work more. Brown (2001, p. 203) states that "Genuine praise enables students to welcome criticism and to put it to use". Therefore, using this technique in the classroom allows and encourages students to take risk and develop self confidence.

Juhana (2012) proposes motivation as another solution for increasing students' self-confidence. According to her, it is very important to motivate students in order to become confident speakers. The term motivation has been defined by many researchers among them Harmer who states that "(...) motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (2001, p. 51). Thus, motivation is an inner energy that leads students to make an effort in order to achieve their desired goals. He (2001) made a useful distinction between two types of motivation which are extrinsic and intrinsic motivation.

Extrinsic motivation refers to the students' desire to learn the foreign language for external factors such as getting a good mark in the exam, better job or travel while intrinsic motivation comes from inside the learner. He learns the foreign language for internal factors such as enjoyment of learning and feelings of competence. Intrinsic motivation is more powerful; students' chances of success will be enhanced if they are intrinsically motivated (Harmer, 2001).

Javad (2013) states that the teachers can motivate students to speak by using interesting topics ; when the students feel that they are familiar with the topic and have more knowledge about it they will participate and speak with confidence. They can also provide them with activities like role play, information gap and small group discussions. They should give them opportunities to choose the topic and the way of work (in pairs or groups) to increase their motivation and self-confidence (Jamila, 2012).

Jones (2007) advises the teachers to put their students into groups and pairs in order to build their self-confidence. Group and pair work increase cooperation among students, encourage them to become autonomous learners, help in creating friendly and comfortable atmosphere in which they feel less anxious, offer them more opportunities to speak, share ideas and learn from each other. However, five is the maximum number of students in each group because more than that will affect the students' amount of talking (Harmer, 2001; Jones, 2007).

The teachers should not put the more talkative student with students who are less talkative or shy; Jones says that:

Sometimes one student dominates a group, doing most of the talking, while the others just sit and listen to him or her, getting bored or feeling frustrated because they can't get a word in edgewise, or because the dominant student keeps interrupting them (2007, p. 9).

Thus, working with the dominant student does not give those students a chance to speak and express their opinions and this affects their self-confidence since they start comparing themselves with him or her and feel that he or she is better than them. As a result they will prefer to keep silent and lose their self-confidence. As a solution, Jones (2007) advises the teachers to put the dominant students together in one group so that the other students can feel comfortable and participate without being afraid because their English is not better as the one of the dominant student. In addition to this, he states that the teacher can increase those students' self-confidence by changing the members of the group; he claims that "New experiences with different patterns can help such students to develop more confidence" (2007, p. 9). Thus, the teachers have to create new groups from time to time because this allows them to learn from each other, establish a good relationship between them and improve their self-confidence.

Tuncel (2015) asserts that the teachers should be confident in order to foster their students' self confidence; he says that "Self-confident teachers feel comfortable in classroom, and can convey their messages to students without disturbing them. Their calm and confident nature and actions can promote students' self-confidence" (2015, p. 2577). So, the development of students' self-confidence is related to the teachers' behavior. The manner in which they present themselves to the students and how they act in the classroom can affect the students (Brown, 2001). Therefore, it is very important for the teachers to trust their abilities and love what they do in order to be a good model for their students and inspire them to become confident and successful speakers.

To conclude, the teachers are the key element in building their students' self-confidence. However, this does not deny the role of the students; they are also responsible in developing their self-confidence.

3.5. Ways for Boosting Self-Confidence

The teachers have a great role in building of the students' self confidence but the students decide if they want to be confident or not; they are responsible for the kind of person they become. Therefore, they should stop blaming others for their lack of confidence and make effort to build their self-confidence and become a better person (Perston, 2007). There are many ways for increasing confidence.

According to Perston (2007), stopping negative self talk is an important step for developing self-confidence. Students will never feel confident if they have a negative commentary running through their minds. Goldsmith (2010) states that negative thinking is a bad habit and it destroys self-confidence; he advises the persons who want to be confident to be aware of their negative thought and replace it by a positive one. He says that "(...) negative thoughts take energy away from you while positive ones give you more" (2010, p. 64). In addition, he suggests some examples for positive inner talk such as "I know I can" or "I've succeeded before and I can do it again" instead of "I am not good enough" (p.64). Therefore, students should keep all the negative thoughts apart so that they can feel confident.

When students start comparing themselves with others, focusing on what they do not have or what they have not achieved they will lose their self-confidence easily. Anthony (2003, p. 26) states that "The person who compares himself to others lives in a state of fear. He fears those he imagines are above him. Believing them to be superior, he feels he can never achieve their level of competence". Thus, students should not compare themselves with others and concentrate on their strengths rather than weaknesses in order to gain confidence in their abilities.

Knowing that you are able to do something by yourself brings a sense of confidence. According to Anthony (2003, p. 18) "A self confident personality is not possible until we build a solid foundation of self-reliance". Thus, improving confidence is a matter of intention and effort. The students should rely on themselves and make an effort in order to learn something and become successful.

Confidence comes from preparation. Goldsmith (2010, p. 28) claims that "You can't feel confident unless you know what you need to know. Get educated, learn, research, and never stop reading. Preparing (...) will help you feel safe and allow you

to show off your best assets”. Therefore, students should prepare in order to overcome their fear and do a better performance.

An important key to confidence is patience. Goldsmith (2010) states that patience and trusting the abilities promotes self-confidence while being impatient creates anxiety. He says that “The way to develop self-confidence is to know that no matter what happens you will grow from the experience” (2012, p. 25). Thus, students should see failure as a learning experience and do not give up from the first attempt. They must persist in order to achieve their goals.

According to Goldsmith (2010), practice increases self-confidence; he says that “When you know you are great at what you do, your confidence is far less likely to be shaken” (2010, p.164). Therefore, students should not be satisfied with their current speaking skills level and practise the language inside and outside the classroom in order to make progress. When their oral communication skills are increased, they will automatically be motivated and confident (Jamila, 2014).

3.6. Conclusion

This chapter aimed at boosting the students’ self-confidence and improving their speaking skill. It demonstrated the teachers and students’ role in oral communication classroom and offered some solutions for the teachers to increase students’ self-confidence and help them to speak in English. Moreover, it proposed some ways that the students should follow in order to build their self-confidence and achieve their goal by mastering the speaking skill.

General Conclusion

General Conclusion

EFL learners' desire is to master the speaking skill. However, they must trust their abilities. Thus, the current study has investigated self-confidence and its role in improving learners' speaking skill.

This research work was divided into three chapters. The first chapter was a literature review in which the researcher dealt with certain concepts related to self-confidence and the speaking skill. The second chapter was devoted to a case study. Two questionnaires were used as research instruments to collect data from the participants; one was directed to first year EFL students and the other to the EFL teachers. The collected data were analyzed quantitatively and qualitatively and then discussed.

The obtained results confirmed the two hypotheses. This means that the students have positive attitudes towards speaking; most of them desire to master this skill and become proficient English speakers. The findings also showed that both EFL teachers and learners believe that self-confidence has a great role in improving the speaking skill.

The third chapter presented suggestions and recommendations. Teachers should build up their students' self-confidence and develop their oral performance. The students have to take responsibility for their own learning.

As any research, the current study had some limitations. The problem of time constraints prevented the researcher to use another research instrument. As a conclusion, one may say that the present study has attempted to focus on students' self-confidence and the speaking skill. Thus, it would be interesting to make further research in this area.

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Appendices

Appendix « A » :
Students' Questionnaire

Students' Questionnaire

Dear students

You are kindly requested to answer the following questions concerning my research work which is about the role of self confidence in enhancing EFL learners' speaking skill.

Please, tick the appropriate box and make full statement whenever necessary.

1. Was English your first choice?

Yes

No

2. Do you like English?

Yes

No

3. Is your level in English:

a- Very good

b- Good

c- Average

d- Poor

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

4. Which skill do you wish to master most?

a- Speaking

b- Listening

c- Reading

d- Writing

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

5. Do you agree that in order to master speaking you have to participate?

Agree

Disagree

6. How often do you participate in the oral expression class?

- a- Always
- b- Sometimes
- c- Rarely
- d- Never

7. How often does the teacher invite you to speak?

- a- Always
- b- Sometimes
- c- Rarely
- d- Never

8. Which activity do you like?

- a- Discussion
- b- Role play
- c- Information gap
- d- Oral presentation

Justify your answer

.....

.....

.....

.....

9. Do you think that you have the ability to speak English?

- Yes No

10. Do you feel comfortable when you speak in front of the class?

- Yes No

11. Do you speak without any problem during group and pair work?

- Yes No

12. How do other students and your teacher in class react when you make mistakes?

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

13. How does their reaction affect your self-confidence?

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

14. Who has a big role in managing this psychological factor?

- a- The student
- b- The teacher
- c- Both

15. What are your suggestions for increasing self confidence and improving the speaking skill?

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

Thank you for your contribution

Appendix « B » :
Teachers' Questionnaire

Teachers' Questionnaire

Dear teachers

I would be very grateful if you could answer the following questions for the sake of achieving my research, which aims at investigating the role of self confidence in enhancing EFL students' speaking skill.

1. Do you like teaching?

Yes

No

2. How long have you been teaching the oral expression module?

.....year/s

3. Are two sessions per week enough for teaching oral expression?

Yes

No

4. How do you describe your students' level in speaking?

a. High

b. Above the average

c. Average

d. Below the average

e. Low

5. In the classroom you talk:

a. Most of the time

b. Sometimes

c. When necessary

6. Do you make your students work in:

a. Group

b. Pairs

c. Individually

7. How do you correct your learners' oral mistakes?

a. Directly for each mistake

b. Only some mistakes

c. When the learner finishes speaking

Please, explain

.....
.....

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

8. Do you think that your students have a positive belief about their abilities to speak in English?

Yes

No

Please, justify your answer

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

9. Do you encourage your students to speak?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

10. Do you praise them when they answer correctly?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

11. What are the oral communication activities that cause a problem to your students, especially those of low self-confidence?

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

12. In your opinion, what are the suitable activities of oral communication that help to enhance the level of self-confidence among learners?

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

13. Do you think that there is correlation between EFL learners' self-confidence and success in oral communication?

Yes

No

Explain

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.....

14. What do you suggest to improve the level of your students?

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.....
.....

Thank you

الملخص

هذه الدراسة كانت محاولة لتسليط الضوء على دور الثقة بالنفس في تنمية مهارة التحدث. الفصل الأول من هذا البحث تناول أهم المفاهيم المتعلقة بالثقة بالنفس ومهارة التحدث. الفصل الثاني خصص لدراسة حالة. استعمل الباحث استبيانين لجمع المعلومات من العينة التي تكونت من ستة أساتذة و ثلاثون طالبا من قسم اللغة الانجليزية بجامعة تلمسان. أما الفصل الثالث فقد قدم بعض الاقتراحات من أجل مساعدة الطلبة وتحسين مهاراتهم الكلامية.

الكلمات المفتاحية : الثقة بالنفس, مهارة التحدث

Résumé

Cette étude était une tentative de mettre en évidence le rôle de la confiance en soi dans le développement de l'habileté de parler. Le premier chapitre de ce travail de recherche a porté sur les concepts principaux de la confiance en soi et la compétence de parler. Le deuxième chapitre a été consacré à une étude de cas. Le chercheur a utilisé deux questionnaires pour recueillir des données à partir de l'échantillon qui se composait de six (6) enseignants et trente (30) étudiants au département d'Anglais à l'Université de Tlemcen. Le troisième chapitre a fourni des suggestions afin d'aider les étudiants pour améliorer leurs compétences.

Mots-clés: la confiance en soi, l'habileté de parler.

Summary

This study was an attempt to highlight the role of self-confidence in the development of the speaking skill. The first chapter of this research work dealt with the main concepts of self-confidence and the speaking skill. The second chapter was devoted to a case study. The researcher used two questionnaires to collect data from the sample population which consisted of six (6) teachers and thirty (30) students at the department of English at Tlemcen University. The third chapter provided some suggestions in order to help students improve their speaking skill.

Key words: Self-confidence , the Speaking Skill.