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The Impact of Confidence and Self-Esteem in the Development of English Speaking Skills

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Abstract The improvement of speaking skills is profoundly influenced by self-esteem and self-confidence. Previous studies have shown that there is a direct relationship between students' confidence and their speaking behaviour in L2 (Nazarova & Umurova, 2016). This study endeavours to ascertain the impact of self-esteem and self-confidence on the speaking performance of English advanced students enrolled in a teacher education programme in Southeast Mexico. Additionally, the study using a convergent mixed method design as it involved qualitative and quantitative data sought to reveal whether instructors employ instructional techniques that assist students in boosting their self-esteem. The findings showed that students' self-perception where they do not feel confident with themselves may have an impact on how they deal with their speaking performance, especially when it comes to class participation. The results of this investigation might be of interest to educational researchers, EFL teachers and learners interested in affective factors. It might also contribute to expand the knowledge about self-esteem and self-confidence effects on students' English learning experience in Latin American contexts.

Keywords Speaking skills, confident, self-esteem, students, impact, performance, factors, behaviour

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1. Introduction

Mastering speaking skills is a formidable challenge for students, due to the necessity of effortlessly, proficiently, and assertively expressing themselves. The improvement of speaking skills is directly influenced by self-esteem and self-confidence. There may be emotional factors that can demotivate student's participation, such as nervousness, lack of interest, stage fear, and anxiety affecting their self-esteem and self-confidence as some previous studies have revealed. Self-esteem and student's speaking performance seem to have a correlation which relates to one and another, that is why educators must encourage students to look for opportunities to improve their speaking outcomes.

Objective

To determine the impact of confidence and self-esteem in the development of English-speaking skills in the advance level.

Research question

What is the impact of confidence and self-esteem in the development of English-speaking skills in the advance level?

1. LITERATURE REVIEW

Speaking skills are one of the most difficult to master because students must communicate themselves easily, effectively, and confidently (Allo & Priawan, 2019). Zhang (2009) mentions learners are incompetent at communicating orally in English due to the relationship between self-esteem and the development of language skills. Maryansyah and Wadison claim that "In the context of learning speaking, self-esteem is one of the personal traits that becomes an influencing factor. It may either make students succeed or fail to master good English-speaking skills" (Maryansyah & Wadison 2017, p. 35). Sánchez et al. (2021) investigated the factors that may demotivate a group of University ELF students from participating in class. The interviewees recognized that there are emotional factors that may demotivate their participation, such as nervousness, lack of interest, stage fear, and anxiety affecting their self-esteem and self-confidence.

Self-esteem refers to how we feel about ourselves, it is formed through life experiences as well as our relationships with others (Legere, 2020). Self-esteem has been considered to play an important role in the development of speaking skills. On the one hand, learners with high self-esteem are more willing to speak the language confidently inside or outside the classroom, and they trust in their abilities; on the other hand, learners with low self-esteem are less successful, they do not believe in their capacities and abilities (Manel, 2020). Therefore, it is imperative to consider internal factors that may impede students' learning process.

1.1 Student Struggle with Speaking

According to Shen and Chiu (2019), there are three major difficulties that students face while speaking English. The first ones are linguistic problems (e.g., lack of vocabulary, inaccurate pronunciation, insufficient grammar), the second ones are environmental (e.g., insufficient practice, scarce resources), and finally psychological (e.g., fear of making mistakes, nervousness, and lack of confidence).

Chand (2021) concurs with Shen and Shiu (2019) in that one of the most noticeable problems was the linguistic one. The areas included poor vocabulary due to the continuous use of their mother tongue, insufficient knowledge of grammar patterns, and inaccurate pronunciation. Similar results were reported by Thyab (2016) who also identified mother-tongue interference when students try to express themselves in English. Another problematic area found is a grammatical deficiency in speaking since learners are not capable of recognizing the regulations of grammar (Thyab, 2016; Panjaitan et al. 2022).

Lastly, learners' inaccurate pronunciation is another problematic area (Chand, 2021). Chand reports that students avoid using certain words that they consider to be difficult to pronounce even though they already know their meaning. Panjaitan et al. (2022) imply this could be on account of students' unfamiliarity with the correct way to spell a word causing problems in pronouncing it correctly.

Learning environment

According to Alrasheedi (2020), the learners' environment has an important role in language learning; students need a pleasant atmosphere so they can communicate in the target language. In the same manner, students with plenty of chances to use the L2 in natural situations have better performance. In contrast, in countries where English is learned as a foreign language, there are scarcely any chances to practice the language outside school, making it more complicated to master and retain the L2 (Andriani et al., 2019; Riadil, 2020). For some students, it is difficult to use the language in their learning environment since nobody encourages them or is interested in practising it.

Psychological problems

Panjaitan et al., (2022) present psychological problems inside the EFL classroom as "the process of human thought and behaviour in interaction with the environment" (p.71). This comprises emotional and physical health which could have a negative or positive impact on students' speaking abilities. For instance, it is important to consider the range of learners' abilities and personalities since it could affect their learning process as a consequence of some affective factors (Manel, 2020) such as motivation, self-esteem, and anxiety.

Affective factors

When learning languages, mastering language competence is viewed as the only component to achieve it. Nonetheless, it is pivotal to contemplate the expertise of a foreign language as a multilateral process in which communicative flexibility and psychological readiness intervene (Usmonova, 2021). Thus, the psychological aspect is related to the effectiveness of students learning performance, for instance, students need to be confident in the abilities they have been acquiring through their learning process.

In language teaching and learning, this psychological aspect is called the affective factor which is the union of emotions, feelings, and attitudes that students have about themselves.

Usmonova (2021) establishes that four main factors have an impact on the acquisition of a foreign language: motivation, attitude, anxiety, self-confidence and self-esteem. Usmonova emphasizes the impact these factors probably have on the acquisition of a foreign language could be positive or negative, which will depend on the level of students' affective filter.

The affective filter is a psychological barrier that impedes learners from obtaining input suitably (Krashen, 1981 as cited in Temirkhanova, 2022). Guo & Liu (2022, p. 485) define the affective filter as "An inherent processing system that prevents learners from absorbing language input, which is subconsciously referred to as affective factors by psychologists". Research has shown that the affective factors play a filtering role which in some cases could produce a negative effect by hindering language learning or a positive one by accelerating it (Guo & Liu, 2022; Kavitha, 2020; Temirkhanova, 2022).

Usmonova (2021) notes that when the affective filter is low, learners do not endure obstacles to acquiring the language, including not being afraid of making mistakes, becoming an object of criticism, or expecting failure. On the contrary, learners with an elevated affective filter will undergo the obstacles aforementioned. Uysal & Güven (2018) acknowledge low self-esteem is one of the factors that increase the affective filter provoking mental blockage which prevents students from processing information.

Self-confidence

The term self-confidence can be interpreted as the belief or faith we have in ourselves to do something (Rumapea & Wennyta, 2020). Mega & Sugiarto (2020) suggest that self-confidence is characterized by the person's capacity to perform a task and the conception of their abilities. Complementing this idea, Uzmonova (2021) asserts the confidence that a person has in their abilities can consist of diverse components such as confidence in their ability to communicate adequately in the L2, pass tests/exams, their ability to learn a foreign language and deal with stressful daily situations. Rumapea & Wennyta (2020) reveal self-confidence can be influenced by personal experiences whether these experiences were successful or mistaken; and by social support which can come from family, friends, community, school, and peers.

Ahman (2021) explains that self-confidence incorporates their capacities and capabilities and directs them toward their aims but with a sense of realism over their circumstances and situations in life. Consequently, students'

experiences with high or low self-confidence have an impact on their learning (Akbari & Sahibzada, 2020). Students with low self-confidence are inclined to close themselves and underestimate their abilities which leads them to hesitate to act or avoid taking risks. When facing difficulties, they tend to get frustrated, making it difficult to achieve their goals and develop their potential completely (Ahman, 2021; Gamar et al, 2019). In contrast, students with high self-confidence are realistic about their competencies, do not fear exploring their potential, have a clear idea about their future, and trust in their plans and the process they have created to achieve their goals. Even if they are not able to reach some of their aims, they continue to be positive, admitting their limitations and analyzing their probable mistakes always with passion and enthusiasm (Ahman, 2021; Mega & Sugiarto, 2020).

Although having high self-confidence helps students to reach their objectives, Ahman (2021) determines that it is necessary to have a neutral state of confidence since "overconfidence is also undesirable, as such students may tend to have unrealistically high expectations and beliefs in their abilities and therefore motivates them for taking unwarranted risk" (p.564).

1.2 Self Confidence Influence on Speaking Skills Development

Hasan et al. (2020) believe speaking not only concerns being aware of the whole process that entails speaking a foreign language but also implies psychological factors such as self-confidence. Supporting this idea, Mega and Sugiarto (2020) affirm that when learning English students are required to have high self-confidence which will help them to understand and improve the four English language skills. Lar and Maulina (2022) add "the achievement of speaking skills is considered to be highly correlated with confidence" (p.89). Under these circumstances, students who have low self-confidence have difficulties trying to control their speaking performance by governing their behaviour. Moreover, students are afraid of making mistakes, the main reason for this is students' fear of looking foolish in front of their classmates (Auliyah, 2019, Budiana & Nurwaliyah, 2019). Having enough confidence in themselves can provide the learners with enthusiasm, bravery, and stimulation. If they trust in their abilities, they will express their ideas and thoughts in the classroom without hesitation, and even if they do not use the correct English structures, they will feel confident to practice and participate in front of their classmates (Lar and Maulina, 2022; Roysmanto, 2018).

Self-esteem

Self-esteem is the subjective evaluation that individuals make of themselves concerning their worth or value regardless of the circumstances. This evaluation is based on their personal feelings and beliefs indicating to what extent they think they are capable, relevant, successful, and deserving. Depending on life experiences and relationships with others, how this personal evaluation takes place can be expressed in a positive or negative attitude (Gavkhar & Abdukadyrova, 2022; Rosenberg, 1965 as cited in Lima & Souza, 2019).

Maryansyah & Wadison (2017) identifies three types of self-esteem. The first type is global self-esteem, which is a fixed characteristic of adults. It is a general judgment people make of their worth over time and the situations they have been through. This type of self-esteem is a character hard to change, if they want to change it, they will need a long process. The second type is situational self-esteem which relates to a personal assessment of particular traits (such as intelligence) and certain life situations including social life, work, education, and home. Lastly, task self-esteem is associated with the evaluation one makes of a particular subject matter or a certain skill, most commonly taking place in the educational context.

The importance of self-esteem

The feelings we have about ourselves (our self-esteem) have a great impact on our learning process, especially when learning a foreign language. One of the main reasons is that students, especially advanced ones, may not be allowed to use their native language, this can make them feel vulnerable and exposed to an atmosphere where they are supposed to master the language (Bao & Liu, 2021).

Levels of self-esteem

Gavkhar & Abdukadyrova (2022) adds that "Self-esteem impacts your decision-making process, your relationships, your emotional health, and your overall well-being" (p.5). Learners who have a positive view of themselves recognize their potential and are willing to accept new challenges. Having high self-esteem enhances healthy relationships because people have realistic expectations which lead to accepting and valuing themselves. Furthermore, they can

understand their needs, express them, and appreciate the wisdom gained through their mistakes (Gavkhar & Abdukadyrova, 2022; Manel, 2020). On the other hand, people with low self-esteem do not feel competent enough to reach their goals and feel unachievable. They tend to criticize their capabilities and abilities and do not trust in their decisions (Gavkhar & Abdukadyrova 2022; Manel, 2020).

Self-esteem influence on speaking skills development

Self-esteem has been considered to play an important role in the development of speaking skills. On the one hand, learners with high self-esteem are more willing to speak the language confidently inside or outside the classroom, which suggests that they feel confident because they trust their abilities. When it comes to talking and expressing themselves in the target language, students feel more motivated and less anxious. Their participation increases, and they look for opportunities to apply the knowledge they have acquired and to learn from their mistakes (Bao and Liu, 2021; Manel, 2020; Maryansyah & Wadison, 2017).

On the other hand, learners with low self-esteem are less successful, they do not believe in their capacities and abilities (Manel, 2020). Having low self-esteem creates on students a barrier that deprives them of participating in class, they will be less motivated to talk and not confident of their abilities; consequently, their speaking development can be slow in contrast to their classmates (Bao and Liu, 2021; Manel, 2020; Maryansyah & Wadison, 2017). Considering the relevance of self-esteem and self-confidence, factors that could hamper students' learning process, it is important to study them.

2. Methodology

This study was carried out using a convergent mixed method design as it involved qualitative and quantitative data, analysis of results in their corresponding database, and finally, contrasts the findings to seek concurrence (Creswell & Creswell, 2018; Creswell and Plano Clark, 2018; Mills & Gay, 2019).

2.1 Methodology and Approach

The first part of the study involved the quantitative component through the Rosenberg Scale Expanded Version. The level of Self-Esteem of each participant was established by rating each statement. Then, the punctuation obtained in each question was added to obtain a final score to be finally categorized into Low Self-Esteem (0-15 points), Normal Self-Esteem (16-25 points), and High Self-Esteem (26-30 points).

2.3 Data Collection Instruments

The second phase of the study involved qualitative data emerging from interviews with two advanced English students which aimed to identify how students felt about class participation.

2.4 Participants

The participants were 2 English advanced students and two teachers teaching at that level.

2 students were interviewed, 21 answered the survey and two teachers' interviews.

3. Results

It could be observed that according to the Rosenberg Self-Esteem Scale Expanded Version, 63.2% of the interviewees have normal levels of Self-Esteem, 26.3% have a Low level of Self-Esteem and only 10.5% register Higher levels of Self-Esteem.

Table 1. Self-evaluation aspects related to self-esteem				
Self-evaluation	Strongly agree	Agree	Disagree	Strongly disagree
Self-worth	0%	15,8%	68,4%	15,8%
Personal qualities	0%	26,3%	57,9%	15,8%
Expectation of success	0%	21,1%	52,6%	26,3%

Self-efficacy	0%	10,5%	78,9%	10,5%
Self-pride	0%	21,1%	47,4%	31,6%
Self-criticism	0%	26,3%	57,9%	15,8%
Self-satisfaction	0%	10,5%	68,4%	21,1%
Sense of purpose	0%	26,3%	31,6%	42,1%
Self-respect	0%	52,6%	36,8%	10,5%
Self-perception	0%	36,8%	36,8%	26,3%

Overall, the majority of participants have certain negative feelings toward themselves. However, we could observe a variation in participants' answers concerning item number eight (Sense of purpose) in which 42.1% of students consider feeling useless most of the time. Regarding their perception of themselves, the same number of students feel fairly good and not good at all, respectively; nonetheless, we can observe that 50% of students have some respect for themselves.

Only 26.3% of the participants have Low Self-Esteem, 63.2% have normal levels of Self-Esteem and just 10.5% have higher levels of self-esteem. If we consider only the general results of this scale, we can affirm that most of the students have good levels of self-esteem; nevertheless, as we can observe in the analysis of each question, we can determine that there are certain aspects where students tend to have a negative perception of themselves.

3.1 Qualitative Findings

Two advanced English students were interviewed to identify how they felt about class participation.

Students Speaking Performance

The participants were asked about their beliefs about good English speakers. Both agreed that a good English speaker should have a broad knowledge of the language. On the one hand, student 1 focused his answer on the grammatical side:

"I think it is to understand, maybe not all the vocabulary but most of it, understand the majority of grammatical structures. I also think it is important to consider the use of phrasal verbs." (S1-nov/2023) [translation]

As it was mentioned, these are some of the aspects related to the linguistic knowledge students are required to have. This means that, according to this student, a good English speaker knows perfectly all the grammatical aspects and must have a vast vocabulary. On the other hand, student 2 went more for the pragmatical aspect, where a good English speaker might not just have grammatical knowledge but also have the skills to communicate with others with no problems, knowing expressions, idioms, slang, etc. as if they were speaking in their mother tongue.

"It is important not only to be able to communicate or use as many structures as you know but to be able to use the language in a natural way as if you were speaking in your native language." (S2-Nov/2023) [Translation]

We can observe that both students recognize the correct use of grammatical structures as well as the importance of pragmatics, just as Shen & Chiu (2019) claimed that vocabulary and confidence are not the only elements that help speak English well. Numan (1999) affirmed that a good speaker needs communicative competencies, which not only involve linguistic competencies but also a range of sociolinguistic and conversational skills that will help the students know how to say what to whom and when (Numan, 1999 as cited in Shen & Chiu, 2019).

3.2 Difficulties Students Face

There are many struggles' students face when participating in the classroom. As Shen & Chiu previously commented, there are three major difficulties that students usually face while speaking English, linguistic, environmental, and psychological problems. Our interviewees expressed that for them, the major problems they face when participating are related to the lack of vocabulary, the fear of making mistakes, and not feeling comfortable participating during classes. "Sometimes I still find it hard to connect some sentences. But that does not stop me from feeling a little embarrassed when I make a mistake." (S1-Nov/2023)

"Yes, anxiety." (S2-Nov/2023)

3.3 Personality Types

Nazarova & Umurova (2016) note the importance of having good speaking skills and being able to use the target language. When students can speak to friends, colleagues, and even strangers in their native or target language, they reflect their personality, self-image, knowledge of the world, and ability to reason and express thoughts. Student 1 reflected on this by saying: "I believe the social aspect plays an important part. After all, there are some people who have good communicative skills and others who do not have them. So, I feel this influences, too." (S1-Nov/2023)

3.4 Student's Self Evaluation

To investigate the students' experiences with the aforementioned difficulties and their speaking performance. First, we asked the participants what their perspective was on their current English-speaking level. Secondly, we asked them if they were satisfied with the level of English they had reached at that moment. These are the answers we gathered:

"I feel I could improve." "No, I don't frequent it. Maybe because I don't like it that much. Well, number one, I prefer listening to participating." (S1-Nov/2023)

"Maybe I have a B, a B2, or B1 I don't know yet, I don't feel very confident." "When speaking... No." (S2-Nov/2023)

As we can observe from their responses, the participants expressed insecurity and uncertainty since they do not feel confident about actually having the English level they are supposed to have at this point of the BA, which is C1.

3.5 Oral Expression activities

During a lesson, teachers implement different strategies and activities to make their students improve and speak the language as much as possible. Students 1 and 2 described some of the activities and strategies their teachers applied to improve their speaking skills.

"He (the teacher) wanted us to talk about our preferences rather than the class topic. It was more like: what do you like to do?" (S1-Nov/2023)

"Yes, I've noticed they (the teachers) like to make a little pause and then give you keywords, so you can catch it and start talking about the topic as if they were leading you."

(S2-Nov/2023)

Students' opinions on oral expression activities

As we can observe, students prefer activities where they can express their opinions about certain topics they know about or that are of their interest. Yet, there are other kinds of activities that students do not like that much or do not feel confident about participating in.

"After all, talking about something you like, makes you, I don't know, want to talk."

(S1-Nov/2023) "I don't know maybe just saying some answers or something like that because I don't like arguing, for example. And maybe giving a presentation about a topic I know well is when I have or feel more confident to speak."

(S2-Nov/2023)

Students' Perception of class participation

Participation is one of the most requested activities by teachers. This activity is essential for the correct communicative skills development students are meant to reach during each level of proficiency. "Participation will help students progress in their careers by demonstrating that they can develop arguments, communicate thought, and interact in discussions" (Fritschner, 2000 as cited in Ghalley & Rai, 2019, p.2). Regarding this, the participants expressed that, "I'm not the kind of person who feels that learn through participation. I feel I'm more visual, I learn more through observation." "I'm not precisely the most sociable person." "If we are talking about something and then I made a mistake, I try to return to that topic to try to repeat what I was saying, but better." (S1-Nov/2023) "I have never liked to participate in any class." "It's like I don't feel comfortable doing it. Even if I already know the correct answer, just no...I don't like to participate." "I think since junior high school I have been like this (about they do not like to participate in classes)." (S2-Nov/2023) Our participants pointed out that participation is not something that

they liked enough to do for many reasons. Despite that, they mentioned that certain kinds of activities motivate them to participate, especially when these activities include, or are about, topics related to students' preferences. "I don't usually listen to music, so that's a topic that I have to look into information so that I can talk about it." (S1-Nov/2022) Students also mentioned that sometimes they feel more encouraged to participate when they see their peers doing the activities, or in activities that require group participation, for them, these types of activities make them feel more confident and motivated. "Unless, it is an event where you need to do something with more people, like a festival, not just me." (S2-Nov/2023)

3.6 Students' Perspectives about Feedback

Generally, after finishing an oral expression activity, the teacher provides students with significant feedback. Some authors remark that with feedback, students can evaluate their performance and determine some gaps they will have to fill to improve their performance. It is also useful to scaffold learning experiences (Sprouls et al, 2015; Kim & Lee, 2019).

We asked students what their perspective on feedback was, and how they felt when the teacher corrected them. We wanted to know if they felt demotivated or, on the contrary, if it helped them to look for improvement. "I don't feel bad for making a mistake, but in fact, I noticed when I made it." "I mean I receive it in a positive way." "The purpose why the teacher said it is for me to improve." (S1-Nov/2023). "Yes, I took it as it will help to improve. All the corrections I took them in a good way." (S2-Nov/2023)

3.7 Students' Self Confidence Definition

Finally, students gave us their opinion on whether they consider a confident student to be more motivated to speak in the classroom. "It is because people with enough confidence believe in themselves, they say "Even if I made it wrong, I will try". Or maybe just because...they have had more speaking experiences, getting on and expressing themselves. For them it is second nature, they feel more confident." (S2-Nov/2023)

"The fact you're not used to speaking in front of people makes you nervous even though you know the topic." (S1-Nov/2023). One of them considered that confidence is necessary to express themselves clearly, and the other expressed that, rather than confidence, it also depends on the personality of the student.

4. Discussion

From the Rosenberg self-esteem scale expanded version, we identified that 62% per cent of students have normal self-esteem and just 26.3% have low self-esteem. This scale evaluated self-esteem based on how students evaluate themselves using self-respect, self-worth, personal qualities, and so on. Even though the results of the scale showed that most of the participants have normal self-esteem, in the individual aspects, students demonstrate that they do not have a good perception of themselves in many of the aspects evaluated. Consequently, this could reflect on how they develop their English skills during class participation and how they feel about their progress in the English class. The two students who accepted to be interviewed mentioned that they do not feel satisfied with their English level, both believe they are not on the level that they are supposed to be and even they do not consider themselves good English speakers. This could be reflected in their results on the Rosenberg Self-esteem scale where both had low punctuations on aspects like personal qualities, self-efficacy, self-pride, self-criticism, self-satisfaction, and a sense of purpose.

Moreover, they mentioned that when participating, they had to go through some difficulties such as anxiety, nervousness, a lack of vocabulary, and a fear of making mistakes. The participants shared that they do not participate in class; some of the reasons they presented were that they feel uncomfortable, anxious, and doubtful of their performance. In addition, they attribute their lack of participation to the type of personality they have. However, they also mentioned that they were willing to participate when they had to talk about a topic of their interest or knowledge. One of the participants expressed that she preferred group participation because it was easier to go unnoticed. As previously stated, students prefer activities that involve talking about their interests, and this is only one aspect of many that teachers focus on when implementing oral activities. Another aspect worth mentioning is the students' personality types. Even though students mentioned they go through some difficulties any time they have to participate, they mentioned that they take the feedback they receive from the teachers in the best possible way. Students recognize that teachers usually give them comments or corrections because they want to help them improve.

6. Conclusion

The present study was designed to determine English Advanced students' self-esteem levels along with self-confidence and evaluate the effect that both aspects have on their speaking performance. To reach this objective, we obtained students' self-esteem levels by using the Rosenberg self-esteem scale expanded version. From this main objective were derived two secondary objectives. The first one was to examine if self-esteem levels have a positive or negative influence on the development of students' speaking skills through class participation. To achieve this, we employed a semi-structured interview answered by two students from the English level. The data obtained from the expanded Rosenberg Self-esteem scale was analyzed giving each student's response a value ranging from 3 to 0 points. Then, we gathered the data in a chart according to the points they added up in the ten questions. According to the summary of points, we identified students' self-esteem as high, normal, or low.

The results showed in the scale demonstrated that 63.2% of the total students who participated had normal self-esteem, 26.3% had low self-esteem, and just 10.5% presented higher levels of self-esteem. With this first result, we could affirm that students from English Advanced do not have low self-esteem. However, we analyzed each question on the scale to find out that there are some aspects related to self-perception where students do not feel confident with themselves. Some of these particular aspects have an impact on how they deal with their speaking performance especially when it comes to class participation. This was reflected in the interviews where the participants affirm that there are occasions when they feel embarrassed when they make a mistake while participating, which could be linked to their self-criticism, an aspect founded on the individual analysis of each question of the scale, there, 57.9% expressed to take somewhat negative attitudes towards themselves. Another point we could observe was that more than 60% of the respondents tend to feel disappointed with themselves, this aspect was evident in the interview where students mentioned not feeling confident with their English level, stating that they consider themselves to be one or two levels lower than the one they are supposed to be in. Another significant finding was students' perceptions concerning feedback. Students comment that when they receive feedback, they take it with a positive attitude because they consider it a way teachers help them to improve. Nevertheless, even though teachers implemented varied kinds of activities that motivated students to participate, the students affirmed they did not like to participate unless they were asked to talk about themes of their interest but even with that, they tend to avoid participation.

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