The Impact of Students' Self-Confidence on the Developmental Learning Process.
The case of Second Year Master Students of English
at Djillali Liabes University.

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Abstract

The idea that confidence is crucial to a successful scholasticpath has been agreed by too many Educational Psychologists. Generally speaking, self-confidence influences our success at work, family life, relationships and leisure activities. In other words, this latter affects our performance not only in Education but in everything we do. Then from this perspective, one might be allowed to state that the belief in oneself is without doubt the greatest asset of all. The present study aims at showing that Students' self-confidence has a great and a huge impact on their learning process, the fact that it can be used as a good pedagogical affective strategy to develop not only the learners' speaking skill, but also to foster their capacities to generate and create new ingenuity.The current inquiry has been conducted with thirty eight EFL university students (Master Degree) taught at the level of Djilalli Liabes University in the Department of Foreign Languages section of English. The investigator has discovered that most EFL learners are pushed by the motivation of learning English for the sake of being fluent in using it. As a matter of debate, the researcher

built her inquiry upon the interrogation of what is the main reason behind students' less participation/ interaction (oral performance) inside the class. Data analysis revealed that the focal challenge to speak English fluently is their luck of Self Confidence.

Keywords: Classroom interaction, motivation, oral performance, self-confidence, self-esteem.

1. Introduction:

Understandably, it is an important attempt to rethink about the assumptions and backgrounds of the current didactic world which we, as teachers and learners, are living in. In other words, the educational psychology system is built on too many psychosomatic factors that play a great role in either making FL students successful or failures. This may sound weird for many, however, having a strong personality, high motivation and less anxiety makes the learning process almost perfect. This may be included under the umbrella of self-confidence. Having poor self-assurance or low self-esteem can make many things really difficult. Conversely, when students have self-confidence that is solid and reliable, most things become easy and fine as well. From this panorama, the researcher may say that good self-confidence allows students to achieve the real goals in their educational life whether they have to do it with their classmate relationships, teachers' relationships and even being comfortable with themselves. Without self-confidence, it is difficult to fulfill their potential in any area. In other words, the researcher's major aim in this research is to shed light on the EFL teaching strategies through reconsidering and promoting teachers-learners sociability in academic settings, as a practical way to fully exploit the learners' oral potential competence and capacities with the minimum rates of anxiety, heighten

the rate of self Confidence then better academic oral performance.

2. The Psychological View of The Self:

Understandably, the word *itself* suggests its definition. Each one of us has a particular view about himself which leads him to either success or failure. Speaking about the issue of success and relating it with the learning process would give credit to how students look at themselves; i.e. having a positive view about the self would drive many students to be thriving, prosperous, and successful. Whereas, viewing the self pessimistically, would drive many students to be anxious the fact that impacts their learning process negatively. From this latter, it is worth mentioning that people's perceptions about their different qualities consist of several different self-images. This is called self-perception. Self-images are divided into physical, social and psychological self-image which may be positive or negative and which would have a great impact on either being successful in the field of their education or failures.

3. Definition of L2 Students Self-confidence:

Essentially, self-confidence is the belief in one's ability to succeed. According to many psychologists, students with self-confidence believe that success is inevitable. It means being ready and willing to face new situations and accomplish difficult tasks. Self-confident students are usually eager, assertive, motivated, willing to accept criticism, emotionally mature, optimistic, and productive. Self-confidence is extremely important in almost every aspect of the learning process, yet so many students struggle to find it. Sadly, this can be a locked circle: Students who lack self-confidence can find it difficult to

become successful for the reason that the picture that they have about themselves is not enough to lead them to success. Subsequently, it is worth mentioning that Self Confidence encompasses Beliefs and emotions such as triumph, despair, pride, and shame. Armin Falk et.al (2006) stated that;

"The self-concept is what we think about the self; self-confidence is the positive or negative evaluations of the self, as in how we feel about it."

Then from this latter Self Confidence is also known as the evaluative dimension of the self that includes feelings of worthiness, pride and discouragement. Understandably, confidence cannot come from nowhere. Sometimes, students are confident enough to do things but less confident in doing other things. This is exactly what happens with "L2 Master Students" of Djilalli Liabes Univesity inside the classroom. The researcher observed that there are too many students who are brilliant, clever, and intelligent enough, however, because of that bad feeling; they cannot really express themselves loudly in front of everybody for the reason that they are afraid of committing a mistake when speaking in English. As a researcher, through the process of doing the investigation, many brilliant students admitted that they do not dare to participate inside the classroom even if they are sure of the answer. When the investigator wondered for the reason, she was surprised of the different answers that she had heard. And the final result that she got from their responses was that though they are good enough, they just had low self-confidence. There were students who lacked confidence only inside the class and there were others who lacked it even outside the classroom. Evidently, this goes back to many psychological factors that impact the students' self-

confidence. Generally, L2 students do not participate inside the classroom because of two major reasons. Either because they are captured by their negative innate feeling of anxiety, fear, shyness, nervousness, or because of the teachers' behavior like negative comments, interruption, or ridiculing them. Then from this perspective, the researcher worked as much as possible to find out a solution for this serious problematic.

4. Thesis Statement and Hypotheses:

It is worth mentioning that the motivation behind going through this academic research is a training session of seven days that was under the supervision of the Canadian Teacher, Dr. Fetouha Said who is specialized in the field of Human Development. This instruction meeting, which was about building peoples' and kids' self-confidence, has impacted us deeply and intensely because it touches hugely our personalities and hearts. As the main topic of this research is about self-confidence and its relation to the learning process, the present work is an attempt to answer the following questions;

1. *How can students' self-confidence affect the learning process?*
2. *Can students' self-confidence be built once it is lost?*

Reasonably, two hypothetical scenarios are envisaged.

1. *The students' self-confidence plays a great role in the achievement of the learning process, and the students' accomplishments are mainly due to its positive impact.*
2. *Self-confidence is a set of skills that can be learned as well as built on again.*

It is a truism to state that university-level educators are challenged to rethink and revise some of the approaches and goals in teaching English and more precisely from a psychological angle in order to effectively prepare L2 learners to successfully be fluent in English. The study was designed as an action research descriptive case study. The researcher anticipated her role of participant-observer due to the fact that she was almost living the experience with her classmates, in addition to observing and collecting data. Assuming the role of participant-observer enabled her to examine the learners' speaking skill hindrances and challenges.

5. Aim of The Study:

The major aim of this research is to shed light on the EFL teaching strategies through reconsidering and promoting teachers-learners sociability in academic settings, as a practical way to fully exploit the learners' oral potential competence and capacities with the minimum rates of anxiety, heighten the rate of self Confidence then better academic oral performance. In other words; the current study is conducted by the following objectives. The first one aims at identifying and exploring the real meaning of self-confidence which presents the genesis of having a strong personality. The second one aspires to show the interrelation between self-confidence and the learning process. And the third one seeks to improve students' self-confidence so that they would be successful in their learning process.

6. Data Collection:

In order to test the above hypotheses and build validity and triangulation into qualitative study, the researcher has used a variety of data collection tools. In addition to

the corpus of questionnaires delivered to both EFL teachers and learners, the researcher has kept a journal of observation to study and analyze the main reason behind Second year Master Student less participation in the class. The former tool explored various psychological aspects like motivation,anxiety, personality traits, extroversion, introversion…et while the goal remains to show whether high self-confidence impacts positively the learning process or not.

7. Participants:

The target population of the recent study concerns Second Year Master Student of English Language at Djilalli Liabes University. The researcher has chosen her own students for the current study for the reason that the observation of a less participation in the class was mainly coming from the impression that they have given her. Understandably, Even though 2ⁿᵈ Year Master Students are good enough in English, they could not neither speak nor interact with teachers. It's worth mentioning that these students are formed of 90% of girls and 10% of boys knowing that it is only the minority of the girls who participate rarely inside the class and with merely some modules. This choice of the present study has fallen on this target for the reason that these students tend to show clearer anxiety and negative emotions and behaviors and less self-esteem once they want to present their works orally.

8. Data Analysis:

Plausibly, the experiment is done with the aim of confirming the study's hypotheses. The hypotheses claim that if the students' self-confidence is raised, then the level of learners' participation; interaction and

communication in English will be improved. To confirm this, this part of the current study investigation was devoted to reinforce the idea that has been suggested at first.

8.1.   The Rate of Anxiety When Using English.

Individual variations can be attributed to cognitive and affective sides of language learning. In other words, there are many aspects that affect the language learning such as; emotions, feelings, attitudes of the learner and so on. This latter may affect the process of the language learning for the learner either positively or negatively. From this panorama, the researcher may be allowed to assume that anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language.
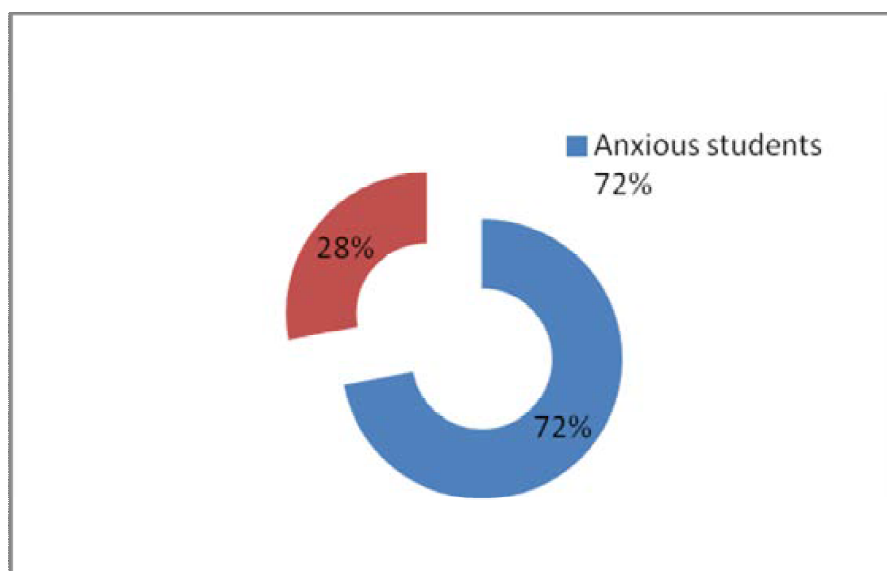

Figure 1: The Students' Level of Anxiety.

A quick look at this figure shows that (18) participants, who make up (72%), feel anxious when using English. Whereas, only few participants (7) making up (28%) who feel more comfortable when using it. Then from the

recent analysis, we may assume that the majority of these Students are captured by the vicious feeling of anxiety the fact that prevents their way of speaking.

8.2. *Students' Psychological View of Themselves:*

Understandably, having a positive or a negative view about the self has a strong string with either success & failure. Speaking about the issue of success and relating it with the learning process would give credit to how students look at themselves; i.e. having a positive view about the self would drive many students to be thriving, prosperous, and successful. Whereas, viewing the self pessimistically, would drive many students to be anxious the fact that impacts their learning process negatively. From this latter, it is worth mentioning that people's perceptions about their different qualities consist of several different self-images. This is called self-perception.
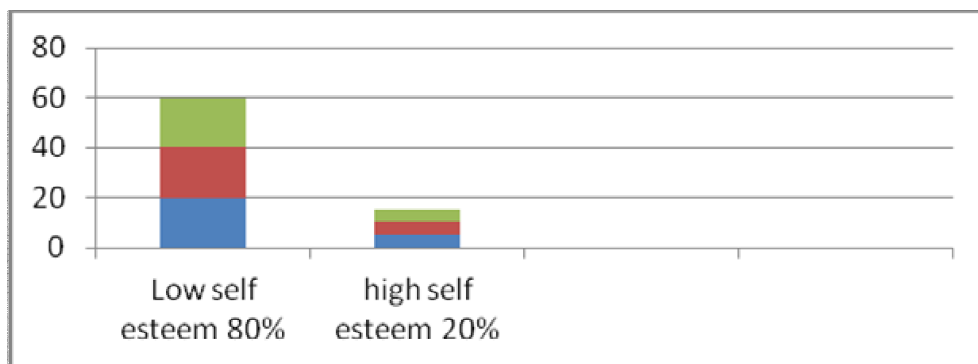

Figure.2 : Students' rate of Self-Esteem.

Here the researcher may claim that accepting the self with its negative and positive sides is one of the most important criteria that self-confidence is built on. The above diagram reflects that the majority of students (80%) have something that they do not accept about

themselves. And here is one of the sources behind their low Self- Confidence.

8.3. *The Impact of The Environment (Peers/Teachers) On The Students' Performance:*

Wondering about the sources of students' self-esteem has been one of the major important researches that scholars were interested in. The fact that they have reached the point that self-esteem has two sorts of derivation. An internal and an external one. While the former can be limited under the framework of ideas, beliefs, practices or behaviors that reside within the individual, the latter can be stated under the stretcher of the students' environmental factors that have a great impact on his personality, self-esteem, efficacy then after all Confidence. In other words, growing up in an environment conducive to a healthy sense of self-worth greatly increases the chance that a person will have an appropriate level of self-esteem.
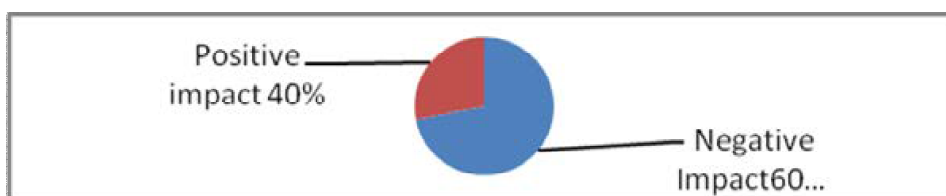

Figure.3: The Extrinsic Negative Effects on the learners' performance.

The recent Figure shows that the majority of L2 learners give credit to what is told to them especially when it is negative. This means that this negative comment contributes a lot to decreasing from the students' self-confidence the fact that would impact their Oral performance negatively.

9. The Importance of Self Confidence in The Learning Process:

Worthwhile, it has been agreed by many scholars that confidence is very vital in the process of learning a language for the reason that the student finds himself in a situation which is obliging him to speak and to take actions. Then from this perspective, Scientists in the Educational Psychology field pointed out that confidence is the difference that makes the difference. For the reason why students consistently take action and make the appropriate course corrections, they get massive result and achieve all their goals. However, if they lack that kind of self-confidence, they would stay stuck and it will not make sense whether they have dreams that they want to achieve inside the class or not because, totally they haven't taken risks to pursue them. In other words, having self-confidence, especially in the context of having the ability to communicate, is absolutely essential. Without it, L2 learners cannot communicate effectively. The more they are confident and communicate well with others, the more they will succeed in their educational life. It is directly proportional to the degree they will experience a rewarding and fulfilling their knowledge.

10. Discussion:

The analysis affirms that students' self-confidence is an effective, decisive factor that promotes motivation which encourages learners to use the language, thus, develops their oral production. Especially those who are risk takers. Yet this does not mean that introverts are less able than extroverts. Even though the former are believed to be shy and inhibited, they can reach a good level of fluency in English language. Hence from this particular

perspective, the role of the teacher is to set an anxiety free atmosphere to enhance motivation in his learners.

11. Recommendations:

The following recommendations are based on information, perspectives and insights gathered during the course of the study and are framed in the context of feedback from the investigation. They reflect the conclusions from the analysis and the ambitions expressed by experts, practitioners and professionals. The recommendations are expressed into two sections; teachers' recommendations as well as students' ones.

11.1. Teachers' Recommendations

Teachers' behaviors are of a huge importance inside the classroom, that is why it is advisable for the teacher to give much more credit to his behaviors when teaching, that is because being good to others, guarantee their love and respect to what you present.

11.1.1. **Keep Smiling:**

We tend to think that "good people tend to do good things." But in reality it is the person's intrinsic "goodness" and personality that influences their behavior. This can be resumed in a simple smile. After *Gueguen & De Gail, 2003* have done their experiments; they have found that a simple smile could change a person's behavior, i.e. research has shown that students respond naturally in a friendlier manner to someone who is smiling for the reason that it is a matter of reciprocal altruism. In other words, teacher should always hold a simple smile during the session because it changes too many students' destinies through their learning process.

11.1.2.Give Good and Positive Compliments:

Compliments are one of the most extraordinary components for improving studentsself-confidence. Ann Brown (1997) stated: " *if compliments are given right, they would create so much positive energy that would make things happen almost as if by magic.*" They ease the atmosphere around two people and kindly dispose people to each other. Students consider them as little gifts of love from their teachers. That is why teachers are asked to offer their students, pieces of compliments when the opportunity arises.

11.1.3.Make Them Feel Free:

Leaving with L2 learners for one whole year as being an instructor made the researcher understand the real source of their achievement. Once the learner feels free and comfortable

inside the classroom, he can act freely and without any embarrassment. Feeling relaxed makes the learner more creative inside the classroom as well as it builds on his desire to learn more and to produce additionally. Then teachers should give the opportunity to their learners to see into what extent they are creative.

11.1.4.Support Creative Students:

Understandably, teachers' support has a great impact on his students' progress since L2 learnersview their teachers as a model that they should follow. I.e. teachers' sustain leads learners to become more energetic, active and creative the fact that would help them to do more activities with pleasure.

11.1.5.Enhance Positive Thinking:

Patricia Alexander, Elliot Aronson assured that once the students enter inside classroom, with either a positive or negative feeling that are created by people around them. That is why it is advisable for teachers to enhance positive thinking in the classroomsince L2 learners always hold an inner anxiety which drives them negatively. Teachers are meant to enhance positive and optimistic thinking in their learners' minds.

11.2. Learners' Recommendations For Building Their Own Self Confidence:
11.2.1. Learn to Challenge Yourself:

L2 Learners cannot develop their character or become a better person *without* adversity or challenges for the reason that these are gymnasium where learners sculpt their characters. When adversity arises, L2 students' intelligence and skills would increase as well as their self-confidence. Once the person starts learning how to challenge himself, he would know how to get the easiest road towards success.

11.2.2. Change Your Behavior:

Students' behavior is very important in the zone of his success for the reason that people around us always judge us from our behaviors. As a result, it is advisable for students with low self-confidence to change their behaviors inside and outside the classroom so that they can affect others' treatment. This means that students by themselves are the responsible for others treatments towards them. Once the teacher and the peer see a positive behavior like challenge, trust, and daring, they would certainly show respect that would give a push to this learner to be stronger and more confident.

11.2.3.Dump The Critic:

David Laurence (2007) stated that learners have to know how to control themselves and earn their emotions so that they can know how to dump the critic which would be produced by those who are around them. Peers, teachers and even parents may commit a mistake and start criticizing them the fact that may attack them harshly then destroys their self-confidence. However, as they learn how to dump these negative comments and messages, they would be stronger and more secure.

11.2.4.Silence The Inner Critic:

The Inner Critic is that pernicious little voice inside the students' head that constantly carps, complains and condemns. It is the voice that sows doubt. It is very interesting to mention that it would all go wrong, it always does! If the students let thoughts such as these control them. Because this latter would decrease their power, destroy their confidence and lower their self-esteem. Thus, the learner must learn how to shut it down. Then change the thoughts to something positive.

11.2.5.Have a Confident Body Language:

It is assumed by many psychologists that body language is one of the most important factors that contribute in gaining self-confidence. When the learner moves confidently and carries his body confidently, he does not only feel more confident but others assume that he is. It is worth mentioning that only 7% of the information transmitted, by the learner, to others is in the language he uses. In other words, we might be allowed to say that one gesture may hold thousands of words, that's why learners has to pay more attention to how they react when using the language

11.2.6. Be Intelligent in Pointing Out Your Goals:

Generally speaking, goals have to be pointed out accurately. Worthwhile, the main objective of L2 students is to acquire a language with proficiency. Diligent students have to indicate goals so that they can achieve them. The investigator may indicate an international technic in achieving aims and which is called SMART.

S   **M**   **A**   **R**   **T**

Specific   Measurable   Agreed
Realistic   Timed
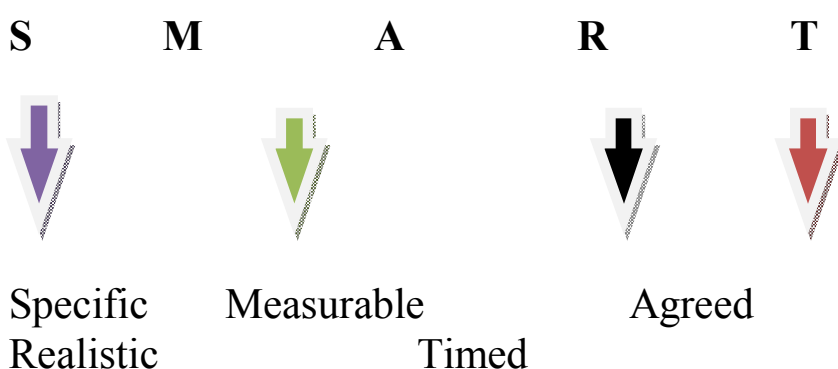
In other words, The SMART technic is an organized way reaching goals which obliges the learner to specify his aim which has to be measurable and realistic at first as well as he has to pay attention to the time that will take him to achieve his purpose.

12. Conclusion:

The present study was embarked to find solutions to solve the problem of low self-confident students. Congruent with the mission of building L2 students' self-esteem, we have examined and analyzed data extracted from EFL students and teachers to develop techniques to motivate low achieving students. The techniques used to raise students' confidence and help them to express themselves freely were tested on 28 low learners. The results of this study demonstrate that the techniques used by EFL teachers to motivate L2 learners really achieved

positive results. Further, the impact of these motivation methods are ostensible in the improvement of students task interest, collaborative learning, academic self-concept, self-confidence, motivation to learn, and the performance has shown an improvement as well. The results also revealed that this inspiration emphasizes on using only positive words and avoidance of using any "negative words, criticism, reprimand, and punishment" because these are the contributing factors that motivate students to perform better. However, the study could not ascertain which skill is the most effective in motivating low learners. Nevertheless, the findings of this study also reveal that extrinsic motivation works well with low learners. So as a conclusion, the researcher confirms her hypotheses and states that students' high confidence has a deep impact on their developmental learning process.

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