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**Investigating The Correlation Between Self-Efficacy and Students'  
Oral Presentation Performance**

**The Case of Master One Students of English, University of Jijel**

**Dissertation Submitted in Partial Fulfillment of the Requirement for the Master**

**Degree in Didactics of Language**

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## **Declaration**

I hereby declare that the dissertation entitled “**Investigating the Relationship between Self-efficacy and Students’ Oral Presentation Performance** ” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

**Signature**

**Date**

## **Dedication**

*In the Name of Allah, the Merciful, the Beneficent, Praise be to the Lord of all worlds.*

*Prayers and peace be upon our Prophet, Muhammad, his family, and all of his  
companions.*

*To my family, friends, and all for those who sincerely supported me with their prayers,  
kindness, and efforts..*

*Thank you..*

*Djihene*

## Dedication

*Firstly and for most, our thanks are to the Almighty Allah for providing us with blessings and patience to finish this work.*

*This dissertation is dedicated to "My Parents" for their unending love, support, and encouragement throughout my life. Thank you for giving me the courage to reach for the stars and pursue my dreams.*

*To "My lovely sons Anes and Djihed"*

*To "My gorgeous Sister": Hania*

*To my beloved brothers .*

*To "My husband and my mother in law ":*

*I extend a special thanks to my binomial Miss Djihene Boutrif my partner in crime; I could never go on this journey without her hard work, sacrifices, compassion, sympathy, and companionship.*

*Last but not least, many thanks to all of my closest friends. To My Second family who supported me, especially: Chahra, Nawal, and Ratiba.*

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## **Abstract**

Self-efficacy is one of the psychological aspects associated with good language learning performance in different contexts. This study investigated the potential relationship between self-efficacy and students' oral presentation performance at the Department of English at Mohammed Seddik Ben Yahia University, Jijel. Based on this case, it is hypothesized that there is a positive relationship between self-efficacy and students' oral presentation performance. In other words, the higher the students' self efficacy, the better their oral presentation performance will be. To verify the validity of our hypothesis, an oral presentation scale and a standardized self-efficacy test were administered to 30 Master One students to evaluate presentation performance and measure students' general self-efficacy. In addition, an interview was conducted with five Oral Expression teachers in the same department. This was to study the teachers' perceptions and opinions about self-efficacy and students' oral performance. Based on the analysis and interpretation of the collected data, it was found that self-efficacy and students' performance in oral presentations had a weak correlation. Therefore, the previously stated hypothesis was rejected.

***Key words*** : self-efficacy, oral presentations

## **List of Abbreviations**

**EFL:** English as Foreign Language

**LMD:** Licence-Master-Doctorate

**SCT:** Social Cognitive Theory

**SLT:** Social Learning Theory

**T:** Teacher

**SPSS:** Statistical Package for the Social Sciences

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## **General Introduction**

1. Background of the Study
2. Statement of the Problem
3. Aims of the Study
4. Research Questions
5. Research Hypothesis
6. Research Methodology
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## **General introduction**

The English language has become more relevant in our everyday lives. Speaking English has become a priority for many people, including foreign language learners. However, many of them find this skill hard to learn since it embodies various tasks and challenges. One of these challenges is oral presentation. In presentations, people tend to share their knowledge and transfer it to others (Hanaue & Watanabe, 2012). In higher education, students across disciplines need oral communication and presentation skills. Competencies such as these prepare students to work effectively in a global environment (Dunbar et al., 2006). But not all students are enthusiastic about the idea of giving presentations. They find themselves using a language they are not familiar with to express thoughts they are not sure about for a limited time to certain people. This fact alone could make them feel more anxious and have all kinds of fears before and during the presentation process. Therefore, it is better for students to believe more in their abilities since that is the key to succeeding in any situation; moreover, teachers should not neglect this sense of belief that Bandura (1977, 1997) defined as "self-efficacy". According to him, self-efficacy refers to the belief in one's capabilities to organize and execute the courses of action required to produce given attainments.

Self-efficacy makes a difference in how people think, feel, and act (Schwarzer and Hallum, 2008, p. 153). As a matter of fact, learners' beliefs predict performance better than their real abilities (Bandura, 1997; Schunk, 1991). Educators are interested in this because students with high self-efficacy are more likely to participate in a task and therefore achieve higher grades than those with low self-efficacy. Many studies have placed much emphasis on the impact of this variable. Thus, the present study is conducted to investigate



whether a significant relationship exists between self-efficacy and students' oral presentation performance.

## **1. Background of the Study**

There has been a growing interest in self-efficacy beliefs within the field of foreign language learning in the last ten years. Brown (1987) stated that it is impossible to accomplish any successful cognitive activity without self-efficacy, self-esteem, and faith in one's own abilities.

Many studies have been conducted to show the relationship between self-efficacy and learners' oral performance. The study by Mahyuddin, Elias, Cheong, Muhamad, Noordin, and Abdullah (2006), as well as Schunk & Swartz (1991), explored the relationship between ESL Malaysian learners' self-efficacy and English language achievement. The results of the study revealed a strong correlation between self-efficacy and oral proficiency. This confirms the fact that students with high self-efficacy are more willing to speak a foreign language with confidence not only inside but also outside of the classroom. In the same vein, Rahil (2006) reported that achievement in the English language, particularly speaking, has better results when students have high self-efficacy in speaking.

According to Guskey (1988; Tschanne & Woolfolk, 2001), teachers with a great sense of self-efficacy are more willing to experiment with new methods of teaching to meet the requirements of their students. Thus, it is important for the teacher to have a sense of efficacy because it is related to the student's performance as well. In other words, when a teacher lacks self-efficacy, he or she will have difficulty in motivating students, and this will negatively affect their performance. Ross (1998) also claimed that teachers' self-efficacy may help boost students' sense of efficacy by encouraging them to take part in class activities and their determination to overcome challenges.

Taki and Esmacili's (2017) study found that EFL students' self-efficacy or beliefs about self-efficacy affect their proficiency in foreign languages. Another study conducted by Mazaheri and Yazdani (2016) showed that self-efficacy was positively related to oral presentation performance for BA and MA graduates using two instruments, which are the Pearson correlation coefficient and the t-test. It was found that the more students' efficacious beliefs increase, the more their oral presentation ability will increase. In contrast, Aryani (2018) in his study found no correlation between self-efficacy and speaking performance among senior high school students.

Based on the theoretical explanations of self-efficacy and findings from previous studies, it is therefore the aim of this study to find out the relationship between self-efficacy and students' oral presentation performance at the Department of English at Mohammed Seddik Ben Yahia University, Jijel.

## **2. Statement of the Problem**

Speaking in front of an audience can be challenging for many people. Classroom oral presentations can be considered as a type of public speaking. Performing an oral presentation can be beneficial for students. However, students face many obstacles before getting their benefits. One of the most common issues that students deal with is related to the negative feelings they have when they perform in front of audience, such as anxiety and fear. Many student presenters also believe that other students observe them to find their mistakes, which leads these presenters to bottle up their words and hence experience more difficulties in the process of delivering their message. We observed that some students of English at Mohammed Seddik Ben Yahya University (Jijel) graduated from university without even being able to speak or express their thoughts clearly. Thus, both EFL learners and teachers must be aware of this issue and try to overcome it by encouraging students to believe more in their abilities. Self-efficacy is a key factor that

affects learners' interest, persistence, and the extent of effort they invest in learning. Therefore, more attention needs to be paid to how learners develop self-efficacy and how it is related to their oral performance.

### **3. Aim of the Study**

This study seeks to investigate the correlation between self-efficacy and students' oral presentation performance at Jijel University. The study, we believe, is important for both teachers and students since it raises their awareness of the significance of this psychological mechanism, investigates their willingness to develop it, and sees its impact on the students' achievement and their oral performance.

### **4. Research Questions**

This study aims to answer the following questions:

- Is there a significant correlation between self-efficacy and students' oral presentation performance?
- Do students with high self-efficacy perform orally better than students with low self-efficacy?
- What are the perceptions of Oral Expression teachers towards the relationship between self-efficacy and students' oral presentation performance?

### **5. Research Hypothesis**

Considering the questions, it can be hypothesized that there is a positive correlation between self-efficacy and students' oral presentation performance. In other words, the higher the students' self-efficacy the better their oral presentation performance will be.

### **6. Research Methodology**

For the sake of investigating the relationship between self-efficacy and students' oral presentation performance, two standardized tests have been administered to 30 Master One students at the Departement of English at Mohamed Seddik BenYahia University,

Jijel. This sample has been selected randomly from the whole population. An interview has been conducted with five Oral Expression teachers from the same department. Data were analyzed and interpreted qualitatively and quantitatively in an attempt to verify the plausibility of the suggested hypothesis and discover the potential correlation between the two variables.

## **7. Structure of the Dissertation**

The present study consists of two main chapters. The first chapter includes two sections that offer a review of the literature, while the second chapter is devoted to the field of investigation. The first section is entitled "Self-Efficacy". It focuses on defining the construct, reviewing the factors that affect it, and discussing the importance of self-efficacy in education. The second section offers a review that helps define the concept of oral presentations. In addition, it provides the types, the structure, the obstacles students face in presenting, and their relation to the construct of self-efficacy. Finally, the second chapter represents the field of work, which is mainly devoted to the interpretation and explanation of the data collected through the interview, and the two tests. The work also ends with a general conclusion that aims to give a summary of the key findings of the whole study.

## **Section One: Self-Efficacy**

### Introduction

#### 1.1 Definition of Self-Efficacy

#### 1.2 Social Cognitive Theory and Self-Efficacy

#### 1.3 Factors affecting Self-Efficacy

##### 1.3.1 Mastery Experiences

##### 1.3.2 Vicarious Experiences

##### 1.3.3 Verbal Persuasion

##### 1.3.4 Physiological and affective States

#### 1.4. Difference between Self-Efficacy, Self-Esteem, and Self-Concept

#### 1.5. Self-Efficacy and Locus of Control

#### 1.6. Self-Efficacy in the Foreign Language Context

#### 1.7. Impact of Teachers' Self-Efficacy on Students' Learning

#### 1.8. The Importance of Self-Efficacy in Education

### Conclusion

## **Introduction**

Learning a foreign language is influenced by numerous factors such as attitude, motivation, anxiety, and self-efficacy. Self-efficacy plays a vital role in predicting students' performance in educational contexts, as it fosters their emotional well-being and helps boost their academic achievement. According to Bandura et al. (1996, p. 1206), "unless people believe that they can produce desired effects by their actions, they have little incentive to act." This chapter is devoted to discussing the notion of self-efficacy. It starts by providing a definition, theory, and the main factors that affect self-efficacy. It also discusses different psychological concepts as well as the teachers' self-efficacy impact in enhancing students' learning. Finally, this chapter deals with the importance of self-efficacy in education.

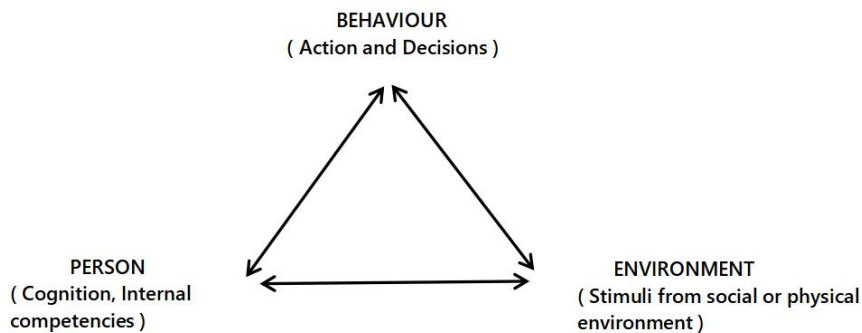
### **1.1 Definition of Self-Efficacy**

In recent years, self-efficacy has become an increasingly important concept in psychology. According to the Merriam-Webster Online Dictionary, "Self" is the individual's typical character or behavior while "efficacy" is defined as the power to produce a desired result. The combination of these meanings suggests a conscious awareness of one's ability to be effective and to control actions. The term "self-efficacy" was first introduced by Albert Bandura in 1977; it refers to the person's beliefs that he or she is able to effectively perform the tasks needed to attain a valued goal (Bandura, 1977). It is not the abilities that are important, but rather the beliefs about what a person can accomplish with his abilities that are the key. According to Stajkovic and Luthans (1998), self-efficacy is not a trait or a personality type but rather a conviction that people have about certain life objectives and areas.

According to Lippke (2020), self-efficacy is the belief in one's own competences in the face of impediments. The inclusion of "impediments" is important because only in the face of obstacles do self-efficacious individuals perform better than those with low self-efficacy. Thus, self-efficacy is very specific to individuals, times, and tasks. Self-efficacy beliefs do not focus on level of competence; instead, they focus on self-perception about competence (Tschannen-Moran & Woolfolk Hoy, 2007). Self-efficacy beliefs also influence how people act, think, and motivate themselves because they involve cognition, motivation, and decision-making (Zulkosky, 2009). An individual's level of self-efficacy does not depend on their ability to accomplish a task; rather, it is determined by their negative and positive thoughts, their reactions to environmental cues and stressors, and their ability to regulate their emotions (Pajares 2009).

## **1.2 Social Cognitive Theory and Self-Efficacy**

Social Cognitive Theory (SCT) started as Social Learning Theory (SLT) in the 1960s by Albert Bandura. Then it developed into the SCT in 1986. Bandura (1986) changed the name to stress the importance of cognition in the encoding and performance of behaviors. Social cognitive theory is a learning theory based on the idea that people learn by observing the others' actions. People learn by observing others, with the environment, behavior, and cognition being the main aspects influencing development. These three aspects are not static or independent elements; rather, they influence each other in a process known as "reciprocal determinism" (Figure 1).



*Figure 1. The reciprocal interaction between the person, behavior and environment according to Social Cognitive Theory (Bandura, 1986).*

In the social learning theory, Bandura (1999) stressed the concept of "human agency", Agency, by definition, is the ability of people to regulate and control their cognition, motivation, and behavior through the influence of existing self-beliefs. Individuals' beliefs about their ability to complete specific tasks can have a significant impact on whether they choose to participate in the task (Bandura, 1999). Within a social cognitive perspective, people are seen as “contributors to their life circumstances, not just products of them” (Bandura, 2005, p. 1).

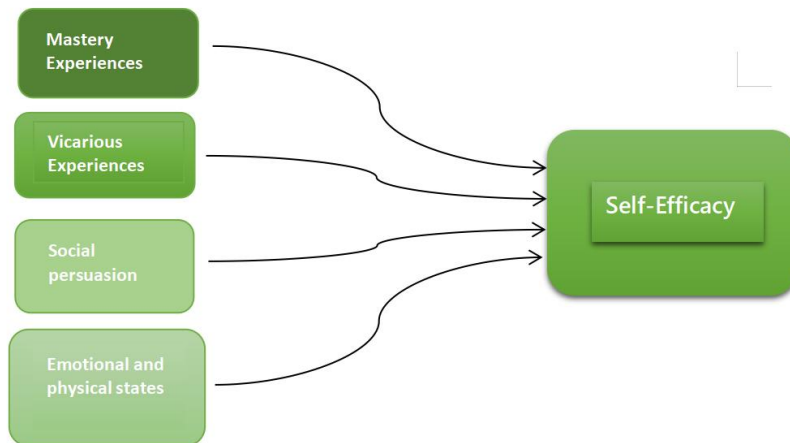
Social Cognitive Theory gives the assumption that self-efficacy is what leads to behavioral change (Bandura, 2004). In other words, for learning to be developed, it must go through a reciprocal interaction between person, environment, and behavior within a social context (Bandura, 2004). Reciprocal determinism is the idea that behavior is controlled or determined by the individual. The individual's self-efficacy is a personal factor in this reciprocal interaction; it impacts decisions to engage in self-management behaviors, motivation to engage in those behaviors, and perseverance when obstacles are encountered (Zebracki, Drotar, 2004). An individual with high self-efficacy believes in the



ability to handle a difficult task, is more motivated to accomplish the task by mobilizing a great deal of resources, effort, and skills, and is more persistent when faced with difficulties than an individual with low self-efficacy (Bandura, 1977).

### 1.3 Factors Affecting Self-Efficacy

When it comes to developing self-efficacy, Bandura (1997) has recognized four main sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. These fundamental elements (as shown in figure 2) influence one's self-efficacy beliefs by either increasing or decreasing an individual's perceived ability to perform a designated task.



*Figure 1.2. Sources of self-efficacy (Bandura, 1997)*

#### 1.3.1 Mastery Experiences

Bandura (1997) determined that mastery experiences are the most powerful forms of influence. This type of source refers to the experiences we gain when we successfully take on a new task. In general, success builds strong self-efficacy, while failure lowers it, especially when failure occurs before a strong sense of efficacy is developed. An individual's sense of self-efficacy is not generated through easy success but through

repeated effort and persistence in overcoming obstacles and difficult situations (Bandura,1997).

### **1.3.2 Vicarious Experiences**

In English, the term "vicarious" refers to experiencing things through the feelings and actions of another person (Merriam-Webster Online Dictionary, 2023). Bandura (1977) posits that observing other people succeed helps the observer believe that he or she has the ability to master comparable tasks. A model's performance is more likely to affect students if they relate to it, especially if it shows a positive side and a high level of self-efficacy.

### **1.3.3 Verbal Persuasion**

Any person who is persuaded that he or she possesses the capabilities necessary to perform given tasks is more likely to put in greater effort than one who has self-doubts. When the student receives positive verbal feedback while undertaking a complex task, he will believe that he can complete the task. It is also beneficial to receive guidance from others to correct one's performance. When it comes to evaluative feedback and persuasive communication, both works best when students view those who provide the information as knowledgeable, reliable, and realistic (Bong & Skaalvik, 2003).

### **1.3.4 Psychological and Affective States**

A person's emotional, physical, and psychological well-being may affect how he sees his personal skills in each situation. When it comes to emotional impacts, your attitude and emotions could affect how you deal with a situation. We may feel less competent in general, leading to less specific self-efficacy judgments in particular situations, when we experience unpleasant emotional states such as fear, anxiety, and depression (Conger & Kanungo, 1988). The same goes with physiological influences such as fatigue, increased heart rate, sweating, aches, pleasure, and levels of stress hormones. Bandura (1994) says

that individuals who perceive their physical reactions as push-ups have higher self-efficacy, whereas those who view them as setbacks have lower self-efficacy.

#### **1.4 Difference between Self-Efficacy, Self-Esteem, and Self-Concept**

Self-efficacy, self-esteem, and self-concept are three major self-evaluative traits that have been widely studied in psychology and linked to many performances, including educational performances. Although these constructs have been used interchangeably, it is important to know that all of them differ from each other.

While self-efficacy is related only to how people perceive their own abilities, self-concept is an overall idea we have about who we are that was created through experiences and interpretations of the environment (Bong & Clark, 1999). On the other hand, Byrne (1996) stated that self-esteem refers to the judgments and evaluations we make about our self. Our assessment of ourselves should be specific and not broad, otherwise it will refer to our self-concept. Coopersmith (1967) said that "self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves"(pp. 4–5). Self-esteem is a permanent internal feeling, while self-efficacy is a feeling that depends on the performance at hand.

#### **1.5 Self-Efficacy and Locus of Control**

Within social learning theory, Bandura (1977) and Rotter (1966) were the first to propose both self-efficacy and the locus of control. A person's self-efficacy is associated with a specific task, challenge, or endeavor, so it varies from situation to situation. Rotter (1966) defined locus of control as the extent to which people think they have the ability to control situations that influence them. A person can have an intrinsic or extrinsic locus of control. When someone has an extrinsic locus of control, they believe that luck, chance, or fate play a significant role in their lives. In contrast, a person with an intrinsic locus of control believes they have control over their life. This concept has a profound influence on

Bandura's ideas of self-efficacy and how individuals' expectations determine the objectives they set for themselves. According to Phillips & Gully (1997), individuals with a higher internal locus of control will have higher self-efficacy than individuals with a lower external locus of control. Individuals with a low internal locus of control and low self-efficacy report experiencing higher levels of psychological and physical complications and lower levels of psychological well-being, such as anxiety, depression, etc. These individuals eventually perceive themselves as having less control, being vulnerable to external influences, and focusing on the obstacles rather than the opportunities.

### **1.6 Self-Efficacy in the Foreign Language Context**

Researchers have studied self-efficacy in foreign language learning contexts in relation to a limited number of variables, including learning strategies, performance, and language anxiety. Most studies focused on the correlative relationship between learners' self-efficacy beliefs and these variables, while only a few have focused on the causal relationship. A number of scholars have applied the self-efficacy theory to second language acquisition and found that self-efficacy and language learning are positively related (e.g., Csizér & Magid, 2014; Hsieh & Kang, 2010; Mills, 2014). The relationship between self-efficacy and English language achievement has been shown to be related to participants' perceptions of their own abilities (Mahyuddin, Elias, Cheong, Muhamad, Noordin & Abdullah, 2006). Busse and Walter (2013) found a direct correlation between high self-efficacy and increased engagement in German language classes in the UK. Additionally, Zabihi (2018) found that Iranian EFL students with low self-efficacy presented a sense of debility in their writing tasks. According to previous self-efficacy research in language learning (Mills et al., 2006, 2007), strong self-efficacy beliefs correlate with high levels of proficiency and achievement.

## **1.7 Impact of Teachers' Self-Efficacy on Students' Learning**

According to Njoku (2017), a teacher is someone who imparts knowledge, information, skills, values, and attitudes to relatively unskilled or inexperienced individuals in a morally and pedagogically effective manner. Teachers have the power to motivate and inspire their students as long as they believe they can teach them effectively. These beliefs include the ability to symbolize, plan, think critically, take on another person's perspective, and be introspective.

A teacher's efficacy belief can be defined as "a judgment of a teacher's ability to engage and motivate students, even among those who may be difficult or unmotivated." (Tschannen-Moran and Hoy 2001, p.783). High-self-efficacy teachers devote more classroom time to academic learning, provide assistance to students who need it, and reward their students for their efforts (Tschannen-Moran and Barr, 2004). On the other hand, low self-efficacy teachers blame students for their inadequacies as soon as challenges occur. They set unrealistic expectations for students who may not immediately or intrinsically meet academic standards. According to Ross and Bruce (2007), teachers with low self-efficacy tend to focus more on students with great potential and high levels, pay no attention to students with low abilities, and view these students as a source of disturbance.

## **1.8 The Importance of Self-Efficacy in Education**

Since the 1970s, educational research has given increasing attention to self-efficacy. According to Graham and Weiner's (1996) review of motivational research in the Handbook of Educational Psychology, self-efficacy beliefs predict academic achievement more consistently than other motivational constructs, and they have a significant impact on academic performance. In addition to that, Richard M. Ryan (2012) stated in his book "The Oxford Handbook of Human Motivation" that "Self- efficacy can affect how much effort

people expend on an activity, how long they persist when they encounter difficulties, and their levels of learning and achievement.” (p.23). People with a low sense of self-efficacy have a weak commitment to their goals, dwell more on their negative feelings, and have no interest in finding ways to succeed (Bandura, 2000).

### **Conclusion**

As we have seen in this section, self-efficacy is one of Bandura's most significant concepts in his social cognitive theory. Because of the difficulties and challenges individuals face, this is a crucial concept for them to fully comprehend. A person can build self-efficacy by successfully performing a skill, observing someone else successfully complete a task, receiving positive feedback about performing a task, or relying on physiological indicators. These information sources must exist before self-efficacy can be perceived. The higher the efficacy sense is perceived, the better the results.

## **Section Two : Oral presentation and Its Relation to Self-Efficacy**

### Introduction

#### 2.1 Definition of Oral Presentation

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## **Introduction**

Speaking is a means through which people stay in touch with each other, have meaningful discussions, build long-term relationships, and communicate effectively. In the field of second language learning, there is no denial of the fact that a non-native speaker usually finds difficulty to speak a foreign language fluently, especially if he was constantly exposed to various factors that could prevent him from using this language occasionally. That fact alone drives the teacher to look for ways to help his student master this skill quickly. One of these ways is oral presentation. The latter is gaining more importance, especially in universities (Miles, R. 2009). In this chapter, we will shed light on defining oral presentations, identifying their types, and viewing the structure upon which they are built. This chapter will also demonstrate the types of difficulties a student may face in oral presentation, as well as the assessment of this kind of tasks and its importance in educational context. Finally, it investigates the relationship between self-efficacy and students' oral presentation performance.

### **2.1 Definition of Oral Presentations**

An oral presentation is an organized and rehearsed talk that is not only based on memorization but also on reading straight from a script given by a person or a group of people to an audience (Levin & Topping, Irvine, 2009). In communication skills lessons (2023), a presentation is “ the practice of showing and explaining the content of a topic to an audience or learner”.(p.1).

Chen (2011) says academic oral presentations in English are one common method of engaging students in learning. This is because of English's role in the world now. A concept like this has now become an essential skill across academic disciplines, including the humanities and social sciences.



De Grez (2009) defined oral presentation as "the combination of knowledge, skills, and attitudes needed to speak in public to inform, self-express, relate, and persuade" (p. 5). According to Joughin, G. (2007), the presenter is someone who wants to share concepts that are particularly meaningful to her/him. In other words, the presentation is not just for others; it is for others' benefit. The students found what was studied intriguing, and because of their commitment to the group, they wanted to share this with the rest of the group.

An oral presentation is a way in which students will present a prepared talk on their own or in groups, combining language skills (pronunciation, grammar, lexical range, and word choice) with other skills that are relevant to the course, such as register and discourse skills, critical perspectives, and the management of multi-media information using power points or other visual displays. (Sundrarajun, C., & Kiely, R., 2010).

## **2.2 Types of Oral Presentations**

According to Chivers and Shoolbred (2007, p.2) understanding the style of presentation will help you to explore the main goal of giving this presentation. As a result, the speakers can choose the format of their presentation based on the purpose of the presentation.

### **2.2.1 Informative Presentation**

Informative presentations are often used to provide people with information about a concept or idea that is new or interesting to know. Chivers and Shoolber (2007) stated that "informative presentations aim to describe a political event, organize a set of instructions, and give a report on a particular research subject" (p.5). These presentations are intended to educate and inform the audience about a particular topic through definitions, explanations, description, and demonstration of the aspects of the topic (Informative Speech Guidelines-Spring, 2023).

### **2.2.2 Controlled Presentation**

This type of presentation is used by language learners with limited proficiency. The teacher takes the control of choosing a topic according to his students' knowledge. The aim of controlled presentation is simply to provide students with chances to build their self-confidence and practice the target language in context (Al-Issa & Redha, 2010).

### **2.2.3 Guided Presentation**

Al-Issa and Al-qubtan (2010) stated that guided oral presentation is used with lower-intermediate or intermediate students' language proficiency level. The teacher in this type of presentations tries to guide his students and check them if they used relevant grammatical structures and lexical items. It might be possible for the teacher also to guide his students in preparing their projects by using PowerPoint and Overhead Projectors (OHP) if those materials are available.

### **2.2.4 Free Presentation**

In this type of presentation, students have the freedom to choose any topic they want and use a language they feel more comfortable with. In this case, students are expected to have advanced proficiency. Moreover, as part of the discussion process, students are expected to answer questions, either those asked by the teacher or their peers (Al-Issa & Redha, 2010).

## **2.3 Structure of Oral Presentations**

According to Chivers and Shoolber (2007) “a clear structure usually helps the audience to gain a quick understanding of the content of the presentation” (p.24). It basically means that A well-organized oral presentation will make the topic more appealing and easier to understand for the audience. Therefore, a presentation should consist of an introduction, body and conclusion.

### **2.3.1 Introduction**

It is the starting point where you get the audience's attention, introduce yourself, give a rough idea about the chosen topic, and explain the purpose of the talk. Moreover, the audience should know what is coming next by knowing the speakers' outline (Storz and al., 2002).

### **2.3.2 The Body**

According to Storz and Al (2002), all the information that was given in the body section should support the purpose of the topic, and be in a logical order to help the audience understand more the content. In addition to that, the way the speaker talks about the content also plays a crucial role at this point. It should be natural with a stable tone and not overacted.

### **2.3.3 The Conclusion**

It is the last part of presentation, Storz et al., (2002) stated that “the end of the conclusion of the talk should include four parts: a brief reminder of what the speaker tried to show in his/her speech and how s/he tried to do so, a short conclusion makes comments or opens a discussion” (p.11)

## **2.4 Difficulties of Oral Presentations**

Oral presentations are considered one of the most challenging tasks in EFL classrooms. This is because students face different problems and constraints while performing orally. It is common for second-language learners, especially those involved in oral presentations, to experience nervousness or speech anxiety. According to MacIntyre, P. D., and Gardner, R. C. (1994), "language anxiety can be defined as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning." (p.284). In fact, Young (2022) found in her study that speaking activities that require speaking "on the spot" and "in front of the class" produce

the most anxiety from the students' perspective. This unpleasant feeling could significantly impact their self-esteem, which in turn could create other stressful feelings such as fear of making mistakes or evaluation. Fear of negative evaluation according to Horwitz et al. (1986) is an "apprehension about other's evaluation, avoidance of evaluative situations and the expectation that others would evaluate oneself negatively" (p. 128).

Apart from speaking anxiety, it is also common for students to choose inappropriate topics or listen to other oral presentations with inattentiveness or disrespect. In this situation, the presentation is often not prepared enough and unstructured, making teachers feel overwhelmed by the student's mistakes (Wilson & Brooks, 2014). Moreover, even if the student can control his anxiety and make a well-organized presentation, he or she still faces the possibility of lacking the appropriate words to use in his or her performance. According to Muhammad, S., Ghulam, M., and Noor, R. (2018), speaking inability in EFL learners is generally characterized by a lack of vocabulary knowledge and pronunciation problems that make it hard for the students to communicate what they already know or believe. Furthermore, it has been shown by August, et al. (2005) that foreign language learners who have limited vocabulary take longer to learn new vocabulary items, have less ability to comprehend texts, and lack ability to communicate with others orally. Another well-known factor that could lead to communication apprehension is the students' intimidation by their classmates in the classroom. Especially by those who master the foreign language much better than them (Kho and Ting, 2021). According to Razawi et al. (2019), diploma and degree students at a Malaysian university were frightened by audience reactions. Over 60% of the students in this study rated low self-esteem and self-confidence as personality attributes. They reported feeling worried during an oral presentation, even though they had prepared adequately. Their apprehension got worse with the presence of a

huge crowd and the thought of their fellow students and teachers criticizing their lack of English competence.

Despite the difficulties and limitations associated with the implementation of oral presentations, this kind of project remains an interesting and beneficial activity in EFL classrooms. Students should be aware of the existence of their weaknesses so they can face them. They should also know the types of presentations and the purpose behind each one of them so that they will be able to design and deliver successful talks.

## **2.5 Assessment of Oral Presentations**

Black & Williams (1998) define "assessment" as the teachers' observation of students in the classroom discussions, the analysis of all the activities and the work done by students in the classroom that can modify their learning. According to Mihai (2010), assessment is much more than tests and test scores. In fact, it includes all kinds of feedback, comments, and tests, whether they are formal or informal. Brown (2004), divided assessment into two types: formative assessment and summative assessment.

### **2.5.1 Formative Assessment**

Formative assessment refers to evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that learning process. When the teacher gives a comment or a suggestion to the student, that feedback is offered in order to improve the learner's language ability. Formative assessment evaluates how someone is learning material during a course, and it is usually not graded (Brown, 2004). Heritage (2007) defined formative assessment as a "systematic process to continuously gather evidence about learning" (p. 2). This type of assessment is an ongoing process that shapes students' learning (William, 2006). Nicol and Macfarlane-Dick (2007) outlined seven principles that can guide teacher strategies for an effective formative assessment as follows:

- Keep clear criteria for what defines good performance.
- Encourage students' self-reflection.
- Give students detailed, actionable feedback.
- Encourage teacher and peer dialogue around learning.
- Promote positive motivational beliefs and self-esteem.
- Provide opportunities to close the gap between current and desired performance.
- Collect information which can be used to help shape teaching.

### **2.5.2 Summative Assessment**

This type of assessment aims to summarize what a student has grasped at the end of a course or unit of instruction. Summative assessment evaluates learning and offers little opportunity for providing student feedback because of its positioning at the end of a learning unit, and it is usually graded (Brown, 2004). Summative assessment, according to Mosquera, et al. (2015), is a numerically based assessment that informs the teacher about the students' success and failure. Summative assessments are not solely a measure of success. Teachers and educators can use them to inform teaching, curriculum, and exams. Students, too, can learn, through feedback or via data analysis, about their own learning gaps. They can also learn how to bridge them (Lee, 2023).

When it comes to oral presentations, they can be assessed in a formative or summative way depending on the intended purpose. When the purpose is improvement, in this case it is formative. However, if the purpose is to determine value, it becomes summative. The skills assessed in oral presentations are communication skills, knowledge of the subject, confidence, conciseness of the response, ability to handle questions, body language, professionalism, and clarity of responses. (Pearce & Lee, 2009). Oral presentations can also be assessed by peers, peer assessment is also an effective learning

assessment procedure because students become teachers and examiners of one another. They also find it easier to understand assessment criteria if they examine other students' work alongside their own (Black & Williams, 2006).

## **2.6 The Importance of Oral Presentations**

According to Girard, Pinar, and Trapp (2011), oral presentations increased participation and interaction within their classroom. As a result, the student's interest in learning has also increased, and his/her communication and presentation skills have improved significantly. In addition to that, Apple & Kikuchi (2007) claimed that oral presentations were student-centered. This is due to the fact that students who present can choose the topic they want to talk about. They can also choose the language they want to use, and decide how they will explain the chosen topic to their classmates, with no intervention from the teacher. In the same vein, students who give oral presentations, especially those who use power point as a visual aid tend to feel motivated, excited, and therefore they increase their self-reliance and autonomy.

Designing oral presentations for students also has many advantages such as: bridging the gap between language study and language use, integrating the four language skills naturally, enhancing teamwork, helping students become active learners, and helping them collect, inquire, organize, and construct information (King, 2002). Moreover, presentations are also more practical than basic speaking drills when it comes to mastering English. This is because it requires the students to use their second language to comprehend the topics they present. Additionally, they must also share their understanding about the topic with others. As a result, this leads students to build research and critical thinking skills, as well as linguistic and communication abilities (Gavin, B., & John, W., 2014).

## **2.7 The Relationship between Self-Efficacy and Students' Oral Presentations**

Students' self-efficacy is a significant cognitive mediator of performance (Mafla, Divaris, et al., 2019). Since self-efficacy favors cognitive processes, students who are self-efficacious can generate value expectations. In different academic situations, they can anticipate their behavior and emotions. (Doménech-Betoret, Abellán-Roselló, & Gómez-Artiga, 2017). In terms of consistency, self-efficacy plays a critical role in academic performance. Since high school students with increased efficiency attend university with less difficulty and achieve higher marks in their first year of higher education (Chemers, Hu, & Garcia, 2001). Several previous studies revealed that self-efficacy correlated positively with academic performance. Ramezan Jahanian and Setareh Mahjoubi (2013) found that there was a significant positive correlation between students' self-efficacy and achievement. In other words, if students' self-efficacy was reduced, they would also lose confidence, leading to a decline in academic performance. As a result, they suggested that training environments that encourage self-efficacy could improve students' academic performance.

There is no doubt that classroom oral presentations have a long history and many benefits in the educational field. However, many students avoid participation because they think they cannot deliver an effective presentation (Seyed & Tavakoli, 2016). Students' beliefs about their abilities to execute a certain task are what Bandura (1977,1997) described as self-efficacy. These beliefs are more noticeable when students perform a task in front of a crowd. There have been numerous studies on self-efficacy in second and foreign language settings, but only a few of them have investigated self-efficacy in relation to oral presentation performance.

Collins (1982) pointed out that people may perform poorly on tasks not because they lack the ability to succeed but rather because they lack belief in their capabilities. As a



matter of fact, there is a study conducted by Abate (2022) that found a positive and significant correlation between TEFL trainees' attitudes and self-efficacy beliefs about oral presentation. In contrast, a study conducted by Surabaya (2020) to investigate the relationship between online presentation self-efficacy and online presentation performance of EFL students in higher education showed that both variables indicated no correlation toward each other. In addition to that, Aryani (2018), in his study with senior high school students, found no correlation between self-efficacy and speaking performance.

### **Conclusion**

Oral communication skills play an important role in the academic setting, including oral presentations. This section was an attempt to give an idea about oral presentations, and its significant elements. Oral presentations have become a useful and effective way of enhancing students' communication skills. Therefore, learning to deliver effective presentations is a necessary skill to master for foreign language learners.

## **Chapter Two : Field Work**

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#### 3.7 Validity and reliability in the Correlation Study

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#### 3.8 Correlation Between The Students' Self-efficacy and Their Oral Performance

#### 3.7 Interpretation of Overall results

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#### 3.9 Limitations of the Study

### Conclusion

## **Introduction**

The current chapter is concerned with the practical part of the research, i.e., the field work. It aims at exploring whether there is a correlation between self-efficacy and the students' performance in oral presentations. This chapter provides a description of the research methodology adopted in the collection of data, beginning with a description of the research tools used in the dissertation as well as the population and the sample. Then, it gives a description and administration of each research tool, followed by the analysis, discussion and interpretation of the results.

### **3.1. Data Collection Procedures**

The present study relies on quantitative and qualitative data collection and analysis in an attempt to explore and investigate the relationship between self-efficacy and students' oral presentation performance. First, an interview was conducted with oral expression teachers to gather various perceptions and opinions about the topic. Second, a standardized self-efficacy test was used for Master one students in order to measure their self-efficacy level. In addition, an oral presentation scale was designed for the selected master's first-year students to measure their oral presentation performance with the observation and the attendance of the researchers. The reason behind using more than one research tool is to find if there is a correlation between students' oral performance and their results in the self-efficacy test, which serves to increase the validity of the research results.

### **3.2. Population and Sampling**

The targeted population of this study is Master one students, who have been studying English for almost four years at the Department of English at university of Mohammed Seddik Ben Yahia-Jijel. Thirty (30) of Master one students have been selected to be part of the sample of this study. The sample is selected on the basis of their availability and convenience, and also on the fact that many students from that level have enough experience in oral presentations in front of an audience. In addition, five (5) Oral Expression teachers have been chosen to contribute in this study.

### **3.3 Methodology of the Study**

The methodology of the present study is based on ‘Pearson correlation coefficient’ which is used to “measure the strength and direction of linear relationships between pairs of continuous variables” (SPSS tutorials: Pearson Correlation, 2021). We used this software to investigate the correlation between students’ self-efficacy level and their evaluation in the oral presentation performance. The correlation coefficient helps in knowing the validity of the research tools, while Cronbach’s Alpha coefficient is used to measure internal consistency of data and show how data are reliable.

### **3.4. Teacher Interview**

Interviews are qualitative data-gathering methods that depend on asking questions to collect data. There are several types of interviews, often differentiated by their structure. The interview chosen for this research was a semi-structured interview because it gives the researcher the chance to answer more questions for further explanation and clarification. Moreover, it encourages the interviewees to express themselves freely and creates a relaxed atmosphere. According to Bradeley & Harrell (2009), "semi-structured interviews

are often used when the researcher wants to delve deeply into a topic to understand thoroughly the answers provided" (p. 27). This type of interview basically allows the researcher to ask a set of open-ended questions and follow them with probe questions to explore further their response and uncover their reasons behind what they have said.

#### **3.4.1 Description of the Interview**

The main aim behind using this semi-structured interview is to learn about oral expression teachers' perspectives and ideas to gain a better understanding of the relationship between the students' oral presentation performance and their self-efficacy. The semi-structured interview was conducted with five Oral Expression teachers at the Department of English at Mohammed Seddik Ben Yahia University, Jijel. The interview lasted from 10 minutes to 15 minutes, depending on the type of the questions and the teachers' answers. The first two questions (Question1, and Question2) focus on self-efficacy and its effect on the students' ability to learn English and perform orally. The second set of questions ( Question3, Question4, and Question5) deals with the level of students ability to perform oral presentations, the kind of feedback the teacher gives to his students, and the difficulties that could prevent them from presenting. The third set of questions (Question6, Question7, and Question8) is related to the explanation of the relationship between self-efficacy and students' oral presentation performance.

#### **3.4.2 Analysis of the Interview**

##### **➤ Question1: Do you think students' self-efficacy affects their learning of English?**

This question aims at identifying teachers' opinions about whether students' learning process could be affected by their self-efficacy. All the teachers have responded positively, indicating that self-efficacy can have an impact on the students' learning process. Examples of teachers' responses include:

Teacher 1 (T1) said, “ I believe self-efficacy is one of those psychological constructs that could affect the student’s learning of English.”

(T2) declared that *“the more student have high self-efficacy the more they would have control over their learning process”*

(T3) stated that *“students who have self-efficacy are more likely to learn English appropriately”*.

(T4) said, *“self-efficacy can dispel their fear, which means it can definitely affect their learning of English”*

(T5) said, *“ yes, just like any other psychological constructs, self-efficacy can indeed affect the way a student behave and thus could affect also his learning process of English.”*

➤ **Question 2: Do you think a student’s belief in his capacity is necessary to make a good oral performance?**

This question was asked to determine teachers’ views regarding the student’s belief in his abilities and whether this belief is necessary to perform well in the classroom. (T2, T3, T4, and T5) revealed that it is necessary for the student to believe in his abilities before engaging in any task because a lack of belief in one’s abilities can lead to anxiety and nervousness during the presentation, which can have a negative impact on the student's performance, despite having prepared well. On the other hand, (T1) said, *“No, it is not necessary. It is true that an action starts with a thought or a sense of believing, but it is also true that believing in this thought without taking action is not enough to make a performance. especially oral performances, which require a lot of practice. Not to mention the fact that some students may not actually have the necessary abilities to believe . In other words, you first need to have the skill, then you can believe in it however you want.”*

➤ **Question 3: How would you describe your student's oral presentation performance?**

This question was given to see the level of the students in oral presentation performance. All the teachers stated that their students' level is average.

➤ **Question 4: According to you, what are the difficulties that could deter a student from presenting?**

This question addresses the problems Algerian EFL learners face when presenting certain topics based on EFL teachers' observations. They listed the major difficulties their students could face. They included anxiety and fear of making mistakes, problems understanding the topic, low self-esteem, and time management.

➤ **Question 5: Could you tell us about the aspects you give more feedback on to your students in their oral presentations?**

This question aims at determining which aspects teachers focus more on when they provide their feedback to their students in the oral presentation. The answers were almost similar. All the teachers focused more on "accuracy and fluency, grammar and vocabulary mistakes, as well as body language."

➤ **Question 6: Does having a high sense of self-efficacy help in overcoming the students' difficulties?**

This question is an attempt to clarify the impact of self-efficacy on students.

Four of the teachers (T2, T3, T4, and T5) stated that having a high sense of self-efficacy could help the student overcome these problems, by saying: "Yes, it does". Teacher number one (T1) however responded as follows: "It won't be enough to have a

*high sense of self-efficacy to overcome these obstacles, since they may be too overwhelming to the point where the student could not think straight or even lose control. At this point, I don't think believing in his own abilities would be that effective."*

➤ **Question 7: Is your student's oral performance affected by a lack of self-efficacy?**

In this question, (T2, T3, T4, and T5) have positively answered by saying "yes, it is". While (T1) said, "No, not necessarily".

**If yes,**

➤ **Question 8: Could you explain how self-efficacy is related to your student's oral presentation performance?**

This question aims at investigating our EFL teachers' opinions on the relation between self-efficacy and student's oral presentation performance. (T2, T3, T4, and T5) have explained the relation by saying:

(T2), " *it encourages them to speak without being afraid of making mistakes*"

(T3) said, " *when students have a high sense of self-efficacy, their self confidence would increase and they will be motivated. This leads them to perform oral presentations perfectly.*"

(T4) said, " *the student who have self-efficacy will take more risks, interact more, and thereby will produce more language.*"

(T5) said, " *I believe that students' oral presentation performance is related to many factors, and self-efficacy is one of them.*"

### **3.4.3 Discussion of the Findings of the Teachers' interview**

Based on the analysis of the interview , there apparently exists a positive correlation between self-efficacy and students' oral performance. The eight questions investigated oral



expression teachers' opinions and views towards the relationship between self-efficacy and EFL learners' oral performance. The responses were in favour of the research hypothesis.

Teachers' responses to Question 1 and Question 2 revealed that the participants had approximately the same views on the student's English learning process, how it can be affected by his or her self-efficacy, and how it is necessary to make good oral performance, except for the first teacher (T1). In the following question (Question 3), they tried to describe their students' level of oral presentation by saying that it was average. However, there are some obstacles that may prevent the speaker from presenting. These problems were discussed in Question 4, the teachers showed their understanding of the different difficulties faced by their learners. These difficulties are classified in terms of grammar, lack of vocabulary, comprehension, and some psychological problems, such as anxiety and fear of making mistakes. Speaking of fear of making mistakes, this issue could be related to the teacher's nature of giving feedback in a way where the student could become afraid of hearing what a teacher tells him about his performance, even though his feedback helps him face his weaknesses and strengthen them. That was the purpose of asking (Question 5), which is to know more about the aspects of feedback teachers focus on most.

In Question 6, all four teachers believed that self-efficacy could help the students overcome their challenges. In spite of this, (T1) noted that these problems may overwhelm students to the point where they could lose control of themselves, and as a result, believing in themselves wouldn't be as helpful as that. In the last two questions (Question 7 and Question 8), which were asked to reveal the teachers' opinion on the relationship between self-efficacy and students' performance in oral presentations, all four teachers explained their answers and indicated the existence of a positive relation between the two variables by saying that students who have self-efficacy will take more risks and be more motivated, which leads them to perform oral presentations perfectly.

### **3.5 Students' General Self-efficacy Test**

#### **3.5.1 Description and Administration of Students' General Self-efficacy Test**

This test is a standardized test that was taken from Schwarzer self-efficacy scale (1993). It consists of ten (10) statements with a score for each statement ranging from -one to four. The aim of this test is to investigate the students' attitudes towards their achievements and their abilities in handling unforeseen situations. Thirty Master one students are asked to read each statement carefully and make a "tick" next to the number of each statement they believed to be true. The number of ticks made by each student is counted and measured according to a given scale. The scale consists of four measures; the number of ticks from (1 - 10) means that the individual has a very weak self-efficacy, from (11 - 20) means that his self-efficacy level is weak, from (21 - 30) means that the student has a moderate self-efficacy, and from (31 - 40) indicates that his/her self-efficacy is good. The test lasted almost ten minutes, depending on the answers of the students.

#### **3.5.2 Analysis of Students' General Self-efficacy Test**

##### **a) Frequency Tables**

➤ **Statement 01: I can always manage to solve difficult problems if I try hard enough.**

Table 1: *Students' perceptions of their ability to solve difficult problems*

<b>Options</b>	<b>Frequency</b>	<b>Percentage%</b>
Not at all True	1	3.3
Hardly True	2	6.7
Moderately True	14	46.7
Exactly True	13	43.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 1 presents students' perception of their ability to solve difficult problems if they tried enough. As it can be seen, 14 students (46.7%) moderately believe that they can solve difficult problems if they try hard enough, 13 students (43.3%) exactly believe they can manage to solve difficult problems, 02 students (6.7%) hardly believe they can solve them, and only one student (3.3%) doesn't believe at all he/she can solve any difficult problem.

➤ **Statement 02: If someone opposes me, I can find the means and ways to get what I want.**

Table 2: *Students' perceptions of their ability to get what they want despite others' opposition.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage%</b>
Not at all True	2	6.7
Hardly True	9	30
Moderately True	13	43.3
Exactly True	6	20
<b>Total</b>	<b>30</b>	<b>100</b>

Table 2 presents students' perception of their ability to get what they want despite others' opposition. This table shows that 13 students (43.3%) moderately have no problem in getting what they want even if someone opposes them, 9 students (30%) find it hardly true to believe in achieving things with the opposition of the others, 6 students (20%) believe that is exactly true to get something done even if someone disagree with them, and only 2 students (6.7%) couldn't find the means easily to get what they want if someone disagreed with them.

➤ **Statement 03: It is easy for me to stick to my aims and accomplish my goals.**

Table 3: *Students' perceptions of their capability to accomplish goals*

<b>Options</b>	<b>Frequency</b>	<b>Percentage%</b>
Not at all True	1	3.3
Hardly True	9	30
Moderately True	15	50
Exactly True	5	16.7
<b>Total</b>	<b>30</b>	<b>100</b>

Table 3 presents the students' perception of their capability to accomplish goals. There are 15 students (50%) who chose "Moderately true" as an option to statement (3), 9 students (30%) hardly believe that they can stick to the goals they make, 5 students (16.7%) exactly believe that they can achieve their goals and stick to their plans, and only one student (3.3%) chose "Not at all true" in statement (3).

➤ **Statement 04: I am confident that I could deal efficiently with unexpected events.**

Table 4: *Students' perceptions of their ability to deal efficiently with unexpected events.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage%</b>
Not at all True	4	13.3
Hardly True	4	13.3
Moderately True	12	40.0
Exactly True	10	33.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 4 presents students' perception of their ability to deal efficiently with unexpected events. In this table, there are 12 students (40%) who moderately believe they could handle unexpected situations confidently, 10 students (33.3%) find it exactly true to deal with this kind of events, 4 students (13.3%) chose "hardly true" to be confident and deal with unexpected events, while 4 students (13.3%) tick "Not at all true" as an option in statement (4).

➤ **Statement 05: Thanks to my resourcefulness, I know how to handle unforeseen situations.**

Table 5: *Students' perceptions of their ability to handle unforeseen situations.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage%</b>
Not at all True	3	10.0
Hardly True	9	30.0
Moderately True	13	43.3
Exactly True	5	16.7
<b>Total</b>	<b>30</b>	<b>100</b>

Table 5 represents the students' perceptions of their ability to handle unforeseen situations. As it is clear in the table, 13 students (43.3%) chose "Moderately true", 9 students tick "Hardly true", 5 students (16.7%) chose "Exactly true", and only 3 students (10%) pick "Not at all true" as an answer to statement (5).

➤ **Statement 06: I can solve most problems if I invest the necessary effort.**

Table 6: *Students' perceptions of their capability to solve most problems when investing the necessary effort.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage%</b>
Not at all True	1	3.3
Hardly True	5	16.7
Moderately True	9	30.0
Exactly True	15	50.0
<b>Total</b>	<b>30</b>	<b>100</b>

Table 6 describes the students' perceptions of their capability to solve most problems when investing the necessary effort. 15 students (50%) exactly believe in statement (6), 9 students (30%) moderately believe that they can deal with problems when they use their real effort, 5 students (16.7%) hardly believe in that, and only one student (3.3%) doesn't believe in his ability to solve most difficulties.

➤ **Statement 07: I can remain calm when facing difficulties because I can rely on my coping abilities.**

Table 7: *Students' perceptions of their ability to remain calm when facing difficulties*

<b>Options</b>	<b>Frequency</b>	<b>Percentage%</b>
Not at all True	5	16.7
Hardly True	5	16.7
Moderately True	13	43.3
Exactly True	7	23.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 7 presents the students' perceptions of their ability to remain calm when facing difficulties. The results presented in the table above reveal that 13 students (43.3%) moderately believe in their coping abilities to stay calm when they face the obstacles, 7 students (23.3%) exactly think they can keep their composure during the hardships, 5 students (16.7%) hardly believe in that, and another 5 students (16.7%) cannot stay calm when they get hit with difficulties.

➤ **Statement 08: When I am confronted with a problem, I can usually find several solutions.**

Table 8: *Students' perceptions of their ability to find several solutions*

<b>Options</b>	<b>Frequency</b>	<b>Percentage%</b>
Not at all True	3	10
Hardly True	5	16.7
Moderately True	14	46.7
Exactly True	8	26.7
<b>Total</b>	<b>30</b>	<b>100</b>

Table 8 presents the students' perceptions of their ability to find several solutions. In this table, 14 students (46.7%) moderately believe in their abilities to look for ways when they are confronted with problems. Eight 8 students (26.7%) exactly assume that they usually come up with solutions for their problems, only 5 students (16.7%) hardly believe in themselves to find solutions, while 3 students (10%) stay hand tied in front of problems.

➤ **Statement 09: If I am in trouble, I can usually think of a solution.**

Table 9: *Students perceptions of their ability to think of a solution during trouble.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage%</b>
Not at all True	3	10
Hardly True	8	26.7
Moderately True	9	30.0
Exactly True	10	33.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 9 describes students perceptions of their ability to think of a solution during trouble. The result are simple shown in this table. As it can be seen, 10 students (33.3%) are exactly with the statement (9), 9 students (30%) moderately believe in this statement, 8 students (26.7%) hardly believe in it, and only 3 students (10%) admitted that they can't think of solution at that point.



➤ **Statement10. I can usually handle whatever comes my way.**

Table 10: *Students' perceptions of their ability to handle whatever comes in their way.*

<b>Options</b>	<b>Frequency</b>	<b>Percentage%</b>
Not at all True	5	16.7
Hardly True	6	20.0
Moderately True	17	56.7
Exactly True	2	6.7
<b>Total</b>	<b>30</b>	<b>100</b>

Table 10 represents students' perceptions of their ability to handle whatever comes in their way. From the observation of this table results, 17 students (56.7%) moderately believe in their abilities, 6 students (20%) hardly believe in them, 5 students (16.7%) are unable to face what it comes in their way, and only 2 students (6.7%) exactly true see they can handle whatever comes their way.

## b) Mean and Deviation

Table 11: *Descriptive statistics for Self-efficacy*

<b>Statements</b>	<b>Mean</b>	<b>Std, Deviation</b>	<b>Relative Weight</b>	<b>Degree</b>	<b>N</b>
S1	3.30	.750	82.5%	Moderate	30
S2	2.77	.858	69.25%	Moderate	30
S3	2.80	.761	70%	Moderate	30
S4	2.93	1.015	73.25%	Moderate	30
S5	2.67	.884	66.75%	Moderate	30
S6	3.27	.868	81.75%	Moderate	30
S7	2.73	1.015	68.25%	Moderate	30
S8	2.90	.923	72.5%	Moderate	30
S9	2.87	1.008	71.75%	Moderate	30
S10	2.53	.860	63.25%	Moderate	30
<b>Self-efficacy</b>	<b>2.8767</b>	<b>.47320</b>	<b>71.75%</b>	Moderate	30

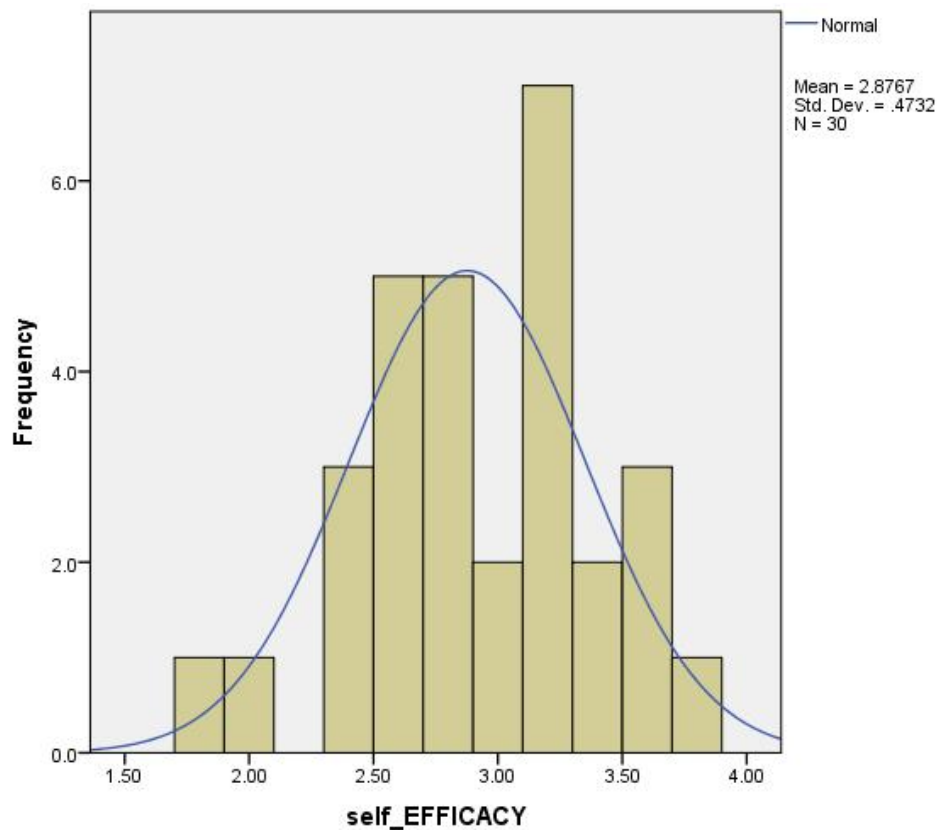


Figure 3. Graph data set for Self-Efficacy variable

➤ **Likert's Scale of Self-efficacy**

- ] 1.75 - 1 ]      Very weak self-efficacy**
- ] 2.25 - 1.75 ]      Weak self-efficacy**
- ] 3.25 - 2.50 ]      Moderate self-efficacy**
- ] 4.00 - 3.25 ]      High self-efficacy**

The table 11 and the graph 3 reflect descriptive data for the self-efficacy statements, the mean of each question and the mean of all questions (2,87) are greater than (>2). This value falls within the range [2,50-3,25[, which corresponds to the degree (Moderate) on the Likert scale, which indicates that (71,75%) of the respondents confirm that their level of self-efficacy is Moderate.

While, the value of standard variation was (0,473), and this indicates that the dispersion of the trends of the respondents' opinion is moderate and their answers are almost convergent.

### **3.5.3 Discussion of the Findings of the Students' General Self-efficacy Test**

Statements (1) to (5) revealed that the majority of students believed moderately in their abilities to solve difficult problems if they tried enough, had no problem in getting what they want if someone disagrees with them, found it easy to stick to their aims and accomplish their goals, are more confident in their ability to deal efficiently with unexpected events, and knew how to deal with unforeseen situations. In statement (6), half of the students believed completely in their ability to solve problems if they invest the necessary effort. While in statements (7) and (8), most students believed moderately that they can remain calm when facing hardships and find several solutions when confronted with a problem. Concerning statement (9), "exactly true" was the highest chosen option, which shows their capability to think of a solution during trouble. In statement (10), more than half of the students chose "moderately true" as an answer to their ability to handle whatever comes their way. Based on the descriptive analysis of the mean and deviation and the test findings, the students' level of self-efficacy is moderate.

## **3.6. Oral Presentation Scale**

### **3.6.1 Description and Administration of Oral Presentation Scale**

The oral performance test is a student's classroom presentation scale used during five sessions under the observation and attendance of the researchers. This scale allows teachers to assess students in several key areas of oral presentation. Students are scored on a scale of 1–5 in five major areas, which are: pronunciation, accuracy, fluency, coherence,

and tone. The same chosen sample of 30 Master one students was observed and evaluated by both the researchers and a teacher of oral expression.

### 3.6.2 Analysis of Oral Presentation Scale

#### a) Description of the Criteria

Table 12: *Description of students' pronunciation in English*

<b>Pronunciation</b>	<b>Frequency</b>	<b>Percentage%</b>
Fair	6	20.0
Good	20	66.7
Very Good	4	13.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 12 represents the students' oral performance in terms of pronunciation. As it can be seen, 20 students (66.7%) have a good pronunciation, 6 students (20%) have a fair level of pronunciation, and only 4 students (13.3%) produce the words in a very good way.

Table 13: *Description of students' accuracy in English*

<b>Accuracy</b>	<b>Frequency</b>	<b>Percentage%</b>
Poor	2	6.7
Fair	5	16.7
Good	19	63.3
Very Good	4	13.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 13 presents the results of students in their oral performance in terms of accuracy. It shows that 19 students (63.3%) use the language including vocabulary terms, grammar in a good way, 5 students (16.7%) have fair accuracy, 4 students (13.3%) have a very good

correct usage of grammar and vocabulary, while only 2 students (6.7%) performed poorly in terms of accuracy and language use.

Table 14: *Description of students' fluency in English*

<b>Fluency</b>	<b>Frequency</b>	<b>Percentage%</b>
Poor	3	10.0
Fair	15	50.0
Good	10	33.3
Very Good	1	3.3
Excellent	1	3.3
<b>Total</b>	<b>30</b>	<b>100</b>

Table 14 presents the students' oral performance in terms of fluency. This table reveals that 15 students (50%) speak English fairly well without having to pause a lot, 10 students (33.3%) have a good a good fluency in English, 3 students (10%) get interrupted and hesitate a lot which led them to perform poorly, one student (3.3%) has a very good fluency in speaking, and another one student (3.3%) performed excellently with much comfort.

Table 15: *Description of students' coherence in English*

<b>Coherence</b>	<b>Frequency</b>	<b>Percentage%</b>
Poor	1	3.3
Fair	6	20.0
Good	20	66.7
Very Good	3	10.0
<b>Total</b>	<b>30</b>	<b>100</b>

Table 15 presents the students' oral performance in terms of coherence. There are 20 students (66.7%) who have a good ability to talk with normal levels of continuity, rate and effort. 6 students (20%) perform fairly in terms of coherence; one student (3.3%) gave a

poor performance, and only 3 students (10%) gave a very good arrangement of thoughts and connected speech.

Table 16: *Description of students' tone in English*

<b>Tone</b>	<b>Frequency</b>	<b>Percentage%</b>
Poor	1	3.3
Fair	17	56.7
Good	10	33.3
Very Good	2	6.7
<b>Total</b>	<b>30</b>	<b>100</b>

Table 16 presents students' oral performance in terms of tone. As it is shown in the table, more than half students (56.7%) have a fair quality of voice that helped to a certain point in conveying the meaning, 10 students (33.3%) have a good variation in the pitch of their voice while speaking, one student (3.3%) has a poor tone, and only two students (6.7%) have a very good quality of voice produced by vibrations of vocal cords.

## b) Mean and Deviation

Table 17: *Descriptive statistics for Oral Presentation*

<b>Statements</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Relative Weight</b>	<b>Degree</b>	<b>N</b>
O1	2.93	.583	58.6%	Good	30
O2	2.83	.747	56.6%	Good	30
O3	2.40	.855	48%	Good	30
O4	2.83	.648	56.6%	Good	30
O5	2.43	.679	48.6%	Good	30
<b>Oral Presentation</b>	<b>2.6867</b>	<b>.56491</b>	<b>53.6%</b>	Good	30



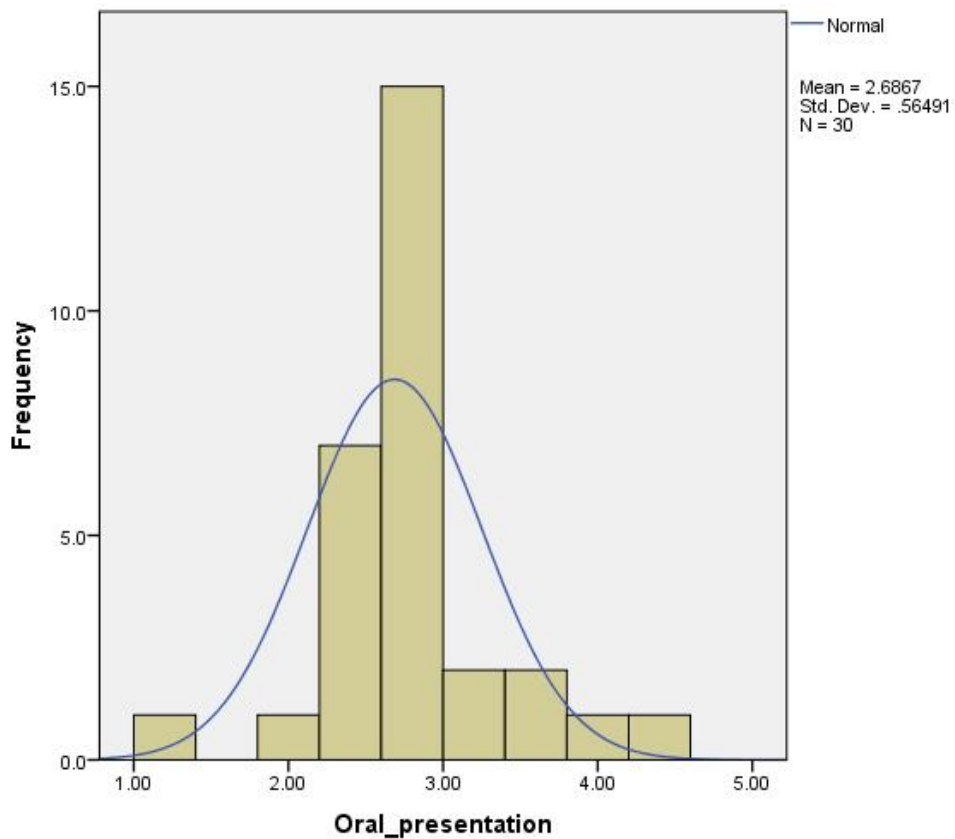


Figure 4. Graph data set for Oral Presentation variable

➤ **Likert' scale values of Oral Presentation**

- ] 1.8 - 1 ] **Poor**
- ] 2.6 - 1.8 ] **Fair**
- ] 3.4 - 2.6 ] **Good**
- ] 4.2 - 3.4 ] **Very good**
- ] 5 -4.2 ] **Excellent**

The table 17 and the graph 4 present descriptive data for the oral presentation criteria, the mean of each characteristic and the mean of all criteria (2,68) are greater than ( $>2,5$ ). This value falls within the range [2,6-3,4[, which corresponds to the degree (Good) on the

Likert scale, which indicates that (53,6%) of the respondents confirm that their level of oral performance is good.

The value of standard variation was (0,56), and this indicates that the dispersion of the trends of the respondents' opinion is moderate and their answers are almost convergent.

### **3.6.3 Discussion of the Findings of the Oral Presentation Scale**

Based on the descriptive analysis of the mean and deviation and the test findings, students' oral presentation performance in the classroom is considered good. The majority of students produced the words correctly, used grammar and vocabulary, spoke English without having to stop or hesitate, gave a good arrangement of thoughts and connected speech, and had a good variation in the pitch of their voice while speaking.

### **3.7 Validity and Reliability in the Correlation Study**

The phenomenon that was explored in this piece of research was self-efficacy and its relation to the oral presentation performance of Master One LMD English students. The validity of our study was seen in the appropriate choice of the research tools (tests) that would measure the two variables. According to Cozley (2007), the validity of the correlative study is based on how well the instrument performs at measuring the variables or phenomena to be measured in a given study (cited in Smiley, 2011). In the current study, the self-efficacy scale was a standardized one and was taken from the Schwarzer Self-efficacy Test (1993). For that reason, it was considered a valid one. Additionally, the oral test used in this piece of research was valid because the students' oral performance marks were given according to a specific measure that almost all English language teachers use at the university. Furthermore, the teacher who did the oral task has good experience doing such tasks.

Reliability in correlation design refers to how reasonable the data obtained was for the given study (Hasse-Biber & Leavy, 2005). In the current study, the students' scores in the speaking test were reliable and consistent in the sense that the teacher and the researchers were both concerned with assessing students' performance and they gave approximately the same grades for learners. Cronbach's Alpha coefficient is used to measure internal consistency of data. It shows how data are reliable.

### **3.7.1 Validity Test**

The main step for validity is to use statistics to calculate correlations between different statements in order to find the relation, measure the strength of these statements, and see whether they are gathered properly.

Table 18: *Correlation between Self-efficacy statements*

		self_EFFICACY
self_EFFICACY	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30
S1	Pearson Correlation	.526**
	Sig. (2-tailed)	.003
	N	30
S2	Pearson Correlation	.538**
	Sig. (2-tailed)	.002
	N	30
S3	Pearson Correlation	.360
	Sig. (2-tailed)	.051
	N	30
S4	Pearson Correlation	.542**
	Sig. (2-tailed)	.002
	N	30
S5	Pearson Correlation	.467**
	Sig. (2-tailed)	.009
	N	30

S6	Pearson Correlation	.679**
	Sig. (2-tailed)	.000
	N	30
S7	Pearson Correlation	.568**
	Sig. (2-tailed)	.001
	N	30
S8	Pearson Correlation	.776**
	Sig. (2-tailed)	.000
	N	30
S9	Pearson Correlation	.499**
	Sig. (2-tailed)	.005
	N	30
S10	Pearson Correlation	.294
	Sig. (2-tailed)	.115
	N	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 18 shows that the values of the correlation coefficients for most of the statements were statistically significant (i.e. less than the level of significance 0.01), and this is an evidence of the existence of a correlation between each statement constituting self-efficacy variable. In addition to that, the correlation coefficients of each statement relative to the average sum of the 10 statements formed for self-efficacy scale are between (0.294) and (0.776) which is greater than (0.21). As it is based on the study of Octavia et al (2018), if the correlation coefficient value exceeds 0.21, the condition of validity and structural validity of Self-efficacy scale is acceptable (Oktavia, 2018).

Table 19: *Correlation between Oral presentation's criteria*

Oral_presentation	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30
O1	Pearson Correlation	.793**
	Sig. (2-tailed)	.000
	N	30
O2	Pearson Correlation	.820**
	Sig. (2-tailed)	.000
	N	30
O3	Pearson Correlation	.840**
	Sig. (2-tailed)	.000
	N	30
O4	Pearson Correlation	.814**
	Sig. (2-tailed)	.000
	N	30
O5	Pearson Correlation	.744**
	Sig. (2-tailed)	.000
	N	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 19 shows that the values of the correlation coefficients for most of the characteristics were statistically significant (i.e. less than the level of significance 0.01), and this is an evidence of the existence of a correlation between each characteristic constituting oral presentation performance variable. In addition to that, the correlation coefficients of each item relative to the average sum of the five criteria formed for oral presentation are between (0.744) and (0.840) which is greater than (0.21).

Accordingly, it can be said that the validity of the study tool ( oral presentation scale ) is acceptable.

### 3.7.2 Reliability Test

Table 20: *Cronbach's alpha for self-efficacy variable*

<u>Cronbach's Alpha</u>	N of Items
.710	10

Table 20 shows the reliability measuring for self-efficacy variable. The ideal Cronbach's Alpha coefficient is greater than 0.6 ( $>0.6$ ).The coefficient of the items is (0.710) which is acceptable for this study.

Table 21: *Cronbach's alpha for oral presentation variable*

<u>Cronbach's Alpha</u>	N of Items
.857	5

Table 21 shows the reliability measuring for oral presentation variable. The ideal Cronbach's Alpha coefficient is greater than 0.6 ( $>0.6$ ).The coefficient of the items is (0.857) which is acceptable for this study.

### 3.8 Correlation between The Students' Self-efficacy and Their Oral Performance

Table 22: *Correlation between Self-efficacy and Oral presentation performance*

		self EFFICACY	Oral_presentation
self EFFICACY	Pearson Correlation	1	.023
	Sig. (2-tailed)		.903
	N	30	30
Oral_presentation	Pearson Correlation	.023	1
	Sig. (2-tailed)	.903	
	N	30	30

- **Cohen range**
- ] 0-0.2] very weak**
- ]0.2-0.4] weak**
- ]0.4-0.6] moderate**
- ]0.6-0.8] strong**
- ] 0.8-1] very strong**

After the statistical reading of the obtained results from students' self-efficacy test and oral performance test and analyzing their responses, it has been found that the Pearson correlation coefficient represented in the table 22 is 0.023, which means that it is confined according to Cohen L (2007) in the category between [0-0.2[. This indicates that the correlation between the independent variable self-efficacy and the dependent variable oral performance is very weak.



### **3.7 Interpretation of Overall Results**

The findings of the teacher's interview revealed that the majority of teachers believe that self-efficacy affects the students' oral presentation performance. However, the statistical results of the two previously mentioned tests showed that there is almost no relation between the two variables, and both of them have a weak correlation. This means that Master One students' oral performance does not correspond to their degree of self-efficacy. Hence, the hypothesis was disconfirmed. This is because the dependent variable (oral presentation performance) might be affected by other factors other than the independent variable (self-efficacy). Moreover, the results of the study showed that the most important factors that could affect the students' performance in their oral presentation are anxiety and fear of failure, making mistakes, and low self-esteem. These psychological issues could be so powerful that the students' belief in their own abilities won't help them at this point. Besides these issues, it was revealed in the interview that most teachers focus more on the accuracy and fluency aspects, the grammatical and vocabulary mistakes, and the body language. This implies that the students' oral performance score is more related to the lack of these criteria. In other words, the students can believe in their abilities to perform well; however, their production of words and their way of talking is also important to say they have a good performance. And if they have a good performance, that doesn't necessarily mean they have high self-efficacy. Due to the fact that there are students who have almost high self-efficacy but their oral performance is not very good.

### **3.8 Pedagogical Recommendations**

At the end, it is hoped that other future researchers who are interested in this type of research will take into consideration the following recommendations:

- For sampling and population, it would be better for future researchers to work on a larger number of participants for more reliable results.
- For teachers, they should take into consideration the psychology of students and try to develop it in a good way.
- For foreign language students, this research can be one of their references to conduct their future studies in a self-efficacy context, especially in English subjects.
- Students self-efficacy can also be explored in any language skill, such as writing, listening, reading, and other subjects outside of the English language context.

### **3.9 Limitations of the Study**

This study has a few limitations that should be noted. These limitations are summarized as follows:

- It was difficult to fulfill this work especially the practical part because of time constraints.
- It was hard to find resources and relevant electronic books for free. Therefore, much time was lost looking for the resources.
- Many students were not cooperative in filling out the test. It was difficult to convince the students to take part in this research.
- There was a delay in meeting with the newly appointed supervisor. As a result, we started our research late.

## **Conclusion**

In this chapter, we have tried to analyze, interpret, and discuss the results of the data gathered from the research tools. It starts with the description, analysis, and interpretation of teachers' interviews. The researchers used two significant tools to measure students' self-efficacy and oral presentation performance. The conclusion was based on analysis of the results using the SPSS program to investigate the correlation between the two variables. Although the teacher's interview indicates the existence of a positive relationship, both tests revealed that there is a weak correlation between self-efficacy and oral presentation performance. In other words, the hypothesis was rejected.

## **General Conclusion**

Oral presentations are one of the most challenging tasks a student can do in his language learning process. It is an opportunity for students to learn how to give the right impression through how they look, say, and do things. Generally, an individual's belief in his own abilities is the key to success in any given situation. Students' performance could be affected by many psychological factors, including self-efficacy. Therefore, the present study was undertaken to investigate whether there is a significant relationship between self-efficacy and students' oral presentation performance.

This research work included two chapters. The first chapter consisted of two sections which dealt with the literature review. The first section focused on the definition of self-efficacy, its relation to social cognitive theory, and how it differs from other psychological constructs. Moreover, it highlighted the importance of self-efficacy in foreign language learning. The second section dealt with oral presentation, its definition, types, and structure. It also shed light on the difficulties EFL learners could face when presenting. Additionally, this section discussed the importance of and how oral presentations are assessed in the classroom, as well as previous studies investigating the relationship between self-efficacy and oral presentation performance.

The second chapter is devoted to the study's field work. The data was gathered through a standardized self-efficacy test and an oral presentation scale. They were administered to 30 Master One students at Mohammed Ben Yahia University, Jijel, to see if there was any correlation. Both instruments were tested in terms of validity and reliability, and the result was acceptable. Moreover, five Oral Expression teachers at the same Department were interviewed in order to gather their perceptions and opinions about this case. After using the "Pearson correlation coefficient," it was found that the relationship between students' performance in presentations and their self-efficacy has a

weak correlation. All in all, the obtained results reject the research hypothesis which states that *the higher the students' self-efficacy the better their oral presentation performance will be.*

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# Appendices



## **The Teacher Interview**

**Title** : Investigating The Relationship Between Self-Efficacy And Students' Oral Presentation Performance

The Case of First Year Master students at the University of Mohammed Seddik Ben Yahia/ Jijel.

Dear teachers,

This interview aims at getting clearer insights into Oral expression teachers' views about the relationship between Self-efficacy and students' oral presentation performance.

Thank you for your collaboration.

**Question1.** Do you think students' self-efficacy affects their learning of English?

**Question2.** Do you think a student's belief in his capacity is necessary to make a good oral performance?

**Question3.** How would you describe your student's oral presentation performance?

**Question4.** According to you, what are the difficulties that could deter a student from presenting?

**Question5.** Could you tell us about the aspects you give more feedback on to your students in their oral presentations?

**Question6.** Does having a high sense of self-efficacy help in overcoming the students' difficulties?

**Question7.** Is your student's oral performance affected by a lack of self-efficacy?

If yes,

**Question8.** Could you explain how self-efficacy is related to your students' oral presentation performance?

### General Self-Efficacy Scale (GSE)

STATEMENT	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If someone opposes me, I can find the means and ways to get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is easy for me to stick to my aims and accomplish my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am confident that I could deal efficiently with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can solve most problems if I invest the necessary effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I am confronted with a problem, I can usually find several solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If I am in trouble, I can usually think of a solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can usually handle whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reference:** Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, Measures in health psychology: A user's portfolio. Causal and control beliefs (pp. 35-37). Windsor, UK: NFER-NELSON.

### Oral Presentation Scale

Student Number :

Group :

	Excellent	Very Good	Good	Fair	Poor
Pronunciation					
Accuracy					
Fluency					
Coherence					
Tone					

## Résumé

La présente étude visait à découvrir la relation possible entre L'auto-efficacité en tant qu'un aspect psychologique associé à de bonnes performances d'apprentissage des langues dans différents domaines et la performance de présentation orale des échantillons de 30 étudiants du Département d'anglais de l'Université Mohamed Seddik Ben Yahia, Jijel. Basé sur ce cas, nous avons émis l'hypothèse qu'il existe une corrélation positive entre l'auto-efficacité et la performance de présentation orale des étudiants. En d'autres termes, quand l'efficacité d'un étudiant augmente, sa capacité de présentation orale s'améliore.

Pour vérifier la validité de nos hypothèses, un test oral a été appliqué pour évaluer le niveau de ces étudiants et un autre test standardisé de mesure de l'auto-efficacité a été aussi appliqué pour le même étudiant en parallèle pour les 30 étudiants de première année Master. De plus, elle a fait un entretien avec cinq professeurs spécialisés en expression orale du même département. Il s'agissait d'examiner les différentes perceptions et opinions sur l'auto-efficacité et la performance orale des étudiants. Sur la base de l'interprétation et de l'analyse des données collectées, il a été constaté que l'auto-efficacité et la performance des étudiants dans les présentations orales avaient une faible relation. Et que le niveau de performance orale des étudiants est dû à d'autres facteurs qui n'ont pas été abordés dans cette étude, donc l'hypothèse évoquée précédemment ne peut être retenue.

**Les mots clés :** Auto-efficacité, Présentations orales

## ملخص

الكفاءة الذاتية هي أحد الجوانب النفسية المرتبطة بأداء تعلم اللغة الجيد في مختلف المجالات. بحثت هذه الدراسة في العلاقة المحتملة بين الكفاءة الذاتية و أداء العرض الشفوي للطلاب في قسم اللغة الانجليزية بجامعة محمد الصديق بن يحيى، جيجل. بناء على هذه الحالة، يفترض أن هناك علاقة ايجابية مهمة بين الكفاءة الذاتية و أداء العرض التقديمي الشفوي للطلاب. بمعنى اخر، كلما زادت الكفاءة الذاتية للطلاب، كان أداء العرض التقديمي الشفوي أفضل. للتحقق من صحة فرضياتنا، تم اجراء مقياس عرض شفهي و اختبار موحد للكفاءة الذاتية على 30 طالبا من طلاب السنة الاولى ماجستير لتقييم أداء العرض التقديمي و قياس الكفاءة الذاتية العامة للطلاب. بالاضافة الى ذلك، تم اجراء مقابلة مع خمسة مدرسين للتعبير الشفهي في نفس القسم. كان الهدف من ذلك دراسة التصورات و الآراء المختلفة حول الكفاءة الذاتية و الأداء الشفهي للطلاب. بناء على تحليل و تفسير البيانات التي تم جمعها، وجد ان الكفاءة الذاتية و أداء الطلاب في العروض التقديمية الشفوية كان لهما ارتباط ضعيف. لذلك، لا يمكن قبول الفرضية المذكورة سابقا.

**الكلمات المفتاحية :** الكفاءة الذاتية ، العروض الشفهية .