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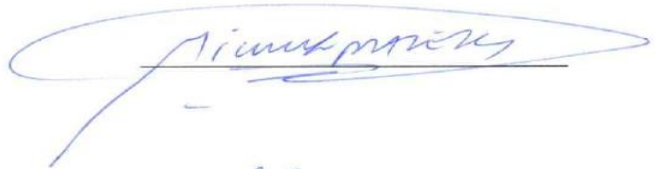PhD. Magdalena Inés Ullauri Moreno
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DEDICATORY

Firstly, I would like to dedicate this book to God for its soft heart and blessed spirit. The main protagonist of my life. Secondly, this is for my family, especially my big brother, for their endless support and love when I needed it the most and their willingness and drive to help throughout this career. Likewise, this is for my friends; Erika Caguana, Mery Chinlle, and Angelica Loza, who were part of this professional stage. Last but not least, to my prestige Universidad Nacional de Chimborazo and its expertise professor helped me get my degree in Pedagogy of National and Foreign Languages.

Love
Fanny Puli

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RESUMEN

El desarrollo de la competencia comunicativa oral ha sido de gran importancia dentro del contexto educativo y es el objetivo principal de la práctica pedagógica debido a que este integra habilidades cognitivas y meta cognitivas así también el desarrollo de habilidades del pensamiento crítico. Sin embargo, se presentan ciertas barreras, en este caso, los dominios afectivos específicamente la autoconfianza la cuál interviene en las practicas orales dentro de la clase. Basado en esto, el propósito de esta investigación fue observar, analizar y describir la relación entre un tipo de estímulo inductor de confianza, autoconfianza académica y el desarrollo de la competencia comunicativa oral en inglés de los estudiantes de Sexto Año de Educación General Básica del Colegio "Capullitos" ubicado en la Ciudad de Riobamba. La investigación se desarrolló bajo el enfoque cualitativo con un alcance caso descriptivo. Para ello, se sustentó con la participación de veintiocho alumnos y por supuesto el profesor de inglés también fue el participante fundamental. Para la recopilación de la información, se utilizó la observación como técnica así mismo la ficha de observación como instrumento. Los resultados indican que existe una correlación significativa entre la confianza en sí mismo y la competencia oral en inglés durante el desempeño académico diario.

Palabras claves: Competencia oral, autoconfianza, practica pedagógica, dominios afectivos, habilidades cognitivas y meta-cognitivas.

ABSTRACT

The development of oral communicative competence has significantly been within the educational context. It is the main objective of pedagogical practice because it integrates cognitive and meta-cognitive skills and develops critical thinking skills. However, there are some barriers, in this case, the affective domains, specifically self-confidence, which intervene in oral practices within the class. Based on this, the purpose of this research was to observe, analyze and describe the relationship between a type of confidence-inducing stimulus, academic and the development of oral communicative competence in English of Sixth Year Basic General Education students of "Capullitos" School located in the City of Riobamba. The research took place under the qualitative approach with a descriptive case scope. For this, it was on the participation of twenty-eight students, and of course, the English teacher was also the fundamental participant. For data gathering, observation was used as a technique and the observation sheet as an instrument. The results indicate a significant correlation between self-confidence and oral proficiency in English during daily academic performance.

Keywords: Oral competence, self-confidence, pedagogical practice, affective domains, cognitive and metacognitive skills.

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CHAPTER I.

1.1 INTRODUCTION

Nowadays, English has an important role in this era and has become an international language. Millions of people around the world speak English to transmit information, ideas, and beliefs. The main factor of this phenomenon is that English is considered as a lingua franca, it has an essential role in the communication process since it acts as a passport to better education and employment opportunities. Moreover, the usage of English oral proficiency boosts students' higher-order skills as well as thinking and innovative ones (Bakar et al., 2019).

For this reason, the importance of developing the communicative skills of this language has been focused on at this time. Speaking skills in English are of great concern in the field of education because it is the most difficult skill to improve. According to (Tarvin, 2015) "Communicative competence can be defined as the ability to use language, or to communicate, in a culturally appropriate manner to make meaning and accomplish social tasks with efficacy and fluency through extended interactions" (p.5). Oral communicative competence produces an interactive process where meaning is built on by producing and receiving processed information.

In Ecuador, one of the most important factors that it must be considered is the development of internal influences to achieve excellent oral proficiency in students. Moreover, based on the Ecuadorian Educational Law Framework, the designing of the curriculum by integrating a set of approaches and methods to increase the level of Speaking skill.

Affective factors are tightly intertwined in English oral communication, and these have become an essential part of the teaching and learning process since this helps to increase both the development of intellectual and emotional abilities. Self-confidence is one of the affective factors that are extremely important because this process helps in the participations of the students.

Nonetheless, if the Self-confidence is not considered in the teaching learning process, several problems will appear in the process of oral communication performance. This problem was evidenced in the students, who are coursing the Sexto Año de Educación General Básica of the "Capullitos" School located in the City of Riobamba, Chimborazo province, in the academic period February - June 2022.

This project aims to provide broad information related to emotional/psychological issues, especially the role of self-confidence in students at Sexto Año de Educación General Básica of the "Capullitos" owing to these can affect their English oral proficiency as well as academic performance.

The current project is essential to bring the opportunities to improve their academic attainments based on emotional analysis and a theoretical description of the educational

fields for teachers and EFL learners. Since these students have gone through an arduous learning process owing to the affective filter issues overall self-confidence. To analyze the educational process, observation will be used which will require special attention to how the affective domains are interfered with or related while students perform the oral practices or activities in English.

- Chapter I: This chapter is about referential framework which consists of problem statement, formulation of the problem, general and specific objectives, and the justification.
- Chapter II: it is composed by the theoretical framework, which includes the basic and historical theory of each one of the variables of the problem; considering different concepts and statements of several authors.
- Chapter III: The design of the research and the methodology is explained in detail. This chapter is focused on the techniques and instruments that were used along the research process, the population and source are also included.
- Chapter IV: Results obtained from the diagnosis and the observation guides is analyzed. They will be represented in charts, and written interpretations of the results. Chapter V: Suggestions and recommendations are exposed in detail.

1.2 PROBLEM STATEMENT

Nowadays, the importance of English in global environment cannot be overstated, as English is the most widely spoken language on the planet. English has become increasingly important in a variety of fields, including medical, engineering, and education, because of advances in technology. Thus, the primary aim of students in the English learning process is to get command the communicative abilities that enable speakers to interact in an effective, accurately as well as fluently. In addition, it involves the capacity to produce higher-order cognitive and emotional skills which are represented as an ability to cope with complex, unpredictable, and real situations into English oral communication competence. Last but not least, it brings students a wide range of opportunities which will benefit personal as well as professional growth (Nishanthi, 2018).

In Latin America, the process of teaching and learning English at schools does not work as well as it should be. "Latin America as a region performs below the world average in the (EF) English First English Proficiency Index in all age groups. In contrast, Europe and Asia almost always perform above the world average, and always perform better than Latin America". Therefore, the educational context in many Latin American countries presents certain deficiencies within the pedagogy context. They can be intertwined with the development of English oral communication competence due to some issues both effectiveness domain and cognitive skills presented on student's performance (Cronquist & Fiszbein, 2017, p. 11).

In Ecuadorian education, there are expectations on student English proficiency. At the end, of the course what it means the management of language and communicative abilities upon English as a foreign language. Unfortunately, which are far away to be achieved. The Ecuadorian Ministry of Education has advocated focusing on communicative learning rather than linguistic learning content. Students are expected to achieve the following communicative competencies: A1 after the general basic education course, A2 at the end of the first year of the baccalaureate, and B1 at the end of the third year of the baccalaureate Therefore, the correct usage of oral abilities leads to mastering students' communication proficiency (Cutiopala, 2018).

Developing effective factors have become an essential part of the teaching and learning process since this helps to increase both the development of intellectual and emotional abilities. Self-confidence is one of the affective factors that are extremely important since it provides Student's mentality that are influenced by decisions and enough willingness to participate in communicative activities.

"Capullitos" is a private educational institution located in the City of Riobamba, Chimborazo province. During the pre-professional practices, the problematic was evidenced in the students, who are in the Sexto Año de Educación General Básica present some difficulties in English oral communication competence, especially in producing, receiving, and processing information. Likely, it can arise from one of the affective domains designated

lacks self-confidences. This one is caused by affective/internal variables like anxiety, negative judgments, embarrassment, shyness, and lack of self-restriction if external elements like the teacher-student / student-student relationships, improper methodology, pedagogical settings, level of language proficiency, making mistakes, along with others. These factors act as barriers that prevent active and continual participation within communicative activities proposed by the teacher as role-plays, debates, oral presentations, and dialogues or conversations.

Based upon this, the inability of students to organize ideas and meanings in English can interrupt the fluency and efficacy in oral performance or speaking competence. Truly, the students often lack confidence and lower level of vocabulary in their speaking ability, and the students does not feel the enough confidence to participate because they are afraid of their lacking vocabulary and pronunciation. In this regard, learners develop psychological problems which lead to feelings of frustration and apprehension. Therefore, students become inactive/ passive, perform poorly in the target language, selflessness, reluctance, and even have a higher probability of student dropout.

Therefore, this research will conduct to analyze the relationship between student self-confidence and the development of oral communication competence in English based on theories, approaches, and conceptions/ assumptions to bring up meaningful strategies with the purpose to increase self-confidence in students and boost the development of English oral communicative competence activities and cultivate students with high-order skills in real situations from an innovative perspective.

1.3   PROBLEM FORMULATION

How does Self-confidence influence on the development of English oral communication competence; the case of students coursing the Sexto Año de Educación General Básica of the "Capullitos" School located in the City of Riobamba, Chimborazo province, in the academic period February - June 2022?

1.4 JUSTIFICATION

Current time, English has become a dominant language over the World. Moreover, it is contemplated as a Global Lingua Franca used in different fields such as science, technology, education, politics, and medicine. Thereby, English language learning has been seen as a critical component of learners' growth, particularly in English oral competence to succeed in communication and fluency. The same one encompasses emotional and affective components in addition to oral and cognitive abilities. Self-confidence is one of them, and it's linked to oral English performance.

This study is important because a new approach must be adopted in the Ecuadorian educational system to teaching and learning by incorporating critical, inventive, and communication abilities. The last one is the most representative in the 21st century Education. In Ecuador, the idea of communicative ability needs to be made explicit through a communicative curriculum. All teachers and learners in the language teaching profession must be aware of sociolinguistics principles to achieve the correct level. To achieve this level, it is necessary to achieve several steps that the teachers and learners has to accomplish during the practice. Nevertheless, the same one embraces internal factors such as motivation, self-esteem/ image and over all self-confidence which interfere the natural oral communication process. Therefore, the main thrust of the research is focused on the analysis of this affective filter (self-confidence) and English oral communication competence; understanding and interpreting the message as well as using the language more effectively in real context (Cadena et al., 2018).

The purpose of this research is to analyze the relationship between students Self-confidence and the development of English oral communication competence of the learners at Sexto Año de Educación General Básica of the "Capullitos" School. Thus, this research is sustained from epistemological analysis through several theories, approaches, and assumptions upon affective factors such as lack of self-confidence and English oral communicative competence abilities. This will give teachers to establish meaningful pedagogical and didactic settings considering students intellectual and emotional aspects because in this institution was detected the lack of confidence in the EFL learners because some strategies during the teaching of this language are not being applied properly.

The usefulness of this project is focused on both the students that are enrolled at Sexto año General de Educación Básica from "Capullitos" School, and teachers' oral proficiency since they constitute a fundamental part of investigation to carry out the respective analysis of the relationship between self-confidence and the development of the oral performance. In addition, this research focuses in one of the roles of the teacher that is being a flexible designer of multiple oral strategies to promote and boost communicative competence in students. Hence, by using those one, students feel motivated and excited to work actively, and they can improve their English level in an interactive environment breaking the barrier of talking with others, inside or outside the classroom.

Finally, the research is achievable since "Capullitos" school students develop English oral proficiency abilities and other language skills - subskills. Therefore, it makes it much easier to identify emotional elements like self-confidence during oral practices and to store a lot of data for the study. It also emphasizes that the researcher completed pre-professional training at this institution. As a result, the researcher relied on the relevant authorities' consent and authorization, as well as personnel and financial resources.

1.5   OBJECTIVES: GENERAL AND SPECIFICS

1.5.1   GENERAL OBJECTIVE

To analyze the relationship between students Self-confidence and the development of English oral communication competence of the learners at Sexto Año de Educación General Básica of the "Capullitos" School located in the City of Riobamba, Chimborazo province, in the academic period February - June 2022.

1.5.2   SPECIFICS OBJECTIVES

➢ To describe the relationship between self-confidence and the development of the English oral communicative competence in non-native speakers.
➢ To observe, both teachers and students, regarding their daily experience where self-confidence has influenced in their oral production of the English language.
➢ To identify the strategies and techniques that are used to encourage students' self-confidence as well as their speaking skill.

CHAPTER II.

REFERENTIAL / THEORETICAL FRAMEWORK

2.1. INVESTIGATIVE BACKGROUND

Early 21st century, society espoused another perspective to visualize Education thanks to the quick advance of Technology. Consequently, during the 1970s arises the Communicative Approach that aboard the Communicative Language teaching method (CLT) and communicative competencies following trends in language teaching techniques, strategies, and methodology. The purpose for employing this pedagogical innovation was the development of meaningful learning where they will know how to reflect, be critical, innovator, and analytical; it is leaving behind the traditional model and taking up another greatest one.

Oral communicative competence not only embraces oral skills like comprehension and production but also enables mastering creativity, and innovation which has been essential skills for the 21st century, especially if we consider that both skills can promote human potential by eliciting positive aspects of the individual. As a result, the Communicative approach is described as a linguistic umbrella that encompasses cognitive/ intellectual, emotional/affective, inventive, proficient and critical thinking talents. These capabilities educate pupils to face the challenges of a new school in which they will be the protagonists in expanding their knowledge regarding the impoverished English language proficiency (Primi & Wechsler, 2018).

Worldwide, there are many investigations that have centered on a deep analysis of affective factors and with oral English production, speaking ability, and oral communication competencies. The importance has taken place on students' academic performance.

Besides, it requires applying meaningful techniques/ activities which involve a dynamic environment and continuous communication not only in the class but also, in real life as pointed out in their objectives.

On the other hand, research from Register Journal titled "Psychological Problems and Challenge in EFL Speaking Classroom" done by (Listyaningrum Arifin, 2017) shows several psychological issues such as poor self-esteem, speech anxiety, and low self-confidence that have a direct impact on students' English oral output and academic achievement. This study also offers some pointers or keys for improving communication skills in a dynamic and interactive setting during communicative tasks and activities.

Inside the virtual repository of Universidad Nacional de Chimborazo was found some research related to the different affective factors that influence speaking skills as well as oral communication development. However, there are not some researches related only to the effective factor: Self-confidence. The most closely is named "Analysis of self-efficacy and anxiety effects on the speaking skill development at Noveno Año de Educación Básica "a" at Unidad Educativa "Capitán Edmundo Chiriboga" in the city of Riobamba, Chimborazo province, in the academic term 2018-2019". Done by (Salao, 2019). Another comes from Universidad Técnica de Ambato. It is called "The affective filter and the speaking skill" done

by (Garcia, 2020). In both studies, authors highlighted that affective filters/factors like these become too big issues within the development of oral English production (speaking and communication skills). Also, they add that the teacher is responsible for employing and creating both meaningful methodologies and a confident and peaceful environment.

2.2. THEORICAL FOUNDATION

This theoretical framework is based on scientific data that will aid the researcher in comprehending the main aspects affecting the study of self-confidence and its impact on oral English communication.

2.2.1. LANGUAGE

Human language forms an essential part of society. Thank language people can transmit feelings, ideas, thoughts, so on. It is considered as a method/ tool of communication which presents an organized and structured system of words followed by rules and verbal or non-verbal codes which convey messages. "Human language is distinct from all other known animal forms of communication in being compositional. Compositionality gives human language an endless capacity for generating new sentences as speakers combine and recombine sets of words into their subject, verb and object roles" There are unique characteristics that distinguish to human beings from animal. (Pagel, 2017, p. 2)

> **Productivity.** It refers human can create, and produce new words, utterances, expression constantly. It results by using or manipulation of linguistics resources to attempt describing new things or situations. It means that human potential is infinitive.
>
> **Displacement.** This allows to people talk about events that can occurs in past, present, future and other locations. For instance, people can refer about supernatural beings, creatures, superheroes (superman), myths, beliefs, so on. Animals' communication is considered to lack this property.
>
> **Arbitrariness.** It occurs when there is not a natural connection between linguistics objects. It different in form and the meaning. For example: the cat. It does not follow the shape, color, four- legged etc. it means human language does not fit the object they denote.
>
> **Cultural transmission.** It describes how the language is transmitted from one generation to another new one. It commonly occurs in babies newly born. For example, in a Chinese family a baby is born. But that baby is takin up by an American family. The baby is going to be grow up talking English with Chinese physical feature. These features or properties are unique and form part of human language which distingue from other unlike creature (animals) inside a communication system (Stenza, 2015).

2.2.2.   ENGLISH LANGUAGE

English is the mainly language used around the world on communication purposes. It is the predominant language in countries such as England, United States, Canada, Australia, among other. Around 20th century, English language was considered a lingua franca that was spoken around the world due to people's needs to communicate which includes trade, diplomacy, mass entertainment, business, global conferences (United Nations) among. Nowadays, it also is employed onto fields such as politics, science, technology, education, medicine, journals, along with others (Rao, 2019).

The origin and the history of English word is derived from the term "Anglos". Centuries ago, English was considered as a medium to communicate among nations. There are events that have marked the expansion of English. These events were the industrial revolution and the British Empire. During these two historical events, English spread; many old words began to modernize because of the interaction between other nations, conquests, colonialism among others. In this way, the English language spread throughout the world with structural and phonetic reforms. Due to the importance and influence of world powers such as the USA and the UK, the English language has become the link language between people from different cultures and nations. English is a powerful tool or medium to boost the development of countries (Guapi & Díaz, 2016)

2.2.3. ENGLISH IN EDUCATION

Today, the importance of learning English has become an essential part of the people. As a result, many educational Institutions have taken decision which is to integrate the English subject as mandatory one in learning process. It provides on student's multiples advantages such as to explore new culture, more opportunities on working and the most important increase thinking abilities, become a bilingual individual with high personal expectations.

English is important onto the field of education. That is why, in many countries, children are taught and motivated to learn English as a second language. Even in countries where it is not an official language. If someone navigates on internet, they are going to find many curriculums in science, engineering education filed which are written in English. Because it is the predominant language in the sciences, into scientific field. At the university level, students must be learned in almost all subjects English to facilitate the material more accessible to international students. English keeps on a best medium of instruction in schools, universities. There are massive numbers of books that are written in the English language. Its literature is widely range and rich. Many of the latest scientific discoveries are documented in English (Nishanthi, 2018).

2.2.4. ENGLISH LANGUAGE SKILLS

Learning English language can be a complex and a patient process since it involves macro skills such as writing, reading, speaking, and listening and otherwise subskills which are vocabulary, grammar, and pronunciation. All these components of English work together. For instance, when people set a conversation, they are unconsciously and automatic

is going to put in practice them. Students are going to learn English by follow a series of rules, its syntax, morphology, and phonetics that embrace linguistic part. Learning English is based on the development of four skills which are divided onto receptive and productive one.

Listening. Listening is a means of language communication which is applied almost extensively in everyday lives of people. Moreover, instructing the students about countless listening exercises is an effective vehicle of augmenting their vocabulary. Additionally, it also assists the students upgrade their listening and perception.

Reading. This is about the receptive skill in the written mode. It can advance the reader's language skills and improve on his/her listening as well as speaking skills, especially in communities with a rich literary tradition. Reading can assist to enrich one's vocabulary that assists other receptive skills like listening understanding.

Writing. This is the productive skill in the written mode. It is little more intricate than it apparently appears, to start with. It usually appears to be the most rigid of the skills even for vernacular speakers of a language, since it envisages not just a pictorial reproduction of spoken words, but the process involves representation of the thought process in an organized manner.

Speaking. It is the productive skill of the oral phraseology. It is like the speaker producing presentations in the oral mode retrieving words and phrases from memory. It is more complicated than it seems initially and necessitates more than just articulating a term (Sharma & Puri, 2021, p. 34).

2.2.5. LEARNING THEORIES

As its name suggests, they are theories that attempt to describe how students learn, process, retain, and store information/knowledge from different perspectives or approaches. Moreover, these theories aid to understand the teacher's and student's role in the teaching and learning process and how these theories have evolved over the years. These are composed of Behaviorism, Cognitivist, and Constructivism.

Behaviorism. This theory was founded by John B. Watson in 1913 from a reaction of Introspection and psychoanalysis. It is based on behavioral psychology which determines individuals as a physical phenomenon and omitted mental capacities. It means that it does not recognize students' interests, needs, feelings, and talents. It only is focused on a set of habits that embrace stimulus, response, and reinforcement relationships. In other words, students react to the teacher's action through stimulus (conditioning). Students' behavior is controlled by reward and reinforcement in a context. Hence, during the practice of learning, there is a close relationship between behavioral reactions with stimulation.

Cognitivist. This theory is developed from general psychology. Many experts determined that the learning process goes beyond that stimulus and response or reward and reinforcement. This theory not only focuses on mindset skills but also how these abilities are

related to the environment such as memories, experiences, feelings, among others. Thus, Cognitive theory depends on context relationships and their affective factors.

Constructivism. It departs from other theories since it is considered the construction of own knowledge, own learning, own mindset skills through life experience. The gist of this theory is based on students must find and transform a piece of complex information in another situation and domain that data. Within this theory, the teacher's role is being a facilitator, monitor, and guide. The teacher ought to create or design a mental conflict in which the student is going to look for solutions, putting in practice problem-solving skills as well as for analytic and reflexive. In this regard, constructivism theory is a synonym of meaningful and critic learning (Muhajirah, 2020).

2.2.6. STEPHEN KRASHEN THEORIES SECOND LANGUAGE ACQUISITION

The theories or hypothesis is based on five different perspectives that describe students' learning - acquisition process of the Second language which were proposed by Stephen Krashen around 1981. Krashen's Hypothesis defends the idea that language incomes may want to be performed in two ways: through: acquisition and learning.

Acquisition and learning hypothesis. The acquisition procedure takes place subconsciously: thru communicating with people and collaborating in daily-usually- casual activities. Sometimes the learner is not aware of this process acquiring a new language. On the contrary, learning process primarily relies upon on formal and mindful directions and instructing of grammatical guidelines of the target language.

Monitor hypothesis. It is based on consciously studying language (similarly studying grammar regulations or doing vocabulary exercises) can assist an individual monitor language output, but It does not end result in improvements to the use of language. In other words, it consists on mastering grammar guidelines can help to students measure their language ability. However, it does not enhance it entirely. So, this hypothesis involves the relationship between acquisitions and learning; determines of the later of the former.

The input hypothesis. It is focused only on the acquisition and not learning since this is formed unconscious or natural way. Within this hypothesis, students can boost the processes through natural order at the time that they receive "input" (usage of authentic language). It goes their stage beyond that linguistics proficiency. The key to this hypothesis is that students receive comprehensible input given by the teacher.

Natural-order hypothesis. It is considered that children learn their first language through their grammatical structure in a natural way what It is means by using the mimicking others and learning some ready-made syntactic usages and utterances, and some of them can be acquired before others. For example, the simple present can be acquired before this grammar patterns such as the passive voice, or past participle. Thus, children acquired language when they understand what they read or hear.

Affective filter hypothesis. The Affective Filter hypothesis embodies Krashen's view that several "affective variables or factors" play a facilitative, but non-casual, role in second language acquisition. These variables include motivation, self-confidence, anxiety, and personality traits. Krashen claims that if the students have a low affective filter on what

it means, with high motivation, self-confidence, a good self-image, a low level of anxiety, their academic performance is going to be successful. Whereas, if many students present a high affective filter that involves low motivation and reduced self-confidence; upper anxiety, their learning is going to be impeded (Al Ghafri, 2021).

2.2.7. THE PRINCIPLES OF THE COMMUNICATIVE APPROACH

Communicative language teaching (CLT) is generally regarded as an approach to language teaching which is based on communicative competence abilities that are established in real life or situations. This approach arose from a reaction of the Audio-lingual method. (Azimova, 2020) points out:

The origins of the Communicative Approach are to be found in the late 1960s and early 1970s. The communicative approach is the product of some linguists and educators who had grown dissatisfied with the previous two methods used for foreign language teaching: the audio-lingual method and Grammar-translation method. These great linguists and educators who contributed to the rise of this worldwide used approach are Hymes, Chomsky, Wilkins, Van Ek and Alexander, and the Council of Europe. (p.472)

Hence, Communicative Language Teaching is an active approach based on learner's communicative abilities use and communicative competence. CLT is not emphasized on the development or mastering of grammatical structures or rules but also it focuses on notional function of the concepts. CLT is an approach to the instructing of the moment and outside dialects, emphasizes interaction as both the implies and the extreme objective of learning a dialect. It is additionally alluded to as the "Communicative Approach (Azimova, 2020).

As highlighted above, this innovative approach has a relationship with the Constructivist theory since they are centered on students' participation inside the classroom to get significant learning by using oral communication skills. The main purpose is to encourage student communication abilities and motivation in oral activities such as debates, role plays, dialogues, and conversations, so on.

2.2.8. COMMUNICATIVE COMPETENCE

To conceptualize the term 'communicative competence' it can delve into the two words that constitute it, of which the word 'competence' is the headword. Competence can be depicted as knowledge, capacity, or ability whereas the word 'communicative' has the meaning of trade or interaction. So, it will say that communicative competence is nothing but a 'competence to communicate what it means, having the capacity to allow the individual to communicate in arrange to fulfill communicative needs. So, Communication competence is based on two important components which are the knowledge and the capacity to use it effectively. It forms part of the social interaction. There are four main components of communicative competence based on Canale and Swain Model.

Grammatical Competence. this competence includes knowledge of lexical items, rules of morphology, syntax, grammar, and phonology. This knowledge is like Hymes'linguistic competence and considered as a part of the communicative competence as it represents the underlying system of the language and how to determine and express accurately the literal meaning of the utterance.

Sociolinguistic competence. This component of the communicative competence is made up of sociocultural rules of language use. This knowledge is very important in interpreting and producing utterances in social context. The knowledge of social rules is essential for producing and understanding utterances that are appropriate to the context in which language is used. It is like sociolinguistic competence in Hymes' model of communicative competence.

Strategic competence. This component is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication. These communication breakdowns may be due to insufficient linguistic or sociolinguistic competence.

Discourse Competence. It represents the ability to combine language structures and language functions into a coherent and cohesive text (Ahmed, 2018).

2.2.9. ORAL COMMUNICATION ABILITIES

There is no doubt that communication in learning process the gist of schooling and pedagogy. In early instruction, oral language improvement is relevant critical for intelligence, social connections, and companionship, and for building a sense of having a place. The teacher should teach students to create oral abilities both directly through their interaction with them and indirectly in an environment only based on stimuli. Teachers' verbal communication abilities must be competent to effectively apply educational modules execution and assembly its objectives.

Oral communication is a unique and learned rhetorical skill that requires to understand what someone say and how say it. Oral communication is what students will learn to how to critically think about how present as a speaker on all occasions and then how to function in a variety of speaking environments. That is, the oral communication is based on basic skills such as speaking and listening, the objective of oral communication is to get a conversation in a natural way on daily (Abu et al., 2019).

2.2.10. CURRICULUM BASED ON COMMUNICATIVE COMPETENCE

Broadly, a curriculum can be defined as a document in which are described many components such as objectives/competencies, methodologies, content, and evaluation which comes from Educational Institution. However, a curriculum goes beyond those aspects what it means it involves other ones like the integration of values, behaviors, aptitudes, and attitudes focused on students learning and personality. A curriculum integrates the intentions of education; it is the program of education. A curriculum keeps on the beliefs, values, attitudes, skills, knowledge and all that education is about (Mutale Mulenga, 2018). Likewise, (Ministry of Education of State of Israel, 2020) points out:

> The English Curriculum 2020, in line with the CEFR, adopts an action-oriented approach to the description of communicative proficiency: it perceives the learners as language users with real-life needs. Can-do statements define what English language learners can do with language in varying situations, for different purposes, and formulated in positive terms at each level along the journey toward English language proficiency. (p.6).

Hence, a curriculum based on the English area must be focused mainly on the development of communication skills as well as critical thinking abilities to use the authentic English language in a real situation. Communication skills involve abilities such as listening and speaking but their work encompasses reading and writing. That is why, the design of the curriculum must be properly to enhance English language skills, cognitive and emotional capacities to cultivate students with the willingness to learn foreign language.

2.2.11. EMOTIONAL SKILLS

Social and emotional refers to the abilities to regulate one's thoughts, emotions, and behavior". These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information. It also involves social and emotional skills influence a wide range of personal and societal outcomes throughout one's life (Elias et al., 2019, p. 18).

As highlighted above, social, and emotional skills determine how well people adjust to their environment and how much they achieve in their lives. But the development of these skills is important not only for the well-being of individuals, but also for wider communities and societies. The ability of citizens to adapt, be resourceful, respect and work well with others, and to take personal and collective responsibility is increasingly becoming the hallmark of a well-functioning society. Increasing ideological polarization and social tensions are increasing the need for tolerance and respect, empathy and generosity, and the ability to co-operate in order to achieve and protect the common good. Hence, low-performing students have difficulty in these social and emotional behaviors. However, these skills are not only associated with academic performance, but also with success in life (Elias et al., 2019).

2.2.12. DEMOTIVATING FACTORS IN LEARNING EFL

In educational Context, there are many factors that interfere in students' academic performance. These factors can be external (familiar, individual relationships) or internal /affective/ physiological). Many learners develop these kinds of factors due to the teaching and learning atmosphere. To illustrate, there are teacher that still has been employed the traditional methods to transmit knowledge. Students acquired the behaviorism theory by using a set of habits. Another can be the lack both students and teachers' competency in foreign language. It is to say, they do not get enough motivation in education purposes.

In this regard, there is an analysis in two different places which demonstrates Students' lack of effort, lack of interest, lack of self-confidence, lack of focus, and refusal to cooperate in class can all contribute to demotivation. Additionally, they believed that these demotivation elements might be influenced by psychological, attitudinal, social, historical, and geographical aspects. However, half of the students said that their lack of motivation was caused by their teachers' criticism of them, their failure to provide clear explanations, and the outdated nature of the teaching materials. Another half of the students said that the L2 was a waste of time because their classroom was too small to accommodate a large group (Abaunza et al., 2020).

2.2.13. SELF-CONFIDENCE

Developing effective components of the individual is an essential part of the society since they could aid in the personal relationships, integrate into the society, and improve in the people coexistence. For example, self-confidence is an internal and significance factor that helps to develop one's making decisions, abilities for life, improve one's capacity in society.

Self-assured people appear to approach life's challenges with admirable calm. They act quickly to solve a problem rather than allowing themselves to stew or fret excessively. Confident people are more productive at work because they believe in their talents to the point where they are confident in their ability to handle whatever is thrown at them. The self-assured individual plans and delivers the presentation without letting anxiety get in the way. There are many features that make people confident on themselves. To begin with, they focus on the strengths while managing the weaknesses. An individual with high self-confidence does not afraid to take risks. Besides, they challenge themselves and set the goals. They look for self-improvement opportunities. Eventually, they do not afraid to admit when they make a mistake (McPheat, 2011).

2.2.14. BANDURA'S FOUR FACTORS OF SELF-CONFIDENCE

Albert Bandura was a great psychologist who performed many studies to determine social learning. Bandura's theory is centered on learning processes and their relationship with the environment during the interaction in the classroom. He presents four main factors of Self-confidence.

Mastery experience was the first aspect of Bandura's theory. An individual's successful experience in a task that affects their self-confidence is referred to as a mastery experience. The capacity of an individual to exhibit their competence to execute a task can boost their self-confidence. A vicarious experience was the second factor in Bandura's idea. Someone else's experience may have an impact on an individual's self-confidence through vicarious experience.

This occurred when a person was watching someone else's actions and the consequences of that behavior. Then there's verbal persuasion, which is a type of verbal feedback that can alter a person's self-confidence. Finally, emotional, and physiological states refer to a person's mental and bodily state while doing a task. The stronger someone's anxiety, the lower their self-confidence; on the other hand, a sense of security can assist boost a person's confidence. Bandura's theory is best understood in the context of social cognitive theory, which assumes that humans are active shapers of our environments rather than passive reactors (Owen & Putri, 2021).

2.2.15. SELF-CONFIDENCE IN ACADEMIC PERFORMANCE

In education, students' confidence in their ability to complete the task will be a role in determining their learning success. Students' trust in their abilities to finish tasks seems to be at the basis of all learning. As a result, if pupils believe they can complete the activities, their self-confidence will appear to encourage them to complete them. One of the keys to success in language acquisition is to do so.

(Tridinanti, 2018) mention that "Confidence plays a significant role in students' learning. Students with higher level of academic confidence are proved to be high achievers. Internal motivation is an important component in improving students' academic confidence". Therefore, student academic confidence can change if the student enters the academic environment where the form and processes of education itself are demystified. This involves giving learning opportunities to refine the students' academic skills (p.114).

2.2.16. REWARDS AND MOTIVATION

Several processes are involved in the teaching and learning process, including cognitive/intellectual, emotive, and inventive ones. The main goal is to develop competent pupils who can face society with their knowledge. Now, the teacher's ability to convey information to students is critical to achieving this goal. Teachers, as the cornerstone of education, must consider each student's learning pace and devise methods, approaches, and strategies to encourage pupils to think critically and achieve their best.

Reflecting all the aforementioned factors, rewarding students is one of the most effective ways to boost their academic performance. Because rewards can be used to get students started in a learning activity and come to like and succeed in that activity on a consistent basis, the use of rewards promotes student's high motivation in learning English language. Rewards help to build pupils' self-confidence. A star sign, praise, a happy face, a score, and praise are all examples of incentives. For example, students may be requested to apologize if they make mistakes, or students may be required to memorize a list of terms that will be valuable to them and will help them to be more disciplined. Some argue that incentives are a form of positive reinforcement, while punishment is a form of negative reinforcement. However, if given property and used wisely, rewards can be a motivating tool (Meidi, 2018).

2.2.17. CLASSROOM INTERACTION

Interaction is the central process of communication in a classroom. It is based on stimulus and response but actively and dynamically. Commonly, interaction happens between teacher and student and vice-versa. It is tightly intertwined with the communicative approach since this occurs naturally and smoothly. Interaction involves students' self-motivation, self-confidence, and self-esteem in English language learning.

Interaction involves a relationship between emotional and cognitive factors which work together. For that reason, teachers as an essential part of education should be designed meaningful strategies to increase interaction at a high level. These strategies are the following:

Improving Questioning Strategies: teacher-learner contact can be triggered by the teacher's attention to the students. The instructor should ask a question that the students can answer, and then adjust his questions according to the students' levels and skills.

Attending to Learners' Linguistic Level: Different language levels should be available in the activities. The content chosen reflects the specific demands of those students at the current level.

Implementing Cooperative Learning: Collaboration can aid in the development of a learner's social skills. Cooperative learning entails that every group member is included, and that group members settle conflicts among themselves.

Building Positive Teacher-Learner Rapport: Mutual respect between the instructor and the students is an important aspect of education. Both the instructor and the student must be responsible for the dynamic features of classroom learning.

Reducing Classroom Anxiety: The instructor assists the students in increasing their self-esteem and confidence while also creating a welcoming and non-threatening environment (Hanum, 2017).

As highlighted above, these strategies of interaction can help students to get over some barriers when they participate in class. It important the good relationship between teacher and students, and students with students.

2.2.18. STRATEGIES FOR IMPROVING STUDENTS' SELF CONFIDENCE

Most of the time, students during their speech especially in English feel shy, anxious, embarrassed, or even scared when other students are looking at them. It can be caused by a lack of confidence, motivation, or self-esteem. Therefore, teachers are responsible to design striking meaningful dynamic strategies to create an active and comfortable environment in the English learning language process.

Teachers might employ role-playing to encourage pupils to speak up. Role play is an alternate approach for improving pupils' speaking abilities. Role play necessitates a significant amount of time in terms of preparation, practice, and evaluation. Role play, on the other hand, can help students improve their speaking abilities. Another option is to tell a story. It's also a practice that can assist students improve their communication skills. Storytelling should not always be employed as a class speaking activity because it can make pupils feel bored.

Another could be a small group discussion. It also has an important role to improve students' speaking skill and increase their vocabulary. Another strategy is the usage of the songs as a strategy for speaking class. "In fact, they have used songs as a resource to develop communicative abilities properly in a foreign language, providing students with the opportunity to talk with confidence and giving teachers the chance to teach in a fun way". Eventually, teachers can use technology to inspire pupils to talk by using it as a medium. When communicating with native speakers, using a computer-mediated communicator can help us enhance our speaking skills (Listyani & Kristie, 2018).

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH APPROACH

According to the characteristics and needs of the study, it belongs to the qualitative approach. Qualitative research is an interpretive approach that uses the subjective

experiences of participants to acquire insight into the specific meanings and behaviors experienced in a social phenomenon. Therefore, this approach aid in building concepts, hypothesis, or theories by using questions like why, how, and what manner (Palmer & Bolderston, 2006).

In addition, qualitative research is inductive, which means that the researcher looks for meanings and insights in a situation. Purposive sampling and semi-structured, open-ended interviews are used in a variety of data collection and analysis procedures. It is defined as an effective model that occurs in a natural context and allows the researcher to develop a level of detail from strong involvement in the actual experiences through a set of interpretive material activities that makes the world visible (Mohajan, 2018).

This type of approach analyzes the social or cultural context and describes it from assumptions of the nature of the knowledge and the relationship with the investigator. It can be performed by the usage of many techniques of data collection, documents, records, interviews, observation among others. In this case, the study is focused on analyzing the relationship between students' Self-confidence and the development of English oral communication competence from an epistemological perspective.

3.2. RESEARCH MODALITY

This research was adopted an ethnographic method. Ethnography research aids in the investigation of extremely difficult or complex design problems. When viewing, studying, or dealing with the target group in their real-life scenario, a fantastic and successful researcher is required. Ethnography study, also known as cultural ethnography or cultural anthropology, is one of the most important qualitative studies in which researchers observe or engage with the target population and play a vital role in obtaining useful cultural information (Sharma & Sarkar, 2019).

Ethnography describe vividly times of humans/individual. But, there is dived into categories. One of these is a Transversal Micro-ethnography. Ethnographic microanalysis of interaction, or micro ethnography, describes how interaction is socially and culturally organized in particular situational settings, such as classrooms, where key episodes of consequence for people's lives may be taking place in the course of everyday routine (Garcez, 2015). In this regard, it is going to help in the analysis by observation directly with the objective study in the real life/ context.

Therefore, this one facilitates the description based on direct observation to people, groups, or communities with the purpose to determine the individual behavior in the society. This method can be suitable to achieve the objective namely analyze the relationship between students' Self-confidence and the development of English oral communication competence of the learners at Sexto Año de Educación General Básica of the "Capullitos" School located in the City of Riobamba. In addition, it will be supported by a deep documentary bibliographical analysis of the most relevant information regarding the subject to be studied to later review it.

3.3. LEVEL OR TYPE OF RESEARCH

This study took up a descriptive level due to this type of research can be described as a research approach whose aim is to correctly characterize various aspects of the phenomenon. It is to say, how the persons/ individuals develop in society and its relationship with that. Descriptive research as it names suggests tends to describe in details how the individual makes relationships in the society/ context. It is developed by direct observing or contact with the phenomenon.

On this matter, a descriptive study's purpose is to characterize a phenomenon and its characteristics. This study is more interested in what happened than how or why it happened. As a result, data is frequently gathered using observation and survey methods. Based on this, the descriptive research aided in the deep analysis and description upon how self-confidence plays an essential role in students' English oral communication competence taking into account the emotional and cognitive abilities in mutual teacher and student relationships (Nassaji, 2015).

3.4. STUDY POPULATION

The participants were the students of Sexto Año de Educación General Básica at "Capullitos" School, class "A", in the city of Riobamba, Chimborazo province. It was composed by 28 students and of course the English teacher was the essential participant too.

3.5. SAMPLE SIZE

Due to the small number of participants, the sample was not selected; the research was carried out with all individuals, that is, with the students and the English teacher of sexto Año de Educación General Básica.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

The usage of data collection techniques and instruments allowed this study to scope its goals while concentrating on the most important aspects of the relationship between self-confidence and English oral communication competence. As a result, the investigator was able to carefully examine, identify, and analyze how participants interact with one another in the teaching and learning environment. Thus, the following techniques and instruments were used:

Observation technique: It consists of seeing and carefully analyzing the objective of the study. It forms part of qualitative research and is tightly intertwined with the ethnographic method. Generally, observation is used to obtain information in direct way on the behavior, attitudes of people, objects, or events of interest in certain environment or context (Ameyaw et al., 2018).

Observation guide: It is an instrument of gathering information that contains a set of parameters that will analyze the most relevant features and behaviors of individuals. The observation guide is the instrument that allows the observer to situate himself systematically in what is really the object of study for the investigation. So, this allows to store information

from the participants based on their daily experiences and perspectives regarding the self-confidence and English communicative competences abilities (Infante, 2021).

3.7. ANALYSIS THECNIQUES AND INTERPRETATION OF INFORMATION

Once the techniques and instruments were applied in Sexto Año de Educación General Básica at "Capullitos" School, class "A", in the city of Riobamba, Chimborazo province, it was proceeded to analyze and describe the information assembled in a deep and comprehensively manner upon Self-confidence and its relationship with the development of English oral communication competence.

The analysis of information collected was developed through the Descriptive method and Interpretative paradigm. At the first Instance, the goal of descriptive research is to describe a phenomenon and its characteristics. That is to say, it is centered on comprehending each person individually, including their viewpoints, attitudes, and ideas (Nassaji, 2015). This research is also centered in interpretative view since it is based on understanding the beliefs, motivations, and reasoning of individuals in a social situation what is essential to decoding the meaning of the data that can be collected around a phenomenon. In addition, it is analyzed from a personal experience and observations of the participants in this research (Abdulkareem, 2018).

The technique used to describe each one of the Information gathered was matrix data. Matrix analysis is the technique that can help determine whether a qualitative study is reliable. It examines the categories connected to a specific theoretical notion. Matrices can be valuable tools in searching for links between/among categories of data or phenomena of interest. The researcher can design the technique regarding the investigation need and features. That is to say, the table should be divided into specific objectives, collected Information, analysis, and theoretical Information. So, it is a valuable technique to describe and interpret the Information gotten in the observation process (Averill, 2002).

CHAPTER IV.

4. RESULTS AND DISCUSSION

4.1. ANALYSIS AND INTERPRETATION OF RESULTS

The research project was developed on students enrolled in Sexto Año de Educación General Básica of the "Capullitos" School to analyze the relationship between students' Self-confidence and its influence on the development of English oral communication competence. For this, it was applied the observation technique and its instrument respectively.

The observation guide was applied satisfactorily in the educational institution with the approval and authorization of the appropriate authorities, the human and economic resources. It was worked on April 05th, 06th, 12nd, and 13th for 2 hours daily at the Education Institution mentioned before. With the Direct Observation, the researcher could notice through indicators of the checklist how is developed the English classes. It is to say, the relationship between teacher and students, students' affective factors, methods, strategies and techniques, and students' oral abilities, among other relevant aspects of the theme. This information is going to be explained in the following table:

4.2. ANALYSIS AND DESCRIPTION OF OBSERVATION SHEET

Objective Nº 1- To describe the relationship between Self-confidence and the development of the English oral Communicative Competence in non-native speakers.
TABLE 1

ITEM	RESULT	ANALYSIS

ITEM	RESULT	ANALYSIS
Students show getting self-confidence to participate in English oral communicative competence tasks or activities.	Sometimes	A narrow range of students feels confident in English tutorial lessons. They participate without feeling embarrassed to make mistakes. These students raise their hands and enjoy in teacher's oral questions. However, some learners lack confidence, and act shy, nervous, confused even frustrated stem from not knowing the answer.
Students feel comfortable and secure during English oral activities.	Rarely	During the oral English task, the teacher asks students about the topic of the class. Some students participate and give some answers with security and confidence. Nevertheless, not all students like to participate. So, in this case, these students only prefer to take notes or ask their fellows.
Students have some difficulties in expressing ideas fluently and efficiently which involve grammar, pronunciation and vocabulary.	Sometimes	When the teacher asks for opinions about a theme, it is perceived that many learners have problems, especially in oral communication. When they try to express themselves orally, they only pronounce isolated words and confusing sentences, making their production poor and meaningless.
Teacher develops innovative methods focused on Communicative Approach for example CLT.	Rarely	The English teacher keeps on working with traditional methods such as Grammar Translation. The teacher often traduces the words, expressions, and sentences, along with others. However, there is one of the strategies that form part of innovative methods (CLT). It is discussion in groups or pairs and dialogues. In this case, students gain more confidence and boost their oral skills since they only use the Target language.

Objective Nº 2- To observe, both teacher and students, regarding their daily experience where self-confidence has influenced in their oral production of the English language.
TABLE 2

ITEM	RESULT	ANALYSIS

ITEM	RESULT	ANALYSIS
Students participation and interaction are active and voluntary in oral English proficiency.	Sometimes	During English classes, some students raise their hands and participate more than others. These students enjoy answering or interacting in any activity. For example, the teacher says, " What is the meaning of this" or " How to say taza in English". However, others students who do not often speak in class are reflective learners. They develop ideas and questions in their minds before speaking; others are shy who feel uncomfortable speaking in front of groups.
English teacher implements many communicative activities.	Frequently	She implements a maximum of two oral communication activities. These are socialization and group discussion. In these activities, students use L1 but try to speak in English as much as possible. The teacher organizes groups of four students and gives clear instructions to develop activities such as " Talk about your favorite movie" or " Discuss your Family".
Students feel anxiety, embarrassment, shyness, or fear when theycommunicate/speak in English.	Sometimes	While the teacher presents and explains the class content, it could notice many affective factors in students. For example, they get nervous when they do not understand what their English teacher says about the topic.
Students understand when receive the message (listening) and produce their own idea (speaking).	Rarely	In oral communication, most students do not comprehend the message; it is to say, they do not know what the teacher says, far less when the teacher asks something about the content. In addition, the teacher uses a bit of complex and advanced vocabulary in teaching language. Last but not least, the teacher often sputters, and students get frustrated since they do not keep the pace of the learning process.

Objective Nº 3- To identify the strategies and techniques that are used to encourage students' self-confidence as well as their English oral communication abilities.

TABLE 3

ITEM	RESULT	ANALYSIS

The teacher uses dynamic and interactive activities to arouse students' interests in the oral production competence.	Sometimes	It was noticed that the teacher uses seldom interactive and dynamic activities. For instance, the use of songs such as "The Pinocchio" and " Simon say". Notoriously, while working with this kind of activity, learners felt more confident and motivated to participate because it was an interesting strategy for them.
Teacher's methods, techniques, and strategies are centered on students' intellectual as well as emotional skills.	Sometimes	English teacher uses different types of methods like the Grammar-Translation method, Audio-lingual method, and Direct method. The teacher uses these methods for different objectives, for example; example, the first one to translate the words, the second one, to repetitions and the last one to mimic expressions. She also uses the "Realia" and filling in blacks to solve activities.
Teacher motivates students by using of rewards (extra points) or motivated phrases (Good job).	Frequently	During students' participation in oral activities, the teacher makes some rewards to motivate students' interaction. The teacher sometimes uses phrases such as " Good Job", " Excellent", " Very good" " That's right" and so on. Besides, she gives some extra points to their best students. Learners feel motivated to enjoy their participation and try to do their best.
Teacher uses some online resources to motivate students' oral participation.	Rarely	The English teacher uses internet resources such as "Slides" to show a tale of a video in order to capture the interest of the pupils. The teacher uses these audio-visual aids to teach vocabulary, enhance pronunciation, and improve reading skills.

DISCUSSION:

❖ **To describe the relationship between Self-confidence and the development of the English oral Communicative Competence in non-native speakers.**

Effectively, there is a strong relationship between the psychological factor named self-confidence and English Oral communication. This process has been revealed in the Sexto Año de Educación General Básica of the "Capullitos" School. Many students did not like participating in oral communicative activities due to a lack of self-confidence. In this respect, students' learning is significantly impacted by their confidence. It has been demonstrated that more academically confident students are high achievers. Internal motivation is crucial for increasing pupils' intellectual self-confidence (Tridinanti, 2018). However, many learners feel anxious, shy, and fearful in Oral communicative activities. In this regard, Krashen claims that if the students have a low affective filter on what it means, with high motivation, self-confidence, a good self-image, and a low level of anxiety, their academic performance will be successful (Al Ghafri, 2021).

Oral communicative competence embraces a set of principles of verbal, para-verbal and non-verbal communication divided into four categories: Grammatical, sociolinguist, discourse and strategy. In this case, students need help with oral expression; there are non-sense, incomplete, and insolated words in their oral production. In this respect, understanding lexical terms as well as syntax, grammar, phonology, and morphological conventions are required for this skill. This understanding, which is analogous to Hymes' linguistic ability, is viewed as a part of communicative competence because it clarifies how to ascertain and effectively express the literal meaning of a statement (Ahmed,2018).

English Oral Communication is onto Communicative Approach and is centred on students' participation in the classroom to get significant learning by using verbal communication skills. Nevertheless, it could notice that traditional methods like Grammar Translation, Direct method, and Audio-lingual still have been used what it means repetitions, translations, and memorization. Nevertheless, Azimova (2019) points out, "The primary purpose is to encourage learners' communication abilities and motivation in oral activities such as debates, roles play, dialogues, and conversations along with others. English oral communication performance embraces meaningful activities in which the primary objective is to encourage oral abilities where accurate communication is exchanged, and authentic language is used. Likewise, Listyani & Kristie, 2018 state that "teachers are responsible for designing striking meaningful dynamic and innovative activities such as Role-plays, telling a story, Small groups discussion, or Songs to create an active and comfortable environment in the English classroom".

❖ **To observe, both teacher and students, regarding their daily experience where self-confidence has influenced in their oral production of the English language.**

Oral communication is based on two essential skills: speaking, listening/receiving and productivity. Oral communication is what students will learn to think critically about

how to present as a speaker on all occasions and then how to function in various speaking environments. Oral communication aims to get a conversation naturally daily (Abu Bakar et al., 2019). Interaction can be employed as the best way to boost students' oral production since it encompasses the relationship between emotional and cognitive factors which work together. However, in these findings, there is little interaction, neither teacher to students nor student to student. Students feel nervous by responding to questions. Many try to speak in a low voice, while others prefer to be quiet. Interacting can be helpful in different classroom contexts overall to reduce affective/emotional factors. For that reason, teachers should be designed meaningful strategies such as Improving Questioning Strategies, Implementing Cooperative Learning, or Positive teacher–leaner rapport to increase interaction at a high level (Hanum, 2017).

During the observation, most of the students did not pay attention entirely. They were distracted, bored and sleepy. This lack of attention is due to the traditional techniques, strategies, methods and activities. Thus, it is crucial to employ meaningful strategies to improve students' cognitive and affective Skills. One of these strategies is employing the song in the classroom. "As a result, implementing this in the English classroom is useful as a resource to boost communicative abilities properly in a foreign language, providing students with the opportunity to talk confidently and give teachers a chance to teach in a fun way." (Listyani & Kristie, 2018).

❖ **To identify the strategies and techniques that are used to encourage students' self-confidence as well as their English oral communication abilities.**

It also could notice a friendly and engaging strategy called "rewards" in which students make their best effort to get this one. It was noticed the students' enthusiasm when the teacher mentioned "rewards" Therefore, the use of rewards helps to build pupils' self-confidence. A star sign, praise, a happy face, a score, encouraging phrases like " good job, excellent, very good, never give up, etc, and praise are all examples of incentives. For example, students may be requested to apologize if they make mistakes, or students may be required to memorize a list of terms that will be valuable to them and will help them to be more disciplined. (Meidi, 2018). For this reason, this is a meaningful technique to increase intrinsic motivation as well as increase self-confidence to achieve oral or writing tasks successfully.

The traditional class can be tedious and repetitive for students. On this occasion, the teacher only utilized a "Green board". However, a significant learning process goes beyond that. Technology has been a significant resource in the Teaching and learning process of Foreign Languages. Thanks to TICs, the teacher can use them as a medium to encourage and boost language skills. Teachers can use technology to inspire pupils to talk by using it as a medium. When communicating with native speakers, using a computer-mediated communicator can help us enhance our speaking skills (Listyani & Kristie, 2018).

CHAPTER V.

5. CONCLUSIONS AND RECOMENDATIONS

5.1 CONCLUSIONS

> ➢ The result shows there is a significant positive relationship between the variables of self-confidence and learning achievement. That is, the higher the self-confidence, the higher the English oral communicative achievement. Learners' strategies to improve self-confidence are not being applied as expected in the

EFL classroom because the students' affective domains still interfere with their oral production and interrupt their English language acquisition.

➢ Findings from this study indicate that EFL instructors need to encourage students to contribute better to speaking achievement. EFL instructors also need to help students cultivate their confidence to help them handle demanding speaking tasks in the context of real life and class.

➢ It was identified that the strategies applied to encourage students have yet to be as successful as expected. In addition, these findings can also increase the awareness of EFL language learners about the importance of self-confidence and encourage them to seek opportunities to improve their speaking achievement.

5.2. RECOMMENDATIONS

- ➢ The educational institution should enroll the teaching staff in various courses and training so that they have more knowledge about motivation in the classroom and how to awaken the students' self-confidence to lose their fear and improve their speaking skills over time.
- ➢ Additionally, this research study recommends that schools consider including an affective component in their classes to join the cognitive domain. In particular, the researcher recommends that language teachers encourage and strengthen students to participate more in class, interact with others, and present oral information in English using innovative pedagogic and didactic settings.
- ➢ Within the institution, monthly workshops must be implemented, where accurate and meaningful information is imparted so that all English teachers can implement new techniques during their classes and, in this way, help their students to improve their level of English and self-confidence.

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ANNEXES

- **OBSERVATION GUIDE**

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

OBSERVATION GUIDE

Objective: To analyze the relationship between student's Self-confidence and the development of English oral communication competence of the learners at Sexto Año de Educación General Básica of the "Capullitos" School located in the City of Riobamba, Chimborazo province, in the academic period February - June 2022.

Author: Puli Quito Fanny Elizabeth.

Objective 1. To describe the relationship between Self-confidence and the Development of the English oral communicative competence in non-native speakers					
Indicators	**Always**	**Often**	**Seldom**	**Never**	**Observations**
Students show getting self-confidence to participate in English oral communicative competence tasks or activities.					
Students feel comfortable and secure during English oral activities.					
Students have some difficulties in expressing ideas fluently and efficiently which involve grammar, pronunciation, and vocabulary.					

Objective 2. To observe, both teacher and students, regarding their daily experience where self-confidence has influenced in their oral production of the English language.					
Indicators	**Always**	**Often**	**Seldom**	**Never**	**Observations**
Students' participation and interaction are active and voluntary in oral English proficiency.					
English teacher implements many communicative activities.					
Students feel anxiety, embarrassment, shyness, or fear when they communicate/speak in English.					
Students understand when receive the message (listening) and produce their own idea (speaking).					

Objective 3. To identify the strategies and techniques that are used to encourage students' self-confidence as well as their English oral communication abilities.					
Indicators	**Always**	**Often**	**Seldom**	**Never**	**Observations**
The teacher uses dynamic and interactive activities to arouse students' interests in the oral production competence.					
Teacher's methods, techniques, and strategies are centered on students' intellectual as well as emotional skills.					
Teacher motivates students by using of rewards (extra points) or motivated phrases (God job).					
Teacher uses some online resources to motivate students' oral participation.					