EFL PRESENTATIONS- INVESTIGATING THE EFFECT OF CONFIDENCE AND EXPERIENCE

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ABSTRACT: *In the majority of EFL curricula, students are required to give presentations in the target language. Although fluency might cause difficulty in presenting in English, other factors have shown to affect the students' performances. This study investigates the effect of confidence on the students' daily use of English generally, and during presentations more precisely. The study analyses questionnaires distributed to 156 students that aim at motivation, confidence and the amount of FL use. In addition, 36 students participated in group interviews to discuss the problems they face during presentations and the issues that they fear. After analyzing the findings and comments provided by interviews and questionnaires, the researchers found that the lack of confidence causes an enhancement in language mistakes. It was also found that the main reason behind the lack of confidence in presenting in English, among other reasons, was the lack of experience and practice. Hence, this paper recommends practice and constant encouragement by the teacher to improve EFL students' presentations.*

KEYWORDS: Fluency, EFL, confidence, English language teaching, practice, conversation

INTRODUCTION

Second or foreign language teaching is a fact of life in almost every country in the world. Yet countries differ greatly in terms of the role of foreign languages in the community, their status in the curriculum, educational traditions and experience in language teaching, and the expectations that members of the community have for language teaching and learning. Likewise, many students consider second or foreign languages as a school subject that they have to take year after year. However, what if this second or foreign language is English, and has to be taught to students from elementary to high school stages by non-native English speaking teachers. Undoubtedly, a good primary English teacher should be a good English speaker, As the skills of listening and speaking are considered the gate to learn reading and writing (KIE, 2006). Whatever the instructional approach that is adopted by the teacher, the most influential factor in the development of the speaking skill is the classroom culture. This classroom culture is understood by many practitioners through using the target language (English) to control the interaction, building the topic which is about to be discussed with the students, permitting silences, inspiring students to withstand their speech beyond one or two sentences, and paying attention to the students' utterances.

Accordingly, English teaching in Kuwait has traditionally emphasized methodology and materials. This is due to the fact that the study of English takes place only with the goal of passing entrance exams and the concentration of the test exams on grammar. As a result, it is mistakenly assumed

that, after 12 years of taking English as a foreign language in Kuwaiti public schools, each student has already acquired the proper learning skills. The problem is not necessarily with methods or students' attitudes, but with the fact that too much is taken for granted (Groves and Hoare, 2012). Also, to be orally as an English language teacher not only fluency and accuracy are important, but also a good grasp of the teaching syllabus. According to the teaching syllabus offered by the English Department at the College of Basic Education in Kuwait, student teachers are supposed to take oral English in the first year of their English major curriculum.

This study aims at investigating the difficulties the students faced in the college-offered conversation course from the perspective of motivation and confidence. After reviewing relevant literature, the paper will present the methodology and application of the different methodological tools of investigation. This will be followed by the statistical results and discussion. The paper will warp-up with a conclusion which would include a brief review of the paper and recommendations.

RATIONAL

Learning is a complex process and various skills and strategies must be taught and developed to be successful. Likewise, oral language involves voice, tone, style, intonation, and non-verbal expression carried out through complex interactions between speakers and listeners. Furthermore, the spoken language cannot truly be "taught". People learn to speak and listen by doing it successfully. For this purpose, anyone who has entered a new environment in which they are not able to interpret the culture or language around them can understand the feelings of fear that the English language student teachers sometimes experience. Hence, the first step in dealing with anxious student teachers is to put them at ease, rather than barraging them with additional information. Moreover, because these students have to teach English as a foreign language to elementary students, they need to have a linguistic competence to communicate the subject matter effectively during classes, recitations, and other interactions with the higher authorities in the Kuwaiti Ministry of Education. These student teachers are often tested for their oral proficiency and general teaching skills to guarantee that they are able to handle their duties as English language teachers. To succeed in English conversation classes, one has to change the concept of English language learning as a matter of teaching to a matter of practice. This is to say, the use of language is more important than knowing about the usage of language. To help these English language student teachers to use their language outside college, and inside college, especially during conversation class presentations, it is necessary to objectively evaluate their motivation to use the language and the effect of confidence on their use, and to do so we need to answer the following questions:

Research questions:
1. What are the factors that motivate the English language student teachers to converse in English outside and inside college?
2. How often do English language student teachers use the language outside and inside college?
3. Does confidence have an impact on English language student teachers in the conversation course?

The English Language Student Teachers Background

The English language student teachers are enrolled in the College of Basic Education (CBE), a college that trains and graduates teachers mainly for primary levels. By the time they enter college, these student teachers have already 12 years' experience of studying English and placing most emphasis on English grammar and vocabulary. These English language student teachers had to memorize rules of grammar and long lists of vocabulary. However, once these students had acquired their vocabulary and grammar skills just to be prepared for university entrance exams, there was little opportunity to use this language to communicate, despite communication being the basic reason for learning a language. Accordingly, most students are accustomed to memorizing new words and paying attention to grammar points and language structures, and find it hard to express themselves in oral English. Consequently, the pronunciation of the spoken English language has never been part of the testing curriculum in the public schools in Kuwait. It has always emphasized reading, writing, grammar and vocabulary. However, many times the motivation to speak exists and the teacher has good command of the various techniques, but the students simply do not know how to go about learning the language. While the conversation course main focus is to help students improve their oral skills, they may still be reluctant to speak in some settings.

Description and the Aims of the conversation course

Since the emphasis in this course is on the functional, oral use of English, grammatical labels and explanations have been avoided. The structure points of each lesson are practiced in exercises which require the student to concentrate on meaning, listening and reacting to what is being said and using the language, not just learning about it. Whenever possible the practice exercises are related to the students' own lives. Moreover, the conversation course focuses on basic skills of oral expressions and comprehension by providing experience of a wide range of everyday situations through groups, pair, and individual activities. At the end of the course, the students should be able to:

1.   describe places, events and things by breaking down the whole image into parts and using imagination and creativity.
2.   Analyze the impact of the media through learning the art of, identifying the logic behind the use of media, evaluating the advantages and disadvantages of the media talk, and supporting the media talk.
3.   Apply appropriate interview techniques by preparing and asking relevant questions at the same time responding correctly to questions, using language that convey respect, reporting responses and making note of these responses, and eventually evaluating the effectiveness of the interview.
4.   Deliver narrative devices (dialogue, suspense) and presentations through establishing a context, plot and point of view, including sensory details and concrete language usage to develop character.
5.   Deliver persuasive arguments through structured ideas in a coherent way by listening to facts and evidence and then demonstrating with expert opinions, as well as applying counterarguments.
6.   state a problem in one's own words, compare and contrast events, illustrate the relationship

between one to whole, construct educational games by following the operational manual and detecting non-verbal communications cues, explain process analysis, ……. etc.

The participants are evaluated based on their performance. The assessment tasks are carried out firstly as small groups, followed by paired activities, and ended as individual and the responses are evaluated. Each activity whether it is group, pair or individual is worth 10% of the total grade. Each of these activities is performed after few days to give the opportunity for the students to practice at home. Furthermore, the English language student teachers have to perform 4 activities which are worth 40% of their total grade, a 20% on the mid-term test and 20% on the final test, and finally 20% on their participation in the classroom. The evaluation of each student is based on the following criteria: pronunciation, intonation, body movement, voice pitch, eye contact, creativity, and enjoyment factor.

LITERATURE REVIEW

Learning is a way of transferring knowledge from teachers to students through the classroom interaction which exposes particular talk moves for communicative learning (Edwards- Groves, Anstey & Bull, 2014). Therefore, the main reason and motivation for the language learners to be in language classes is to achieve proficiency in oral communication (Richards & Renandya, 2002). However, for learning how to communicate in the Target Language (TL), English, students need to speak the target language fluently and effectively (Abu Alyan, 2013). Although this is true, learners of English as a foreign language (EFL) are completely different from native English speaking learners and learners of English as a second language (ESL) because English as a foreign language is hardly used outside the classroom (Zhou, 2013).

In fact, foreign language learners spend years practicing the foreign language in the classrooms through memorizing a large number of vocabulary words and structure rules, and developing semantic and syntactic competences, but still these foreign language learners have problems in oral communication (i.e. speaking) effectively (Jamshidnejad, 2010). Moreover, some researchers emphasize that the learning process for the target language students should provoke their willingness to communicate in that language (MacIntyre, Clement, Dornyei & Noels, 1998). Likewise, Harris verified that the speaking skill is complicated and requires the use of different abilities simultaneously at different rates (1977: p.81).

Students are hesitant to participate in much classroom speaking and the reason might be because some don't understand, and they work their way out of the conversation course without appearing to make an attempt to understand the topic of each day, as well, others their body language exhibits fear, these students may be an anxious ones. Many studies investigating the difficulties students face in oral presentations (Chang, 2009; Abu ElEnein, 2011, Alwi & Sidhu, 2013). Anxiety was reported as the most common problem students face during oral presentations, which can, no doubt, hinder language production within the scope of EFL presentations (Al-Nouh *et al*, 2014). Research has shown that the less anxious and more relaxed the second language learner, the better they are able to learn the language (Dulay, Burt, & Krashen, 1981). In addition to learner's anxiety, English major students' confidence and their oral performance are affected by the opportunities

these students have to speak the target language (Zhou, 2013). Furthermore, Edward et al. add that the classroom where the interaction practices taking place, will be a stage for deeper learning, students' participations, and involvement with the topic (2014).

In a study that examines EFL college students' perception of difficulties they face during oral presentations, Al-Nouh *et al*. (2015) found that the main difficulty students reflected was personal traits which include, the fear of judgment, evaluation and eye contact, which causes the students to forget what they have prepared and brings out many language mistakes. Hence, the researchers proposed that teachers provide a suitable presentation environment and constantly encourage students. Moreover, they proposed that students should be able to choose their own topic, this would provide confidence during the presentation.

Shortage of opportunities for practice is identified as an important contributing factor to speaking failure (Richards, 2002). And by practice is meant, not practice of grammar and vocabulary, but practice of interactive speaking itself. The combined effect of these deficiencies is a lack of confidence and often an acute sense of anxiety when it comes to speaking (Richards, 2002). In order to improve performance, Zappa-Hollman (2007) propose a lot of practice and the choice of familiar topics that students will be more comfortable discussing in an EFL class.

Based on Beltran study, two reasons determine the level of self-confidence in students during oral performance. These two reasons are the teacher's attitude towards participants' oral mistakes, and the participants' fear to speak in front of the whole class. Zhou believes that students consider speaking and communicating in large groups is a risky performance and the English language learners fear that they are making fools of themselves. This fear comes as the result of lack of confidence in their abilities (2013).

Moreover, King explained how oral performance formulates anxiety which in return has an effect on the students' performance, self-esteem, and confidence (2002). King added that that the major problem for oral performance failure is speech anxiety in which it can be cured by incorporating several tips. One of these tips is the use of visual aids while presenting. By using visual aids, students' attention can be concentrated on the pictures as a support for the topic and not the presenter.

Furthermore, students usage for their first language, Arabic, is proficient which can be considered as a positive factor for oral performance especially if their first and target languages are similar in application (Beltran, 2013). However, if the two languages are different then when students tend to formulate the utterance first in their mother tongue language and then translate it to the target language which results in the cost of student's speedy response (Richards, 2002).

Pressure to be accurate- to avoid making humiliating errors- may mean that the self-monitoring process is overused and over extended, again with a negative effect in terms of fluency. According to Groves and Hoare the English language teachers should have patience, confidence, imagination, enthusiasm, humor and creativity to be good at teaching the language (2012). As well, the English language teachers should create a positive communication environment which is characterized by

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comfort, cooperation and confidence in the learners. Likewise, Abu Alyan revealed that there is a strong correlation between the learners' speaking ability and the lack of self-confidence if we emphasize on the learners' pronunciation (2013). Moreover, Gilbert added that EFL learners may be evaluated and criticized by their teachers and their peers based on not having the self confidence in pronouncing some words correctly (2008).

To approach confidence in the classroom, the English language learners should have trust in their language teachers as well as they need assurance that whatever input they provide inside the classroom, it will meet their needs (Stevens, 2007).In any group of talkers anywhere, there is always someone who will dominate the conversation and someone else who won't say very much at all (Kluge& Taylor, 2000). Or sometimes, the classes are so packed that there is no time or a chance for every individual to practice inside the classroom. Also, Richards & Bycina added that one way to reduce the pressure of solo performance is to ask learners to work in pairs on the presentation and to take turns in its delivery (1985). Reasons for hesitancy in speaking may be grounded in the individual's personality or cultural norms. Even though personality has not been found to have a long-term effect on second language acquisition (Yero, 2010), and research has indicated that low anxiety and a tendency to be outgoing do have a positive effect on second language learners (Wong-Fillmore, 1985).

Self-confidence leads to sociability, which in turn results in communicative fluidity. Hence, an introverted or anxious person may be more reluctant to spontaneously engage in conversation than an extroverted or self-confident ones. Cultural factors may also come into play in second language learners hesitancy to speak when they are unsure about the accuracy of what they are about to say. Some English language student teachers may come from learning environments in which accuracy is valued above experimentation. Particularly when learning another language, students may be used to reproducing accurate translations of texts and reciting scripted dialogues, rather than formulating opinions and responses, and realizing that making errors is part of the language development process (Samway & Taylor, 2007).

On the other hand, role-plays offer a collaborative learning experience that can lead quiet students to develop enough confidence to speak up. As students work in small groups to create scripts in response to a prompt provided by the teacher, and as they listen to these scripted conversations, students are able to develop plan that they can draw on when they and themselves in similar situations in the future (Samway & Taylor, 2007).

METHODOLOGY

This research paper was carried out during the fall semester 2014/2015. The participants, 156 students, are all English language major at the College of Basic Education. These students have to study basic English language skills, which includes practice in conversation, reading, and writing, in their first year in order to graduate as English language teachers for primary levels in Kuwaiti public schools. A questionnaire and structured interview was carried out on these participants. The questionnaire was given on one day to English language student teachers who are enrolled in the courses that are being taught by both researchers and supervised by the researchers. However, the

interview was only carried out for the two researchers' students who were enrolled in the conversation course in that semester, a total of 36 students. The interviews were conducted in groups of 5-7, as smaller groups encourage more details.

The reason for the one-on-one interviews with the English language teachers was to learn about their motivations, attitudes, and its effects on their confidence in language usage toward their conversation course and the daily practice of the English language inside the classroom and outside the college. Moreover, these interviews allow the researchers to obtain an insight on the willingness to learn and teach English. Even though the questions were asked in English, the language used to answer these questions in the interviews was mainly Arabic. The following are the questions which were used in the one-on-one interviews with English language student teachers:

1)   How comfortable do you feel to use the English language inside the classroom and outside the college?

2)   What comes in your mind when people around you listening to what you are saying?

3)   How do you see people presenting in English instead of their mother tongue language (Arabic)?

DATA ANALYSIS & DISCUSSION

Data Analysis

The questionnaire
The statements in the questionnaire were divided into three categories in accordance with the three research questions. The first category investigates the occasions at which the students are motivated to orally use the English language. Seven statements were statistically analyzed to find motivating elements of language use.

Many students prefer to go to English speaking countries to practice the language (71.1%). A one-way ANOVA by age shows high significance of $p=0.025$, where the students aged 26-30 agreed most with travelling to practice the language. Prestige does not seem to be a major motivator for language use. Only 39.1% of the students believe speaking in English is prestigious, while 23.7% disagree, and the majority (36.5%) does not know.

The motivation to use language in class is a different type of motivation. Some students (41.6%) believe it is hard to say well-structured on the spot, and 30.8% do not know if the problem is being on the spot or they have a language problem. It appears from the students' answers that working in a group motivate them to actively participate (68.6%). High significance was found in a one-way ANOVA by social status, where $p>0.01$ as the married students agree most with the stimulation of group work. Moreover, 57.7% of the participating students believe that group work also stimulate their thinking, which provides them with ideas to discuss. The group age of 26-30 significantly agree more with this statement ($p=0.026$). Hence, 51.3% of the students agree that they are willing to do more in group work than individually.

Chart 1. The Perception of Group Work to prepare oral presentations
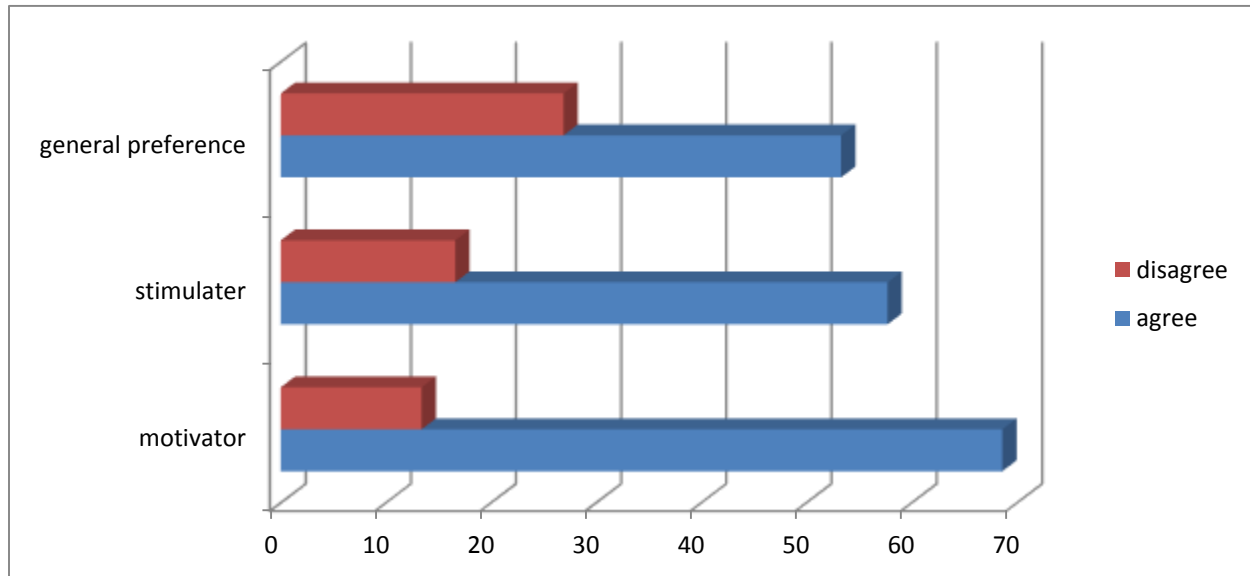
Accord to the motivation elements above, how often do students actually use the English language? Some students (44.9%) mostly speak English at home, as opposed to 39.1% who do not. Significance was found in a two-way ANOVA by age by social status at $p=0.015$). This significance was a result of the fact that students over 31 years old and divorced use English at home. Most students (62.8%) use English in their daily activities, while the majority of students (62.8%) mostly use English in college. Significance was found in a two-way ANOVA by year of joining CBE by GPA at $p>0.01$. The fourth year students with high GPA agree that they use English most in college.

Most students have not given a presentation in English in front of a class before joining college (69.9%). In addition, 68.9% of the students believe that their daily fluency is better than their fluency during presentations; therefore, the majority of students believe that they need to give more presentations to speak better English (66.6%). In a T-test by age by GPA shows significance, where the youngest age group who have just joined college agree most. The majority of students (78.9%) prefer to practice their presentations because they believe it will improve their language fluency. Further analysis shows significance by year of joining college by GPA, where $p>0.01$. The students who disagree most were fourth year students with a GPA of 2.00-2.99.

The third category looks at the effect of confidence on the use of English in the students' point of view, with a total of sixteen statements. Most students would not hesitate call a restaurant because they should speak in English (87.2%). Significance of $p>0.01$ was found in a two-way ANOVA by year in CBE by GPA, as students who have been in college for more than four years and have high GPA are most confident ordering in English. Most students feel confident speaking in English (69.9%). However, 50% of the students feel under pressure once they know they have to talk in English in front of a class, yet 28.9% disagree. Additionally, 51.9% agree that presenting a class as an individual causes stress; yet, 53.3% prefer and are willing to present on their own not in a

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group. A one-way ANOVA by year of joining CBE shows that fourth year students disagree most that individual work is better than group work (p=0.025). As the majority of students have presented in front of an audience (54.4%), the reasons for the fear of presentation had to be investigated. 47.5% do not like to present out of the fear that the other students would laugh at them, Three one way ANOVAs by age, by social status and by GPA showed high significance where p was found at 0.010, 0.013 and 0.039. However, 33.3% of the students do not agree, and 55.7% stated that they do not hesitate to talk out of the fear the students make fun of them.

Table 1. The response to the statements "I feel I am under pressure once I know I have to talk in front of a class in English only"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	21	13.5	13.5	13.5
	disagree	24	15.4	15.4	28.8
	don't know	33	21.2	21.2	50.0
	agree	49	31.4	31.4	81.4
	strongly agree	29	18.6	18.6	100.0
	Total	156	100.0	100.0	

From table 1, it appears that students feel anxiety during presentations

Although 42.3% of the students think that their English is better than other students, 39.1% disagree. 53.2% of the students hesitate to talk because of the fear of making pronunciation mistakes, but 56.4% do not hesitate because of their limited vocabulary. Two one-way ANOVAs by social status and by GPA show high significance as single students and students with the lowest GPA agree most. Most students are confident in their language fluency as 59.6% of the students believe their language fluency is good, and 57.7% of the participating students do not hesitate to speak with their instructors in English. A one-way ANOVA by GPA reflects high significance of p>0.01 as new students agree most. In spite of the fact that 74.4% of the participating students find themselves as listeners more than speakers, 66% feel confident when speaking in English, especially the students who have been in CBE for more than four years (p=0.014)
The Group Interviews

The three questions were an attempt to further investigate the attitude of students towards the use of English, inside and outside college. The majority of students feel pressure and stress when they use English in class (52.7%). They believe that they will be judged by the teacher and even the students. Most students felt more confident conversing in English outside the classroom because less tension causes fewer mistakes (33.3%). Thus, some students stated that they enjoy speaking in English outside college because they know they will not be judged (30.5%). In addition, 19.4% of the students indicated that they feel comfortable speaking with someone they know in English, also because they know they will not be judged. A few students found their language embarrassing and that discouraged them to use the language in class.

On the other hand, 41.6% of the students like to converse in English inside and outside the classroom. Some feel very confident expressing themselves in English in front of other students and instructors, and 25% would like to try harder when the teacher is present to be able to give them instructions and guide them. Some students sense that the more English they use in class, the better language fluency they will obtain.

When most students who participated in the group interview speak in English in front of a class, they believe that the students are listening attentively for mistakes (47.2%). In addition, 25% of the students have the impression that the students realize the grammatical, vocabulary and accent-related mistakes. Hence, some students stated that "it feels like I'm doing something wrong", and others assumed that "they (the students) are trying to understand, so they watch you really closely". Nonetheless, 33.3% of the students thought that when presenting, the other students look up at them highly and admire their language, which is a reason of gaining more respect; and 19.4% believe that some students are reflect jealousy.

Chart 2 Statistics represent the reply to the question "how do you see people presenting in English?
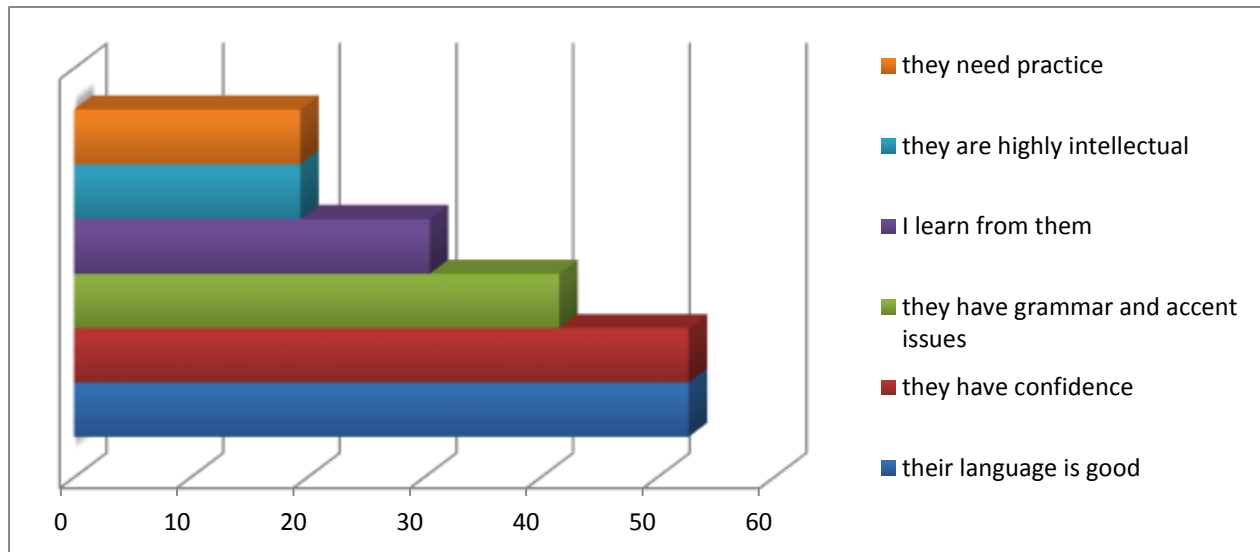
From Chart 2, it is obvious that students feel that the other students are confident and fluent.

From the interview, it is obvious that students think they are being seen in the same manner they reflect on people using English in class. The majority of students (52.7%) usually believe that the speakers' language is good, and they admire the people who speak with confidence. Moreover, many students feel that the speakers need to improve their grammar, vocabulary and accent (41.6%). Some students reflected their view that people who speak in English in class reflect high intellect, and they usually try to learn from them and learn from their mistakes (30.5%). Although some students believed that students with poor language fluency should practice hard outside the classroom, and should avoid presentation, others were proud of the courage the students had as non-native speakers of English, trying hard to speak in English and trying to overcome their language problems.

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When students were asked if they had further comments, only a few students responded. Surprisingly, there were only two common comments. The first comment was the need for time. Some students (3 students) stated that because the in-class situation causes them stress, they sometimes forget important words they need, and thus, they lose the listener with stops and stutters. These students believe that there is a clear need for extensive practice on oral language use. The other point brought up was the opportunity given for weaker (less fluent) students to speak. It is found that students, who are more fluent in English, speak most in the classroom giving very little chance to weaker students who are reluctant to participate. These students urged the instructor to pay closer attention to them, and encourage them to speak more often. This encouragement, in their point of view, would definitely improve their language fluency, and thus, there self-confidence.

DISCUSSION

Oral fluency is the main key of being an English primary school teacher (Al-Nouh e al, 2015: 148). The participants in this research are all English teachers to be, who have either passed the conversation course or were taking it at the time the research was in progress. The paper attempted to look at motivators of oral language use, by starting to look at the occasions where the students would use the EFL language most. It appears that while most students enjoy using the language abroad, they do not think that the use of English is prestigious. This comes as a surprising fact as bilingualism in monolingual countries is believed to be a provider of "access to socioeconomic success and prestige" (Jackson, 2010:249). De Mejia (2002:42) points out the avoidance of associating the word "elite" or "prestige" (in the case of this study) is bound to the fact that although the majority of the population does not speak in English, the use of the language is becoming extremely common in the small world brought together by globalization.

Hence, if prestige does not motivate students to use the language, what really does? The far majority of students in this study have reflected their belief that working in a group is the most motivating factor of FL use. As many educationists have observed (refer to the review of literature), learning a language depends on the students willingness to use it, at the most motivating factor is the learning process. Putting students in groups has shown, as the participants have stated, to motivate the students to use the language more, this comes as a natural development of their belief that when they work in a group they can develop more ideas and be more creative. Many students would work harder if they worked in a group.

The participating students barely showed any hesitation to use English inside and outside the classroom. The majority would happily call a restaurant to order, even when they are mostly sure that they need to speak in English. Moreover, most students were happy to talk to their instructors in English, and students within the highest GPA group usually attempt to converse in college in English purposely to practice the language and learn from other students. Yet, when it comes to presentation, the students become more reluctant. This does not come as a surprise since many participating students have stated that they have never given a presentation in English in front of a class. This fact brings up the idea of anxiety, where Zhou (2013) believes that the student's confidence goes hand by hand with the opportunities the students were given to use the language.

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Since many students have not had the opportunity to give a presentation in English prior to joining college, the reluctance to present is very much expected. Mostly, first year students feel the need to practice, and the reluctance to present. In addition, this stress would cause more language mistakes as the students lack the interactive experience itself as a result, they would lack confidence. The lack of confidence brings out the anxiety when presenting. Richards (2002) found that the shortage of practice opportunities is one of the main contributors to the failure in speaking a foreign language.

Practice, therefore, is one of the most important elements that enhance confidence. It is an anxiety remover (Richards, 2002). The participating students seem to be aware of this fact, and of their need for constant practice. Most students wanted to practice presentations in class, and many felt that they should be given more time to rehearse outside the classroom. The need for more presentation experience was also reflected in the students desire to have more Conversation class time. Not only do they feel the need for presentations, but they also seem to feel comfortable using the language in in-class discussion. Discussions, in this case, being very different from presentations in terms of confidence and comfort of the environment.

When presenting in front of the class, the students feel extreme pressure. Many students stated that they believe that the students are fishing for language mistakes. They found, as Groves & Hoare (2012) have stated that the pressure to use the language correctly has caused them to over monitor their language, so much so that they would make more mistakes. The idea of being judged and graded by the instructor is also an element of anxiety. Al-Nouh et al. (2015) found that students are usually afraid of being unfairly graded, and that this idea affected their willingness and ability to present. Some students found the language mistakes they made very embarrassing, something they would never make in an everyday conversation in English or even a discussion in class. Hence, it appears that the theory of confidence affecting fluency brought up by Abu Alyaan (2013) is in effect in the CBE environment. Although the students have reflected their belief that their English language fluency is quite good, when presenting in front of the class, they find themselves making mistakes that are ridiculous. In addition, most students think that the other students have better language abilities than them during presentations.

Many students participating in this study stated that when they are giving a presentation, they feel like they are making fools out of themselves. Zhou (2013) notes that the reason for feeling insecure during presentations, as mentioned previously, is the lack of confidence. In the case of CBE students, the major reason was believed to be the lack of practice and public language use. Some students stated during the group interviews that they feel that the other students are more fluent than them, and that their language seems to be very weak in comparison. This lack of confidence causes them to stress during presentations, forgetting all the information they wanted to share, no matter how much practice they have done.

However, the majority of students reflected confidence in their language fluency, and did not mind speaking to other students and instructors in English. Yet, they stressed the role of the teacher to help them use the language correctly and fluently. Some students believed that the teacher should observe the students carefully to give the opportunity to speak to all students. Bashful students and

students with less language abilities would be far more reluctant to speak than their peers, and if the instructor does not encourage them to join the discussion, they would hardly ever volunteer (Kluge & Taylor, 2000). Students should know that they are free to make mistakes, and that everyone in class is learning. Samway & Taylor (2007) believe that allowing students to make mistakes in order to practice would encourage them to speak in class, hence give them an opportunity to practice and learn.

CONCLUSION

The current study aimed at viewing the different reasons behind confidence and the effect of confidence and lack of confidence on language learning. The study was based in the College of Basic Education in Kuwait, where all participants are English major (teachers-to-be) students. Different methodologies of data collection were utilized enable to obtain clear and useful data. After analyzing the collected data, it was found that the participating students are confident conversing in English inside and outside the classroom. However, they lack the confidence to present in English in front of a class.

It appears from the data collected that the majority of students use the language daily in restaurants and when traveling abroad. They feel confident using the language as they believe they are fluent and could communicate well. Yet, when using the language in a Conversation class, the students view the situation very differently. They feel anxious and pressured to present perfectly, as they have hardly had previous experience in the field of presentations in English. They feel they are being judged and that most students are better than them when presenting.

The lack of confidence, as have been shown in the discussion, appears to be an expected outcome of the lack of practice and experience in presentations. The students, in this study, expressed their need for more presentations opportunities, and ample time to practice and revise the information in and outside class. Many students believed that the instructor is responsible to divide speaking chances between students, so weak students will be encouraged to participate and use the language more frequently.

The current study was based on an all-female environment. This is identified as a short come in the study, as gender would probably affect confidence. Moreover, looking at confidence during presentations within students at schools would help widen the scope, and would provide better understanding of the college students' background. In conclusion, confidence is closely attached to practice. Fluency, no matter how good, might also be affected by the lack of practice. To increase language fluency and the confidence of language use, the teacher should encourage students to participate in class, and provide them with many presentation opportunities, Practice, more practice and even more practice is the key behind language use confidence in class. As long as students feel that judgment is not the main goal behind their presentation, and that they can make mistakes because they are non-native speakers of the language, they will be able to build a strong confident language base that would definitely increase their practice, and hence increase their fluency.

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