Investigating the effects of oral expression in enhancing self-efficacy of second-year students at Saida University

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Abstract

This research paper aims at investigating the correlation between students' self-esteem and their verbal performance at the Dr. Moulay Tahar University of Saida. The objective of the study is to focus on useful activities to avoid speaking anxiety and enhance EFL students' communicative abilities taking into consideration the hindrances that may face them. To reach the goal of the study a questionnaire was used as a research tool with 100 second-year students of Saida University. Results reveal that learning speaking through presentations is not the ultimate and best strategy, students appreciate the integration of other activities such as games, gap activities, dialogues, storytelling, and role-play as they show a great achievement, unlike the presentation. Oral practice breaks the feeling of fear of failure in students and makes them stop being afraid of public speaking. Hence, it nurtures the process of socialization by facilitating new friendships and this in turn supports the learning process and educational fulfillment.

Keywords: Self-esteem, speaking ability, confidence, socialization;

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1. Introduction

Self-efficacy affects learning and performance in three ways Bacheman (1990) Self-efficacy influences the goals that employees choose for themselves. Students with low levels of self-efficacy tend to set relatively low goals for themselves. Conversely, an individual with high self-efficacy is likely to set high personal goals. Research indicates that people not only learn but also perform at levels consistent with their self-efficacy beliefs. Self-efficacy influences learning as well as the effort that people exert on the job. Students with high self-efficacy generally work hard to learn how to perform new tasks, because they are confident that their efforts will be successful (Tus, 2020; Walter, 2003). Not surprisingly, past successes at a task increase students' beliefs that they will succeed again in the future. The implication of this basic fact means that teachers need to help students build a history of success. Whether they are math problems, reading assignments, or athletic activities, tasks have to end with success more often than with failure. Note, though, that the successes have to represent mastery that is genuine or competence that is truly authentic. Success at tasks that are trivial or irrelevant does not improve self-efficacy beliefs, nor does praise for successes that a student has not had.

Self-efficacy is a factor that is likely to be considered a variable determining academic performance. Self-efficacy is the belief in the capacity to execute the necessary behaviors to produce specific performance attainments (Thompson, Aizawa, Curle, & Rose, 2022). These beliefs may not reflect accurately a learner's ability. Within an educational setting, academic success is evaluated in terms of learners' achievement. Potentially, even a very talented learner with the ability to achieve at a high level may have low self-efficacy beliefs, thereby reducing the chance of academic success. Self-beliefs of efficacy can enhance or impair performance through their effects on cognitive, affective, or motivational intervening processes.

Self-efficacy refers to 'beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments'. Learners' beliefs in their capabilities can be better predictors of performance than their real ability (Tus, 2020). Given its significance in human endeavors. Scholars believe that it is impossible to examine some aspects of human functions such as learning, motivation, and academic achievements without examining the role of self-efficacy in the learners. Pedagogic transformation not only affects English classrooms but also extracurricular activities that are thought to supplement the inadequate input and output practice in English classes.

Since self-efficacy is self-constructed, furthermore, it is also possible for students to miscalculate or misperceive their true skills, and the misperceptions themselves can have complex effects on students' motivations. From a teacher's point of view, all is well even if students overestimate their capacity but do succeed at a relevant task anyway, or if they underestimate their capacity, yet discover that they *can* succeed and raise their self-efficacy beliefs as a result (Thompson, Aizawa, Curle, & Rose, 2022). All may not be well, though, if students do not believe that they can succeed and therefore do not even try, or if students overestimate their capacity by a wide margin, but are disappointed unexpectedly by failure and lower their self-efficacy beliefs.

When individuals are uncertain about the nature of their task, their efficacy judgments can mislead them. Tasks perceived as more difficult or demanding than they result in inaccurate low efficacy readings, whereas those perceived as less difficult may result in overconfidence. Individuals often perceive their abilities as only partially mastered, feeling more competent about some components than about others (Tus, 2020). How they focus on and appraise these components will strongly affect their sense of efficacy in the task to be undertaken. If obscure aims and performance ambiguity are

perceived, a sense of efficacy is of little use in predicting behavioral outcomes, for individuals do not have a clear idea of how much effort to expend, how long to sustain it, and how to correct missteps and misjudgments.

The aims of a task and the performance levels required for successful execution must be accurately appraised for self-efficacy judgments to serve as useful regulators and predictors of performance (Graham, 2022). This factor is especially relevant in situations where an individual's accomplishment is socially judged by ill-defined criteria so that one has to rely on others to find out how one is doing in such situations, people lack the experience to accurately assess their sense of efficacy and have no option but to gauge their abilities from knowledge of other experiences, often a very poor indicator and predictor of the required performance. This faulty self-knowledge can have unpredictable results.

Each one of us has a particular view about ourselves which leads us to either success or failure. Speaking about the issue of success and relating it to the learning process would give credit to how students look at themselves; i.e., having a positive view of the self would drive many students to be thriving, prosperous, and successful. It is worth mentioning that people's perceptions of their different qualities consist of several different self-images. Self-images are divided into physical, social, and psychological self-images which may be positive or negative and which would have a great impact on either being successful in the field of their education or failure (Graham, 2022). Learners obtain information to appraise their self-efficacy from their actual performances, their vicarious experiences, the persuasions they receive from others, and their physiological reactions. Self-efficacy beliefs influence task choice, effort, persistence, resilience, and achievement. Compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate development of academic self-efficacy more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level.

It has already been noted by sociolinguists that the ability to communicate is the most important goal that communicative language teaching aims to reach. It is to be able to operate effectively in the real-world Students need a lot of opportunities to practice the language in situations which encourage them to communicate their needs, ideas, and opinions (Rao, 2019). The potential benefits of students' oral presentations include greater class interaction and participation, increased interest in learning, new perspectives not covered otherwise, and improvement in communication and presentation skills. Oral presentations represent an opportunity for developing real-world communication as we as leadership skills.

1.1. Conceptual background

Among the four language skills, the achievement of oral performance for first-year students in Dr. Moulay Tahar is thought to be highly correlated with self-confidence. Oral presentations are becoming an important part of language teaching, especially in the university environment. Teaching students to design effective oral presentations presupposes two goals, namely, enabling students to function successfully in their future professional surroundings, and preparing them for a possible further academic career. This study is devoted to the improvement of speaking skills among EFL learners since more importance is given to reading and writing, the fact that makes students silent or afraid of making mistakes. To this end, the mastery of oral skills is increasingly important in EFL settings. Consequently, the EFL learning process requires more emphasis on speaking since it precedes writing.

1.2. Purpose of study

The main objective of this research is to examine the impact of self-efficacy and motivation on the academic learning achievement of students at Dr. Moulay Tahar in Saida. This study, therefore, draws on the concept of self-efficacy and the socio-cognitive theory. Research shows that one of the most crucial academic problems plaguing our students' learning processes is a lack of motivation, and to a lesser degree, the decline of self-efficacy. Thus, the abiding question that haunts the researcher is whether the whole subject of academic achievement is reducible to these significant correlations, self-efficacy, and motivation. Nonetheless, this relationship and its other variants may vary according to gender, age, and geo-cultural regions. However, a great review of the literature demonstrates that most academic achievements are based on the learners' strong self-efficacy and motivation in general.

2. Materials and methods

2.1. Participants

This study draws on data from a questionnaire administered to a sample of 100 students of English studying at the department of English in Dr. Moulay Tahar, where we show evidence that teachers' commitment and involvement along with students' self-efficacy are considered the two essential features most vigorously and positively correlated with success and achievement.

2.2. Data collection instruments

The urge behind conducting this research is to explore the set of causes that hinder undergraduate EFL learners' self-efficacy. This study adopted a mixed-method approach to answering the research questions; (1) what are the learners' perceptions of the causes for their low self-efficacy? and (2) what are the teachers' perceptions of the reasons for learners' low self-efficacy? Data were collected from online learners' Likert scale questionnaires and teachers' structured interviews.

3. Results

Table 1 below shows students' interaction with oral and written texts.

Table 1. Pupils' interaction and investment in oral and written texts

	Strategies for pupils' interaction in oral and written text
1	Plans.
2	Uses resources- skims and scans.
3	Uses prior language.
4	Makes inferences and predictions.
5	Uses appropriate strategies.
6	Pays attention.
7	Asks for help.
8	Asks for clarification.
9	Accepts not understanding everything.
10	Responds appropriately (non-verbally, answers questions, participates actively).
11	Identifies and describes key elements (person, character, animal, object, place, setting).
12	Demonstrates understanding by doing the task.

13	Self-evaluate**.**
14	Works cooperatively (when applicable)**.**
15	Produces a personalized product that follows the instructions for carrying out the task**.**

Source: Data gathered from the Department of English at Dr. Moulay Tahar University of Saida.

Students with low self-efficacy may exert less effort when learning and performing complex tasks because they are not sure the effort will lead to success. 3. Self-efficacy influences the persistence with which people attempt new and difficult tasks (Shore, 2001). Students with high self-efficacy are confident that they can learn and perform a specific task. Thus, they are likely to persist in their efforts even when problems surface. Conversely, employees with low self-efficacy who believe they are incapable of learning and performing a difficult task are likely to give up when problems surface.

3.1. Facebook use in boosting self-concept

Self-concept, that image we have of ourselves, how exactly this self-image forms and changes over time, develops in several ways and is influenced by our interactions with people or things in our lives. The paper in hand investigates the impact of social media on self-esteem (Shams, 2008)*.* To further explore the matter, Facebook is taken as a case study: this research work describes both the positives and negatives of this particular kind of social media. It will also explore the relationship between personality factors and networking use. Classroom observation and questionnaires were used to collect data. The research sample included 30 university master's students whom we observed and from whom we collected the data using a questionnaire. The results revealed that true self-presentation was associated with greater happiness after posting to Facebook. However, people who are addicted to social media may experience negative side effects such as eye strain, social withdrawal or lack of sleep, and stress. In the end, to boost self-concept and benefit from FCB, some useful tips will be suggested in our recommendations. Self-efficacy may sound like a uniformly desirable quality, but research as well as teachers' experience suggests that its effects are a bit more complicated than they first appear. Self-efficacy has three main effects, each of which has both a 'dark' or undesirable side and a positive or desirable side.

3.2. Learners' self-efficacy and teachers' commitment: basics to attainment in higher education

The term 'self-efficacy' refers to the personal belief in one's ability to organize and carry out courses of action required to achieve designated types of performances. In the context of higher education, need-supportive teaching (NST) is a powerful tool to enhance students' motivation and aid them to attain better results. Indeed, NST takes for granted that teachers are pivotal to the motivation of students, bringing autonomy support, involvement (support of relatedness), and structure (support of competence). Consecutively, self-efficacy enhances learners' confidence in their capability to prosper in academic tasks. The following diagram (Figure 1) draws the student's percentage of contribution to class interaction:
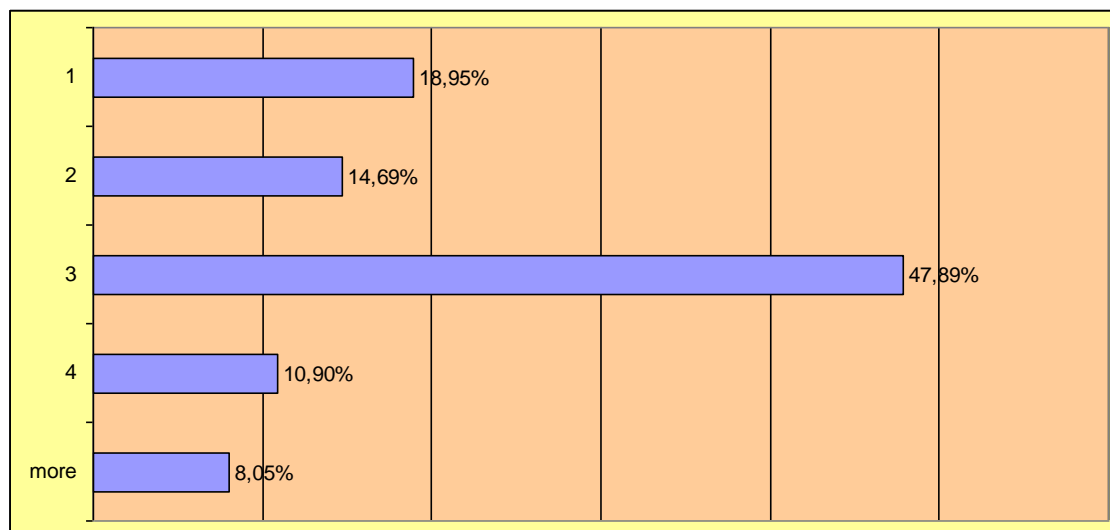
Figure 1. Students' degree of autonomy and self-worth. Source: Data gathered from the Department of English at the Dr. Moulay Tahar University of Saida (2020)

4. Discussion

The results also demonstrate that students get higher marks when they believe that their teachers are responsible and available to offer resources, and when they feel capable of organizing and executing the courses of action necessary to acquire knowledge (Beck, 2001). Furthermore, the findings reveal that students' experience of autonomy support and structure is negatively, or in some cases not related to attainment.

The capacity of persons to select and recognize the language variety appropriate to the occasion is known as their communicative competence. Chomsky's notion of linguistic competence assesses a person's linguistic knowledge of words, pronunciation grammar, and syntax. Beck (2001) maintained 'there are rules of use that would be useless without rules of Grammar the study of Grammatical competence is as essential as the study of sociolinguistic competence' This includes that Linguistic incompetence focuses on the lack of this kind of knowledge, theory of communicative competence incorporates pragmatic competence which includes attitudes, values and motivation (Bacheman, 1990) concerning language, therefore. In general, communicative competence as mentioned later that linguistic competence which is a system of linguistic knowledge to be acquired (Sekyere – Asiedu & Ozdamli, 2021).

Pragmatic competence, that is, the speaker's ability to recognize and use the language appropriate to a given speech event (Mukhroji, Nurkamto, Subroto, & Tardjana, 2019). Speakers select options from available linguistic repertoires to fulfill various communicative needs addressing a formal gathering, handling examinations, dialogues, speech, report writing, and academic argument. It is assumed that learners enter university with a capacity for the language needed for learning, however, this is not the case. Problems in understanding language will affect almost every aspect of schooling, including following directions understanding instructions, reading, comprehension, interpretation of questions relating, and discussions.

By way of illustration, most learners have difficulties in expressing thought on paper due to language limitations expressive problems can make them unwilling to participate in class (Fithriani, 2021). Relationship between knowledge management and communicative competence, linguistic knowledge guides knowledge actions; knowledge action changes linguistic knowledge. Linguistic knowledge illuminates the shape of academic knowledge and discourse. Communicative abilities can enable learners to appreciate and implement the different perspectives of information manipulation and organization. Above all, communicative deficiency affects both pupils' performance, information acquisition, information relations, and presentation.

The ease of interaction between instructor and learner or learner to the learner is the most significant advantage of web technology. The use of the online learning system shifts control and responsibility to the learner, thus developing independence and autonomy in the learning experience. Studies also found that learning engagement was higher when using a WBLR system than when using traditional models of learning. WBLR systems allow for interaction and communication, and the ability of the learner to post/email thoughts and reflections instantaneously enables them to engage more with the learning material (Gautam, Khandelwal, & Dwivedi, 2020). Reflective skills can thus be developed, as there is a greater amount of time for the learner to interact with the learning material.

5. Conclusion

The provision of web-based problem-solving instructions has the potential to enhance and sustain the problem-solving skills of the learners. Searching for information to solve problems has been categorized as involving higher-order cognitive processes. Digital libraries can be put into use by conducting web-based problem-solving activities more widely and are worth developing. Indeed, students who fully engage with WBLR systems are found to encounter higher levels of deep learning and significantly higher levels of strategic learning as compared to traditional learning.

Some factors contribute enormously to the improvement of students' self-worth and increase their aptitude in the learning process. These factors are motivation, aptitudes, and orientation. If the students are not motivated enough and not well-oriented, they will be disturbed psychologically. Proficiency, self-identity, and aptitude are of great importance for students to best achieve self-efficacy in oral skills.

The conducted results revealed that, on the one hand, negative feedback, lack of support, excessive criticism, and academic challenges were the main reasons that undergraduate learners experience. Teachers, on the other hand, relate learners' low self-efficacy to three processes; cognitive, affective, and motivational. These findings may be recommended to teachers who may prefer to focus on the objective of increasing academic performance by strengthening self-efficacy. Further research would be more practical in examining the impact of self-efficacy on academic performance.

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