

Effects of Teachers' and Students' Confidence on Their Oratory Abilities in English Language and Literature Classes

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Abstract

Possessing self-confidence is crucial prior to embarking on any new endeavor, particularly when confronting a language that is not one's native tongue. Given that good communication relies solely on speaking, possessing self-confidence is crucial when initiating a conversation. The main aim of this study is to determine the correlation between students' self-assurance and their speaking performance in English language and literature (ELL) and English language teaching (ELT) departmental courses. The system accurately examines the data to determine whether women are inadequately represented in specific domains and derives appropriate inferences. The survey was conducted during the fall of 2014–2015 and included 77 pre-college students, comprising both males and females, with diverse academic backgrounds. Ultimately, they all chose to enroll in English classes. Participants in the association study completed the Self-Consideration Questionnaire (SCQ). The acquired quantitative data was evaluated using the Statistical Package for the Social Sciences (SPSS) Version 20.0. We employed both the t-test for independent samples and the Pearson product-moment correlation coefficient to evaluate the acquired data. There is a statistically significant link between self-assurance and effective public speaking skills at a significance level of 0.01. The results do not show any gender differences in public speaking achievements, although there are significant variations among different departments. Gender has a greater impact on an individual's confidence than their work environment.

Keywords: Self-confidence, speaking skills, relationships, talking to people, teaching English as a second language (ELT)

Introduction

Among the four pillars of language proficiency—listening, writing, reading, and speaking—the latter is most crucial. Several researchers (Darcy, Ewert, and Lidster, 2001; Derwing, Munro, and Wiebe, 1998; Morley, 1991; Pratton, 1971) have stressed its importance as a supplementary tool for everyday communication. There are many barriers to communication, including those of a psychological, physiological, physical, societal, and even attitude nature. There are both exterior obstacles, such as those of a medical, physical, or systemic nature, and interior obstacles,

such as those of a psychological or philosophical bent. Lack of self-confidence is a major cause of difficulties in communication for language learners of both their native and target languages. This hurdle can be seen as a mental or a philosophical roadblock. McIntyre (2004) suggests that a student's level of self-confidence is a major factor in whether or not they will choose to interact in a foreign language. Possessing a high level of self-assurance, defined as "the absence of nervousness or hostility in social situations," is essential for effective verbal communication (Longman Dictionary of Contemporary English). As a result, having confidence in oneself is crucial if one is to overcome significant communication barriers and develop near-native competence in a foreign language. When looking at the literature on English language teaching (ELT), it is clear that many studies have been conducted on the topic of language skills and the pedagogical methods used to teach them. Previous research has established a strong link between a student's level of speaking proficiency and their internal psychological and behavioural factors (Covington, 1984; Hanton, Mellalieu, and Hall, 2003; Otacolu, 2008). It would be more appropriate to examine the research within the areas of speaking competence and self-assurance, despite the fact that the act of speaking requires physiological proficiency and a favourable physical situation. Confidence, as defined by Genctan (1984) and Ozbey (2004), is "the awareness of one's own feelings, combined with the ability to acknowledge and value oneself." In his dissertation, Akagündüz (2006) draws a line between "true" confidence and "false" confidence. An individual's sense of inner harmony or pleasure with their own existence is fundamental to their sense of intrinsic self-confidence. Positivity, goal

clarity, self-love, self-respect, and self-awareness are all necessary for true inner confidence. Confidence that comes from outside of oneself, or extrinsic confidence, includes one's actions and demeanor when interacting with other people. The foundations of extrinsic confidence are effective emotional regulation and clear expression of ideas. For the goal of developing a self-confidence index, Akn (2007) distinguished between two types of confidence: extrinsic and intrinsic. These two factors were discovered in a separate study by Sar, Avcu, and Işklar (2010). Their characteristics are described in the following text. There are two main types of self-assurance: the kind that comes from within and the one that shows off to others. Goal-setting, optimistic thinking, self-love, and self-awareness are all components of inner confidence. Confidence in oneself refers to the mental and emotional qualities that reveal an individual's contentment and ease with who they are. Confidence in one's ability to interact with the outside world depends on several factors. People with high degrees of self-confidence tend to be happy and fulfilled with themselves. Despite the widespread availability of conversation and other speaking course materials on the market, speaking English presents substantial problems in many countries like Turkey (Richards, 2008). This difficulty results from the fact that the English language is not treated with the respect it deserves in these settings, either socially or politically. The following conclusion was reached after Paker (2012) analyzed internship observation reports collected over a 10-year period from three Turkish state universities. This analysis of oral communication skills is conducted within the context of English language instruction (ELI). According to the results of this analysis, it has been established that students typically

begin learning English in the fourth grade. There are a total of 1400 hours of English instruction given to children throughout the course of their academic career, 700 of which are spent in elementary school and another 700 spent in secondary school. It's important to note, however, that about 90% of students have already signed up for the first class. This research offers a different perspective on the actual mastery that Turkish language students achieve. Many high school students and teachers still struggle to hold even the most elementary conversations in a foreign language, despite years of training. With the exception of academics who are able to read and understand written texts in a foreign language, this trend is most noticeable among laypeople. Therefore, people produced by the current educational system have poor reading comprehension and frequently use dictionaries. However, they often struggle with writing about their feelings, paying attention while listening, and communicating clearly in a foreign language. Another study by Gan (2012) shows results that are nearly identical to those found in the research done in Turkey. The results of this investigation showed that many students pursuing a BA in English failed to demonstrate proficiency in spoken English on the Language Proficiency Assessment for Teachers of English (LPATE), administered by the Hong Kong Examinations and Assessment Authority. According to the results, many Hong Kong undergraduates who study English Language fail the oral exam because they don't have the proficiency level required to communicate effectively in the language. These results illuminate the current difficulties and confines of these candidates' oral communication abilities. Latham (2005) found that students in the United Kingdom (UK) made less progress in using oral

language because their teachers did not give them enough opportunity for extended speaking and role-playing. She concluded that there was a widespread failure to develop a consistent organizational framework for the areas of speaking and listening. Multiple studies (Covington, 1984; Laird, 2005; Otacioglu, 2008) have found that students who are confident in themselves tend to do better in the classroom. One participant in the qualitative study by Hanton, Mellalieu, and Hall (2003) noted that when an individual's self-confidence is low, their emotions tend to change toward negativity, which has a detrimental effect on their performance. For more details, see page 481. Another passage from the same study that shows how beneficial it is to have a high level of self-confidence reads as follows: "Elevated self-confidence amplifies the magnitude of cognitive processes and affective experiences that one can regulate." Confidence aids in maintaining one's mental faculties. Page 481. With more and more ways to travel and less weight placed on national borders, it is becoming increasingly important to be able to communicate effectively in English while communicating with people whose first language is not English. Despite its potential, speech must be given a more important role in language training. Speaking with confidence is being highly valued for its capacity to improve one's fluency and effectiveness when communicating in one's first and second languages. The current research aims to determine the possible connection between public speaking ability and self-confidence, taking into account the aforementioned characteristics. The English Language Learning (ELL) and English Language Teaching (ELT) departments at Atatürk University will be utilized as a case study to achieve this goal. A variety of preventative measures designed to either

boost or lower confidence could be implemented on the basis of the correlation analysis undertaken. This research will also look for differences between the students enrolled in different departments and examine the correlation between students' speaking skills and their levels of confidence. In conclusion, the research in question cannot answer the ensuing questions.

Methodology

There are four parts to this chapter: participants, instruments, design, and method.

Participants

There was a total of 77 students who willingly engaged in the study. Of those students, 21 were enrolled in ELL preparatory classes and 56 were enrolled in ELT lessons. In total, there are 78 people taking part in this investigation, including 53 women and 23 males. The participants' most essential information is listed in Table 1, which may be seen below.

instrument

Several different studies have made use of the SCQ that Akn (2007) developed. Among these are Gurler (2013), Sarcam and Guven (2012), Sarcam, Akin. A., Akn. Ü., and ardak (2013), as well as Ucar and Duy (2013). The Self-Confidence Questionnaire (SCQ) is a 33-item five point-likert scale that examines people's levels of self-confidence. A person who has reached the greatest possible score, which is zero, is one who is highly sure of themselves. According to Akn (2007), the Cronbach's alpha for the complete questionnaire is 0.94, and the internal consistency coefficient is 0.83. These numbers may be found in the table below. In addition to descriptive information, the questionnaire also includes ratings indicating

the individuals' levels of English proficiency. The prior grades that the kids had received in speaking had to be maintained. The examinations tested the candidates' vocabulary knowledge as well as their precision and semantic importance.

Research Design

Within the context of a research design that does not involve experiments, the current investigation makes use of a correlational research model, which belongs to the quantitative research method category. According to Tekbyk (2014), correlational research is a sort of investigation that attempts to establish the relationships between variables, as opposed to trying to influence them as in an experimental design. This contrasts with the goal of experimental research, which is to influence the variables. According to Fraenkel, Walla, and Hyun (2010), correlational research is a method that is used to investigate the degree of relationship that exists between two or more quantitative variables. According to McMilan and Schumacher (2014), correlational research can be broken down into three distinct subcategories, namely multicorrelation studies, prediction studies, and bivariate correlation studies. These three subcategories are described below. Since the major purpose of correlational research is to explain significant human acts or occurrences (explanatory) and to foretell likely consequences (predictive), the current investigation aims to shed light on the potential link between variables.

Discussion

The purpose of this study was to investigate the association between a person's speaking talents and their level of self-confidence, as well as to investigate any possible differences in levels of self-confidence and

speaking abilities across a variety of academic departments and genders. The findings of this research point to the existence of a correlation that is statistically significant between a person's level of competency in public speaking and the degree to which they believe in their own abilities. In addition, there are additional distinctions that can be made based on factors such as gender and department. Research done in the past has shown that people who are self-aware, self-loving, and emotionally self-aware (Genctan, 1984; Ozbey, 2004) have a greater tendency to achieve higher scores on speaking examinations when compared to people who lack confidence and exhibit hesitancy in their speech (McIntyre, 2004). According to the findings of the study that was carried out by Ar, Avcu, and Işklar (2010), there is a highly substantial correlation between one's level of self-assurance and their capacity to participate in successful communication, in particular when it comes to oral discourse. In Turkey (Paker, 2012), as well as in a variety of other countries (Gan, 2012), and in the United Kingdom (Latham, 2005), deficiencies in accurate and fluent speaking have been a major concern for a very long time. It is a commonly held opinion that elevating one's degree of self-confidence to a more manageable level might assist persons in conquering the problems that are associated with giving public presentations. Previous research on the connection between self-concept and performance has been carried out by Hanton, Mellalieu, and Hall (2003). Additionally, research on the connection between self-concept and success has been carried out by Covington (1984), Laird (2005), and Otaciyeglu (2008). The findings of this study are consistent with those previous studies. This study not only provides evidence that supports the conclusions of previous research but

also highlights the existence of variability. This is accomplished through an analysis of the descriptive data that relates to the participants. The evaluation of the participants from the English Language Teaching (ELT) department found that their degree of speaking achievement is the greatest among all of the departments that were evaluated for their level of speaking proficiency. There is a clear distinction between the ways in which men and women experience differences in their levels of self-confidence. The departments, on the other hand, claim that there is no clear link between gender and self-confidence. Even if the aforementioned conclusions are supported by the data that was acquired, it is essential to note the presence of extraneous variables that are beyond the control of the researcher. Some examples of these variables include differences in the methods that instructors use to evaluate students and the grading systems that they use. A wide variety of methods for evaluating teachers' performance can be taken into consideration. Taking into account the qualities that are unique to correlational research, it is possible to design experimental studies with the objectives of enhancing one's competency in public speaking or their level of self-confidence, which are in line with the findings of the current investigation. It is advised that in future research, specific classroom activities or assignments be restructured or modified in order to support the development of a reasonable degree of speaking ability and self-confidence. This is because the development of speaking ability and self-confidence are closely related.

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