

DEVELOPING SELF-CONFIDENCE IN STUDENTS LEARNING ENGLISH LISTENING
& SPEAKING SKILLS II. CASE STUDY: STUDENTS FROM THE DEPARTMENT
OF SERVICE INDUSTRY AND LANGUAGE INNOVATION
KASETSART UNIVERSITY, KAMPHAENG SAEN CAMPUS

Malysa Hutchinson¹

Abstract

The purpose of this research were to investigate the relationship between learner's self-confidence and their listening and speaking skills proficiency. In class-rooms studies, activities, and presentations will all be examined to boost their confidence. The aim of this research was to learn the students' needs, understand their learning process, and raise students and educators awareness about the importance of self-confidences in students' English listening and speaking skills. This research was based on the learner's ability to trust themselves in order to increases their level of self-confidences. The case study consisted of 98 first-year students in the Department of Service Industry and Language Innovation at Kasetsart University, Kamphaeng Saen Campus. This study was conducted in the second semester of the academic year of 2017/2018. The sample consisted of 85.71% females and

14.28% males, first-year students. The analysis of the questionnaire results revealed that the learners strongly support the importance of self-confidences as an affective factor in improving their performances. There were five instrument used in collecting data; in class instructions, observations, question-naire surveys, testing's and speaking activities. These encouraged the first-year student's to see their view points about the importance of having a higher level of self-confidences in their English studies. The findings of the research showed that role playing activities and giving group and self-presentations can improve students' self-confidence and be able to work together productively. From this study, the researcher found positive result from the findings. Students were able to speak English through a range of materials, express their ideas freely, feel more confident with their ability and they became more creative.

¹Lecturer of Faculty of Liberal Arts and Sciences, Kasetsart University, Kamphaeng Saen Campus.

Keywords: Self-confidence, Learning English Listening & Speaking Skills II, Motivation, Higher Education.

Introduction

Learning to speak is an important aspect of language education. Most students are motivated to improve their speaking because they are aware of the advantages of being able to speak English well, but lack the confidence to speak freely in English. Speaking is one of the basic language skills that should be mastered by English foreign learners due to its significant and its use for communication. The first and perhaps easiest way to increase students' confidence in speaking and communications is to engage them with interesting conversations, new topics and materials inside and outside of the classroom. Educators should have regular office hours that works for students with various scheduling needs. Some students may simply need a bit of extra help to boost their understanding and confidence in the material and themselves. There are several strategies educators can use to increase students' confidence in comprehension and analysis. For example have students' work problems out loud. This slows down the process of critical thinking and analysis, encouraging deliberate thinking and

reasoning. Pose open ended, dialog questions to students rather than provide them with all the answers.

It's very important for teachers to let the students be aware of these issues and make sure that the students understands the importance of speaking English inside the classroom. Confident learners tend to speak more and know how to get their point across. However, for those students who feel unsure and aren't so confident, learning new material can feel like swimming upstream. Some students may respond in short phrases because they may not feel confident or because they are too shy to speak up and get their points across. In addition, English learners may also giggle when they are embarrassed or when they are unable to understand the lesson (Byung, 2004). These students are always questioning their abilities and tend to shy away from answering questions. It's also very important to be able to speak English confidently regarding that it is the most commonly accepted language in the world, not only to improve their knowledge and skills but also easier for them to get their desired job in the future. More than that, they will not find it difficult to communicate and interact with people around the world when they travel abroad (Garg & Gautam, 2015).

Research Objectives

The research objective (1) to focus on students' self-confidence and motivation to improve their learning abilities in higher education (HE). (2) to get useful information from group studies to gain the understanding of students' needs to promote students self-confidence. (3) to find their weakness and how it affects their English learning process. As educators, we are presented with a huge challenge, which is how to encourage and enable our students to engage in the learning process. Students who actively engage with what they are studying tend to understand, learn and remember more than the students who passively receive what we teach them. The three important research questions are as follows:

1. How can educators support self-confidence and motivation in (HE)?
2. What are the percentages of students with self-confidence challenges?
3. What are their weakness and how does it affects their English learning process?

Literature Review

Interest has grown in recent years in what is sometimes referred to as the Learning Centered Paradigm (McManus, 2001), because it situates learners at the

center of the experience, empowers and motivates them to assume responsibility for their own learning, and adopts teaching and learning strategies designed to encourage students to see themselves as active thinkers and problem-solvers. Clinchy (1995) says, conventional teaching and learning situations are too often; we pressure students to “defend their knowledge rather than exhibit their thinking”. King (1995) argues that students need to learn how to think critically by continually questioning everything around them. To him, “good thinkers are good questioners. Whatever they see, hear, read, or experience, they are constantly analyzing it, searching for explanations, and speculating about relations between that experience and what they already know.”

In some cases most educators would agree with Seeler et al. (1994) states that “educational strategies which take students out of the passive role and place them in an active, thinking mode should be used.” Inquiring minds really do want to know: Using questioning to teach critical thinking. Hopkins (2008:47) suggests that action research combines a major act with a research procedure. The challenge is to encourage our students to actively engage in the learning process to develop their ideas, critical thinking, and become better

equipped to solving problems. As Gate (2003) says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language.

1. The importance of students' self-confidences in listening and speaking skills

The Importance of listening and speaking a foreign language is not a simple skill to develop; therefore, developing the ability would be a great benefit for their future. Speaking is the presence of communication goal that has to be realized, for instance the speakers want to express their wish or desire to do something; negotiate and solve particular problem; or establish and maintain social relationship with others. This includes that the students must be both good listeners as well as good speakers. So, this comes to the first research question, "how can educators support self-confidence?" Lecturers must encourage students to make mistakes, because they will be able to learn from them, with educators' advice, value students individually, establish goals together, be sincere, and communicate in order to both build and promote self-confidents in the classroom. If first-year undergraduates have high level of self-confidence, they will be able to trust their

own abilities which will increase their level of English language learning.

1.1 What is self-confidence?

The word self-confidence has been defined as the confidence in oneself, powers and abilities (Merriam-Webster, 1997). According to Shrauger and Schohn (1995), self-confidence is a sense of self-competence and skill, one's perceived capability to deal effectively with various situations. Other surveys have also measured self-confidence in a similar way by evoking examples of more concrete activities (e.g. making new friends, keeping up with course demands, managing time wisely, etc.).

1.2 Is self-confidence a skill?

Confidence is not something that can be learned like a set of rules; confidence is a state of mind that can be learned and improved in a matter of time. Confidence mainly comes from feelings of well-being, and belief in own ability, skills and experience. Many early theories suggested that self-esteem is a basic human need or motivation. Maslow, A (1943), included self-esteem in his Hierarchy of human needs.

1.3 Is speaking a foreign language a skill?

Gate (2003) says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second

language. It is the skill students are frequently judged. It is also the vehicle par excellent of social solidarity, social ranking, professional advancement and business” (Jones, 1989). However, Jones (1989) defines speaking as a form of communication in which the effective conveyance of what the speaker says is very crucial. Kush clarified (Kushartanti et al., 2005) for what is called as effective speaking as an utterance in a set of voices spoken by someone and understood by someone else. It means that speaking is not as simple as we say something but more than that it is related to the meaning that is constructed so that people can understand what we are saying. As a complement, Brown added that the process of constructing meaning involves producing, receiving, and processing information (Florez, 1999).

1.4 Is listening skills important?

Listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. Emphasizing the importance of listening, Anderson and Lynch (2003) state that listening skills are as important as speaking skills because people cannot communicate face-to-face unless both types of skills are developed together. Listening skills are also important for learning purposes since through

listening students receive information and gain insights (Wallace, Stariha & Walberg, 2004).

1.5 Is learning motivation a factor?

Motivation is an essential factor, its element is necessary for quality education. The question is, how do we know when students are motivated? Do they pay more attention, they begin working on tasks immediately after the instructions, do they ask questions or volunteer answers, or do they appear to be happy and eager in their studies (Palmer, 2007). Our most important job as educators, is not to produce a generation of right answers; it is to produce a generation of confident, eloquent thinkers who can understand, effectively, and enjoy their learning process. In (Weimer, 2018). Stated that, “Students who believed in themselves are much more able to do more and are likely to be motivated in terms of effort, persistence, and behavior. If students believe they can do it, they are motivated to try.

1.6 How to keep students motivated?

Motivation is probably the most important factor that educators can target in order to improve learning. The researcher believes that educators have a powerful influence on students, and is able to help students feel confident and proud of their accomplishments. Motivation

energizes the behavior of the students and directs them to specific goals. It also helps students acquire knowledge, develop social qualities, increase initiation, persist in activities, improve performance, and develop a sense of discipline. The fact is that human beings are complex with different needs and desires. Learning abilities can't occur unless students are motivated on a consistent basis. Studies show that classroom attention-span of students varies from 15 to 25 minutes (Bligh, 1972 as cited by Cashin, 1985). Meyers & Jones (1993) found that students' classroom attention is poor for 40% of the time and they retain 70% of the information during the first ten minutes and only 20% of the information during the last ten minutes of a lecture. In a 1997 national survey in USA, of more than 250,000 freshmen at nearly 500 universities, 35.6% of the students said that they were frequently bored in class (Berk, 2003). Educators need to provide students with their feedbacks. Tasks shouldn't be too difficult or too easy. It needs to be challenging but something that can be accomplished. Tasks that are too hard or too easy are equally de-motivating to students (Pintrich, 2003).

1.7 Does student's emotions plays a role in learning?

Emotions such as enjoyment, anger, hope, pride and boredom, can each affect students and learning in a variety of ways (Pekrun, Goetz, & Perry, 2002). Feelings play a vital role in the development of learning since it is through our subjective emotional world that we develop it naturally and it's reflected in our behavior and attitudes.

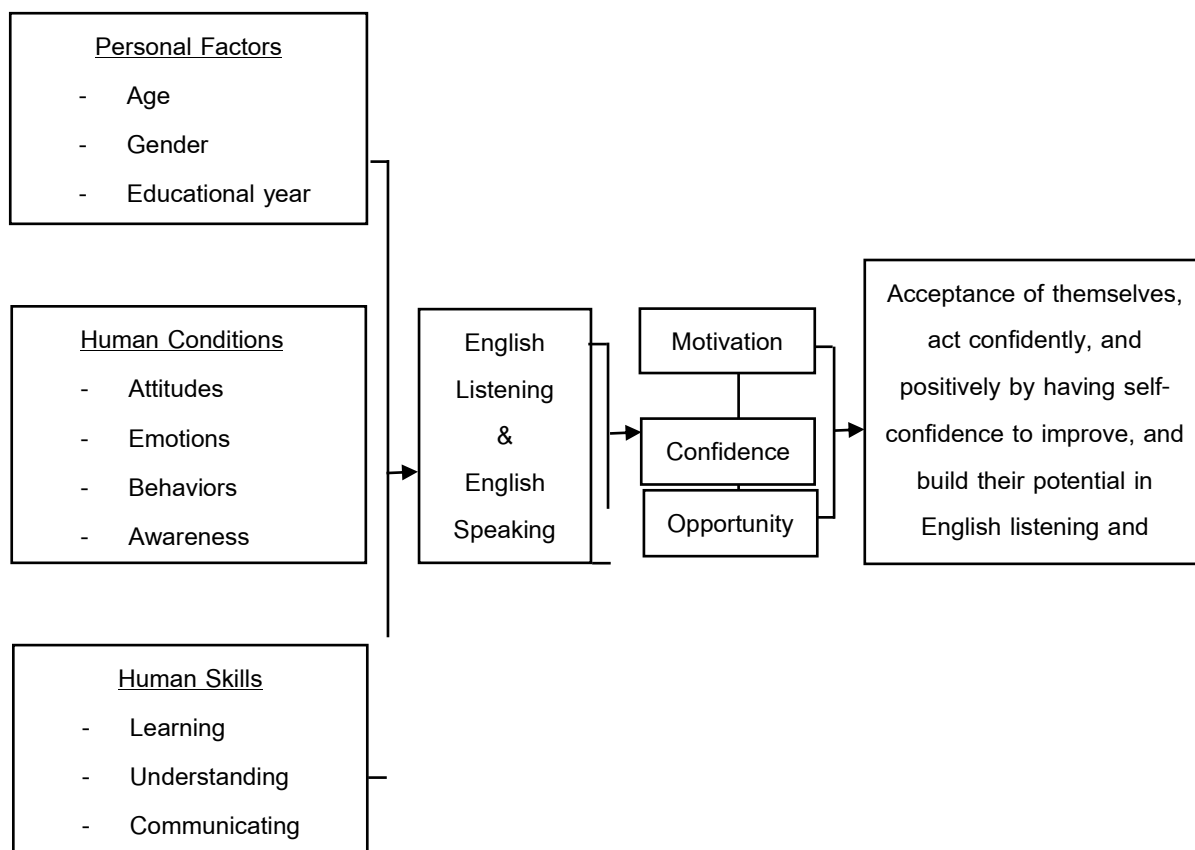
1.8 Does good practice encourages active learning?

Students do not learn much just sitting in classes listening to instructors, memorizing assignments, and shouting out answers. They must talk about what they are learning and apply it to their daily lives. The key is, "students should take what they've learned, and make it a part of themselves."

Methodology

The method used in this research are both quantitative and qualitative, "mixed method." The question is what are the percentages of students with self-confidence challenges? This research will be upon observations using focused group discussions (FGD). The techniques used to collect the data are: observation, interview, test and questionnaire. There will be a pretest and posttest specifically designed for this case study. Using students' questionnaires surveys which are intended

Research Framework



for first-year undergraduates learning course: English Listening & Speaking Skills II. These tools are the main keys to provide information about the student's attitudes towards the effect of self-confidence to examine how and why people think in a particular way and how it influences their beliefs and values to the learning process in creating their confidence. Proof checking from a specialist about the information of this survey. After the editing process will be put to action as a reliability and use the

rating scale to measure the internal consistency.

Analysis of data and statistics includes quantitative research and content analysis by using questionnaires as a tool to find the students weakness and strengths. Software such as statistical package for the social sciences (SPSS) may be used to calculate the findings of percentages. The hypothesis of self-confidence has a great amount of emphases for students learning English and how well they acquire their English skills in

Higher Education. The first class consisted of 51 students and the second class consisted of 47 students; total sample of 98 first-year students. The obtained information are provided to gain insights

and understanding through intensive collection of the focused group and narrative data to find details and information about students' self-confidence.

Table 1: Shows the results of students' scores.

NO.	NAME OF RESPONDENTS	Y PRE-T 30	Y1 GP 10	Y2 SP 15	Y3 SP 15	Y4 POST-T 30	TOTAL 100	GRADE
1	Student 1	24.14	9	12	15	26.33	86.47	A
2	Student 2	15.37	7	11	14	16.33	63.7	C
3	Student 3	19.76	9	12	14	24.67	79.43	B+
4	Student 4	14.63	8	10	14	24.00	70.63	B
5	Student 5	19.02	7	12	15	28.33	81.35	A
6	Student 6	15.73	8	11	13	18.00	65.73	C+
7	Student 7	16.10	8	9	15	22.67	70.77	B
8	Student 8	24.14	6	10	14	25.33	79.47	B+
9	Student 9	18.29	9	13	14	28.33	82.62	A
10	Student 10	15.00	8	11	15	28.00	77	B+
11	Student 11	16.83	9	12	15	26.00	78.83	B+
12	Student 12	15.37	7	11	13	16.00	62.37	C
13	Student 13	19.02	8	12	14	28.67	81.69	A
14	Student 14	17.93	7	10	15	27.33	77.26	B+
15	Student 15	19.76	8	12	15	29.00	83.76	A
16	Student 16	20.85	9	11	15	28.00	83.85	A
17	Student 17	15.37	7	13	14	28.00	77.37	B+
18	Student 18	21.22	8	12	14	28.00	83.22	A
19	Student 19	15.00	8	11	13	27.33	74.33	B
20	Student 20	11.71	7	10	13	13.67	55.38	D+
21	Student 21	15.37	8	13	15	29.67	81.04	A
22	Student 22	14.63	7	9	14	23.33	67.96	C+
23	Student 23	18.29	8	10	15	28.33	79.62	B+
24	Student 24	15.00	8	12	13	27.00	75	B+
25	Student 25	18.66	9	12	15	27.67	82.33	A
26	Student 26	18.66	8	11	14	27.00	78.66	B+

วารสารวิชาการ สถาบันเทคโนโลยีแห่งสุวรรณภูมิ

357

NO.	Name of respondents	Y Pre-T 30	Y1 GP 10	Y2 SP 15	Y3 SP 15	Y4 Post-T 30	Total 100	Grade
27	Student 27	16.10	7	11	13	21.67	68.77	C+
28	Student 28	16.10	8	12	14	28.67	78.77	B+
29	Student 29	16.83	7	11	15	28.00	77.83	B+
30	Student 30	15.37	8	9	15	27.33	74.7	B
31	Student 31	19.02	7	10	12	24.33	72.35	B
32	Student 32	16.83	6	12	14	27.67	76.5	B+
33	Student 33	15.00	7	10	13	25.67	70.67	B
34	Student 34	20.12	8	11	13	25.00	77.12	B+
35	Student 35	20.49	7	11	15	28.33	81.82	A
36	Student 36	15.00	6	9	15	25.67	70.67	B
37	Student 37	23.41	8	10	13	26.33	80.74	A
38	Student 38	19.39	6	11	13	26.00	75.39	B+
39	Student 39	20.49	9	10	14	28.67	82.16	A
40	Student 40	19.39	8	11	12	28.33	78.72	B+
41	Student 41	19.02	8	10	15	27.00	79.02	B+
42	Student 42	19.76	7	9	14	28.00	77.76	B+
43	Student 43	16.83	6	10	13	26.67	72.5	B
44	Student 44	21.22	9	12	15	27.67	84.89	A
45	Student 45	15.37	6	9	15	25.00	70.37	B
46	Student 46	14.63	8	12	15	27.33	76.96	B+
47	Student 47	13.17	7	12	14	24.00	70.17	B
48	Student 48	17.56	8	11	13	27.67	77.23	B+
49	Student 49	20.49	9	10	15	28.00	82.49	A
50	Student 50	13.90	8	11	15	27.67	75.57	B+
51	Student 51	16.83	7	9	14	24.00	70.83	B
52	Student 52	15.00	7	11	14	18.33	65.33	C+
53	Student 53	16.83	7	8	15	23.33	70.16	B
54	Student 54	17.93	6	11	13	24.33	72.26	B
55	Student 55	21.22	8	9	14	28.00	80.22	A
56	Student 56	23.41	8	10	15	27.00	83.41	A
57	Student 57	24.14	7	10	14	27.67	82.81	A
58	Student 58	17.56	7	11	12	18.33	65.89	C+
59	Student 59	20.12	6	11	15	27.33	79.45	B+
60	Student 60	14.63	7	11	12	27.00	71.63	B

วารสารวิชาการ สถาบันเทคโนโลยีแห่งสุวรรณภูมิ

358

NO.	Name of respondents	Y Pre-T 30	Y1 GP 10	Y2 SP 15	Y3 SP 15	Y4 Post-T 30	Total 100	Grade
61	Student 61	15.00	7	10	14	17.00	63	C
62	Student 62	16.10	7	12	14	27.00	76.1	B+
63	Student 63	18.29	8	13	15	28.33	82.62	A
64	Student 64	16.83	7	10	15	26.67	75.5	B+
65	Student 65	21.95	7	9	14	25.33	77.28	B+
66	Student 66	22.68	8	10	13	27.00	80.68	A
67	Student 67	18.69	6	10	15	23.67	73.36	B
68	Student 68	19.02	9	12	14	28.67	82.69	A
69	Student 69	20.44	8	11	13	26.33	78.77	B+
70	Student 70	19.76	7	10	15	28.67	80.43	A
71	Student 71	21.95	9	13	15	27.33	86.28	A
72	Student 72	13.54	7	12	14	27.33	73.87	B
73	Student 73	16.83	7	11	13	24.67	72.5	B
74	Student 74	11.71	8	10	15	25.33	70.04	B
75	Student 75	23.41	9	12	15	27.33	86.74	A
76	Student 76	18.66	7	10	15	26.67	77.33	B+
77	Student 77	21.22	9	12	14	26.67	82.89	A
78	Student 78	15.00	8	12	13	25.33	73.33	B
79	Student 79	16.10	8	11	13	28.33	76.43	B+
80	Student 80	18.29	9	13	15	22.67	77.96	B+
81	Student 81	20.49	8	11	15	25.00	79.49	B+
82	Student 82	16.10	7	9	15	26.00	73.1	B
83	Student 83	19.76	7	12	14	26.67	79.43	B+
84	Student 84	16.83	7	11	13	27.67	75.5	B+
85	Student 85	22.68	8	12	15	28.67	86.35	A
86	Student 86	20.49	9	11	15	26.67	82.16	A
87	Student 87	17.93	9	12	14	28.00	80.93	A
88	Student 88	18.29	8	13	14	27.00	80.29	A
89	Student 89	19.02	7	11	15	24.00	76.02	B+
90	Student 90	17.56	9	12	13	27.00	78.56	B+
91	Student 91	20.49	8	11	14	28.33	81.82	A
92	Student 92	17.56	9	12	14	28.33	80.89	A
93	Student 93	11.71	7	10	13	19.00	60.71	C
94	Student 94	15.37	8	11	14	26.00	74.37	B

	Name of respondents	Y Pre-T 30	Y1 GP 10	Y2 SP 15	Y3 SP 15	Y4 Post-T 30	Total 100	Grade
95	Student 95	19.02	9	12	15	25.67	80.69	A
96	Student 96	15.00	8	11	15	27.00	76	B+
97	Student 97	20.12	9	13	15	27.00	84.12	A
98	Student 98	20.49	8	10	15	23.33	76.82	B+
	Total	1763.39	753	1074	1385	2534.66	7510.05	

P=percentages, Y=students pre-test scores, Y1=students group presentation scores, Y2=students first self-presentation scores, Y3=students second self-presentation scores and Y4=students post-test scores.

Grading (*Tentative*)

80 ≥	=	A	60 – 64	=	C
75 – 79	=	B+	55 – 59	=	D+
70 – 74	=	B	50 – 54	=	D
65 – 69	=	C+	0 – 49	=	F

Results

The following shows the students' tests results for the pre-test, post-test, group presentation, and self-presentations of the first-year students' educational year 2017.

From analyzing the participants performance from the pretest and posttest scores, the findings shows a total of 32 A's, 35 B+'s, 21 B's, 5 C+'s, 4 C's, and 1 D+. The students were given several tests to evaluate the student's understandings of the English language. The grading tentative of fifty or above is a passing grade. Communication and self-confidence skills are also tested, including group and self-presentations. Teacher grades the students by interviewing each student separately.

This includes pronunciation, eye contact and self-confidence to present, speak and act. Group presentation includes team work confidences and fluency. Students pretest was 30 points, group presentation 10 points, and self-presentation; divided by two equals 30 points and post-test 30 points. Total points possible is 100. The percentages were based on an average of 98 students that participated in the questionnaires survey prior to pretest.

The pre-test had 82 possible points, each question equals 2.734. E.g. student number 1 scored 66 out of 82 points. The calculation would be $66 \div 2.734 = 24.14$. The posttest was 30 possible points out of 90 questions, each question equals 3.0. E.g.

student number 1 scored 79 out of 90 questions calculated as $79 \div 3.0 = 26.33$.

Percentage is a comparison of the pre-test and posttest, (Y and Y4) of the students passed. A total of 98 students, 49 passed calculated as $.49 \times 98 = 48.02\%$ students passed for the pre-test and 97 students passed for the post-test. To compare the test result between the pre-test and the post-test the researcher started by calculating the students mean score of the test, calculating the class percentages, and calculating the students improvement score from the pretest to the posttest. In analyzing the data of the pretest, the first step is to get the mean score of the class. It's calculated as following:

$$\bar{X} = \frac{\sum x_i}{n}$$

The second step is to know the percentage of the student's score who passed. It's calculated as follows:

$$P = \left(\frac{F}{N}\right) \times 100\%$$

To get the improvement of the scores from the pretest to the posttest and self-presentations, use this formula below.

$$P = \frac{y1 - y}{y} \times 100\%$$

From the students' test scores of the self-presentations, (Y2) scored 62.72, and (Y3) scored 96.04. By comparing the percentages there was an improvement of 33.32%. Students' pre-test results were 48.02% out of 82 possible points, and for the post-test 95.06% out of 90 questions. Comparing percentages, pre-test to the post-test there was an improvement by 47.04%.

The following are figures of the result of the students' scores improvements.

Table 2: Improvement score from the students' self-presentations (Y2), (Y3) and pre-test (Y2) to post-test (Y3).

Score	Y2 SP	Y3 SP	Y Pre-T	Y4 Post-T
Total score	1074	1385	1763.39	2534.66
Students test score	62.72	96.04	48.02	95.06
Students means score	10.96	14.14	18	25.87
Students class percentage score	65.31%	100.00%	50%	98.98%

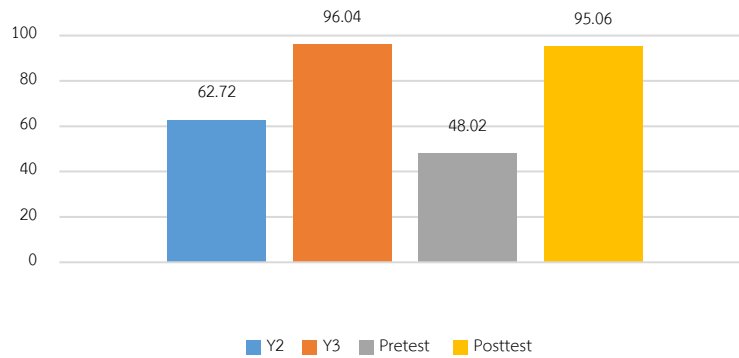


Figure 1. Student's test score improvements.

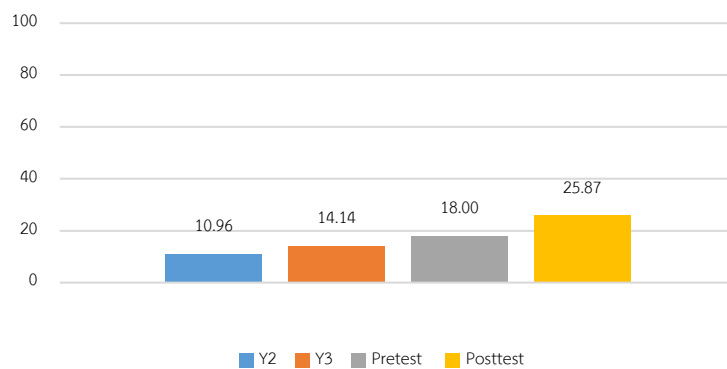


Figure 2. Students' mean score improvements.

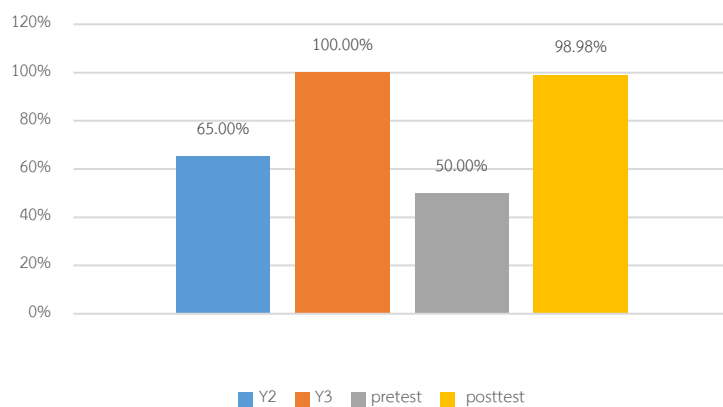


Figure 3. Students' class percentage score improvements.

The results from the student's mean score of the self-presentation has increased by 3.18 and the pre-test had increased by 7.87.

The results from the pre-test to the post-test increased by 48.90%. These

results clearly shows improvement of students' self-confidence and the students' increased their knowledge in the results of the post-test and self-presentations.

Table 3: Analysis of pretest and posttest performance top improvements. The top thirteen students that had the most scores increased from their pretest scores.

No.	Name of respondents	Gender	Pretest 30	Posttest 30	Improvement
1	Student 10	Female	15	28	13.00%
2	Student 17	Female	15.37	28	12.63%
3	Student 19	Female	15	27.33	12.33%
4	Student 21	Male	15.37	27.67	14.03%
5	Student 24	Female	15	27	12.00%
6	Student 28	Female	16.1	28.68	12.57%
7	Student 46	Female	14.63	27.33	12.07%
8	Student 50	Female	13.09	27.67	13.77%
9	Student 60	Female	14.63	27	12.37%
10	Student 72	Female	13.54	27.33	13.79%
11	Student 74	Female	11.71	25.33	13.62%
12	Student 79	Female	16.1	28.33	12.23%
13	Student 96	Female	15	27	12.00%

*As seen on table 3, student number 21 has the most improvement from the pretest scores.

Human Conditions and Personal Factors

The personal factors of Freshmen Student's ages 18 to 19 years have the same belief that English language is important for their future career. From the data collection samples of 98 first year students,' the researcher learned that females are more likely interested to learn

a second or third language e.g. French, Spanish, Korean, Japanese, Chinese, Cambodian and Malay. Whereas the males are only interested in English and Chinese languages. General background of students are also an important factor, 12.5% of students says that they've got the English language from parents, 26% from

international friends and social media, 38% from educational institutions and 23.5% from traveling abroad.

Since many learners practice the language only in the classroom, the various kinds of oral expressions activities in foreign language can provide opportunities for better speaking performances. Students

participated in the group and self-presentation. Teachers must take into consideration that there are many factors that interact with learners experience in speaking. This includes speaking in different situations, communicative strategies and conversation activities. The following will be the results of the collected data from

Table 4: The top fourteen students that had satisfactory improvement of ten percent and above, increased scores from their pretest scores.

No.	Name of respondents	Gender	Pretest 30	Posttest 30	Improvement
1	Student 9	Female	18.29	28.33	10.04%
2	Student 23	Female	18.29	28.33	10.04%
3	Student 32	Female	16.83	27.67	10.84%
4	Student 33	Female	15	25.67	10.67%
5	Student 36	Female	15	25.67	10.67%
6	Student 47	Female	13.17	24	10.03%
7	Student 48	Female	17.56	27.67	10.11%
8	Student 62	Female	16.1	27	10.09%
9	Student 63	Female	18.29	28.33	10.04%
10	Student 78	Female	15	25.33	10.33%
11	Student 84	Female	16.83	27.67	10.84%
12	Student 87	Female	17.93	28	10.07%
13	Student 92	Female	17.56	28.33	10.77%
14	Student 94	Female	15.37	26	10.63%

*As seen on table 4, student number 84 has the most improvement from the pretest scores.

the questionnaires survey. There were a total of 12 parts to the questionnaires survey. Total of 40 questions asked.

Students' attitudes and behaviors on the English language.

The human conditions such as attitudes

toward the English language are good. The question is to describe themselves as a foreign speaker of English. The data shows that 20.5% of students says that they feel unconfident and need to search for the proper words. 13% gesticulate more with

hands and use facial expressions to get their words across. 17% says that they speak slower and are quieter in conversations. 17% uses utterances (words) such as yeah, mmm and uhah. 9% feels less capable like an outsider in some situations. 23.5% says that they feel comfortable and tend to talk more in different situations.

In this part the researcher checks the human conditions of students' feelings, emotions, attitudes and behaviors toward the English language. There was a total of three questions asked in this part with six choices. The choices are as follows: 1) Admiration for a good effort, 2) Sympathy, 3) Pride in having better language skills yourself, 4) Irritated, 5) Embarrassment on behalf of Thais, and 6) No feeling at all.

The students were to choose the one option that best describes their feelings. The questions asked are (1) "How do you feel, when you hear a famous Thai speaking English poorly on TV or on the radio?" The majority of the students felt admiration for the good effort, some felt sympathy of the speaker, and few students were irritated by the speaker. Question (2) "How do you feel when you hear a famous Thai speaking English on TV or on the radio fluently but with a Thai accent?" Majority of the students were admired for the speaker,

some students felt pride in having better skills themselves, and fewer students felt irritated. Question (3) "How do you feel when you hear a famous Thai speaking English on TV or on the radio fluently, like a native speaker of English?" All of the students showed a great sense of admiration for the speaker, and some were proud of Thais. The results from the questionnaire survey clearly shows that students' feel admiration of a person who tries to speak English and proud of someone who is able to speak English fluently with little or on accent.

Students' awareness on the English language.

There were few questions asked concerning their awareness on the English language. The questions asked was, "what following statements are important for you about the English language in Thailand?" Students' strongly agreed that the young and working people must know English to be up-to-date with the global community. Thais traveling abroad must also know English in order to communicate for specific needs. It is important for the development of multicultural society that everyone should be able to speak English including that all companies in Thailand should be able to offer services in English. Because

there is a large amount of foreigners' living and travelling in Thailand.

Students' learning and understanding skills on the English language.

In this part the students evaluated their personal English skills.

Table 3 and 4 clearly shows that students are highly aware of the importance of the English language and how it affects their self-confidence. The un-answered refers to their lack of self-confidence and unsure if they are able to do these tasks. There are a few with low self-confidence challenges that must be helped.

Table 3: The students evaluating themselves on their understandings in the English language.

How do you describe yourself?	Yes	No	Un-answered
I want to learn more English	98	0	-
I am proud of my English skills	31	67	-
I am ashamed of my English skills	36	51	11
I feel that I know English well enough	11	81	6
I feel that I know English as well as a native speaker	10	88	-
I am able to do a presentation on stage without hesitation	20	73	5
Your feelings of self-confidence.			
Can you be interviewed in English?	59	39	-
Do you feel relaxed when you speak in English?	31	67	-
Do you like to learn English with the whole class?	79	19	-
Would you like to study in an English speaking country?	86	12	-
Do you worry that you'll make a mistake if you speak English?	75	23	-
(continued) Your feelings of self-confidence.	Yes	No	Un-answered
Do you have confidence to speak to a group of people in English?	46	45	7
Are you able to give your opinion in English when talking to a native speaker?	57	25	16
Your feelings of anxiety.			
I start to panic when I have to speak without preparation.	67	23	8
I forget English when the professor asks me a questions.	59	35	4
I feel more scared in English class than in other classes.	39	58	1

I never feel quite sure of myself when I'm speaking in my foreign language class.	59	39	-
I can show/tour an English speaking visitor around the campus and answer questions.	50	48	-

Discussion

The evidence from this brief case study supports claims that learning the course, “Listening and Speaking Skills II” helps the students to engage in the English language

learning process. It makes them aware of their abilities and what they should do to improve their self-confidence. This gives students more opportunities to speak and use the language. The following activities

Table 4: The students understanding their skills in the English language.

How do you evaluate your skills in English according to the options below?	5 Fluently	4 Moderately	3 With Difficulty	2 Few words	1 Not at all
I read English	19	46	32	1	0
I write English	12	22	51	12	0
I speak English	9	36	42	11	0
I understand spoken English	17	36	41	4	0

were used in this research project:

1. Brainstorming about a topic given by the lecture.
2. Role play activities develop learner's confidents and creativity.
3. Group work in which students are divided into groups to prepare about a presentation.
4. Dialogues provide learners with grammatical controlled scrips that they can use in real life.
5. Communicative games were fun and

they stimulated students' interactions in the classroom.

6. Debating is interesting depending on current events or subjects that students are interested in.

7. Storying telling was re-told in their own way according to what they've read from books or the internet.

Conclusion and Recommendations

The positive findings revealed in this study shows that self-confidence is an

important factor in enhancing English language learners oral productions. The results of the questionnaire survey that the students took strongly support the importance of self-confidence as an effective factor in enhancing learners speaking skills. Therefore, there is clearly enough evidence to say that learners of English should trust their own abilities, continue practicing the English language. By doing this they would be more motivated and more confident in themselves and their abilities. It's important for both learners and teachers not to neglect self-confidence, as this is an important factor in the process of students learning a foreign language.

This study shows that learners need to trust themselves and their abilities in order to improve the quality of their oral

productivity. We teachers need to create a relaxed and friendly atmosphere where learners can use the target language with confidence. Opportunity is also very important, because without this it is difficult to achieve their language goals.

1. Teachers need to help learners overcome their fear towards speaking the foreign language.

2. Teachers need to show learners that speaking depends not only on attending the class, but it is based on the use and practice of the language. "The more practice the better you become."

3. Teachers need to motivate learners and raise their self-confidence, learners will speak successfully if they obtain their teachers help instructing them towards their speaking achievements goals.

Bibliography

- Anderson, A. & Lynch, T. (2003). *Listening*. Oxford: Oxford University Press.
- Berk, R.A. (2003). *Professors are from Mars, Students are from Snickers: How to write and deliver humor in the classroom and in professional presentations*. Sterling, V.A. Stylus Publishing.
- Bligh, D.A. (1972). *What's the use of lectures?* Harmondsworth, Middlesex, England, Penguin Books.
- Byung-Eun, C. (2004). *Issues Concerning Korean Learners of English: English Education in Korea and Some Common Difficulties of Korean Students*. The East Asian Learner Vol. 1 (2) Nov. 2004, Pg. 5.
- Cashin, W.E. (1985). *Improving Lectures*, Idea Paper No 14, Manhattan, KS: Centre for Faculty Evaluation and Development, Kansas State University.
- Clinchy (1995). *Connected Approach to the Teaching of Developmental Psychology. Enhancing Student Learning: Seven Principles for Good Practice*. The Seven Principles Resource Center. Winona State University. http://www.crlt.umich.edu/gsis/p4_6.
- King, A. (1995). *Designing the instructional process to enhance critical thinking across the curriculum: Inquiring minds really do want to know: Using questioning to teach critical thinking*. *Teaching of Psychology*, 22 (1), 13-17.
- Garg, S., & Gautam, A. (2015). *Learning English can change your life for the better*. *International Journal of English Language, Literature and Humanities*, (II).
- Hopkins, D. (2008). *A Teacher's Guide to Classroom Research*. (4 ed.). New York: Open University Press.
- Meyers, C., & Jones, T.B. (1993). *Promoting Active learning: Strategies for the college classroom*. San Francisco: Jossey-Bass.
- Maslow, A. H. (1954). *Motivation and Personality: A preface to motivation theory*. *Psychosomatic Med.*, 1943, 5, 85-92.
- Merriam Webster Dictionary, *Self-confidence*, <https://www.merriam-webster.com/dictionary/self-confidence>.
- McManus, (2001). *The Two Paradigms of Education and the Peer Review of Teaching*, "Learning Centered Paradigm."
- Palmer, David (2007). *Teaching Science: The Journal of the Australian Science Teachers Association*. Autumn 2007, Vol. 53 Issue 1, p38-42. 5p.

- Park, C. (2003). Engaging Students in the Learning Process: the learning journal. *Journal of Geography in Higher Education*, Lancaster University, UK Vol. 27, No. 2, July 2003, pp. 183–199.
- Pekrun, R. Goetz, T. Titz. W. & Perry, R. P. (2002). Academic emotions in students self-regulated learning and achievement: A program of qualitative and quantitative research. *Education psychologist*, 37 (2), 91- 105.
- Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95 (4), 667-686.
- Naithani, P. (2008). Reference framework for active learning in higher education BIT International Center, Kingdom of Bahrain, p2.
- Seeler et al., (1994). D.C. Seeler, K.H. Turnwald, K.S. Bull “From teaching to learning, *Journal of Veterinary Medical Education*, 21 (1.) (1994). Shrauger, J. Sidney; Schohn, Mary (1995-09-01). "Self-Confidence in College Students: Conceptualization, Measurement, and Behavioral Implications". *Assessment*. 2 (3): 255– 278.
- Wallece, T., Stariha, W. E. & Walberg, H. J. (2004). Teaching speaking, listening and writing. France: Typhon.
- Weimer, M. (2018). Five Keys to Motivating Students <https://www.facultyfocus.com/articles/teaching-professor-blog/five-keys-student-motivation/Wikipedia>, Self-confidence, <https://en.wikipedia.org/wiki/Self-confidence>.