



THE IMPORTANCE OF CONFIDENCE IN SPEAKING ENGLISH

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Abstract: This paper explores the vital role of self-confidence in the acquisition and oral performance of English as a second language. By synthesizing key theoretical frameworks, such as Dell Hyme's communicative competence and Stephen Krashen's Affective Filter Hypothesis, the study illustrates how psychological factors directly influence linguistic output. Empirical evidence suggests that language anxiety hinders fluency, whereas high self-efficacy promotes active communication. The conclusion argues that educators must prioritize confidence-building strategies alongside linguistic instruction to facilitate effective language learning.

Keywords: Self-confidence, English speaking, communicative competence, affective filter, language anxiety, second language acquisition.

Confidence plays a vital role in learning and speaking English as a second language. Research in Second Language Acquisition shows that learners with higher levels of confidence are more likely to participate actively in communication and demonstrate better speaking performance (Horwitz et al., 1986). Even when students have sufficient grammar and vocabulary knowledge, a lack of confidence can prevent them from expressing their ideas effectively.



From a theoretical perspective, the concept of communicative competence proposed by Dell Hymes emphasizes that successful communication requires both linguistic knowledge and the confidence to use language in real-life contexts (Hymes, 1972). In addition, Stephen Krashen introduced the Affective Filter Hypothesis, which explains that emotional factors such as anxiety and low confidence can block language acquisition (Krashen, 1982). When learners feel anxious, their ability to process and produce language decreases significantly.

Empirical studies in Psycholinguistics support the importance of confidence in speaking. For example, MacIntyre and Gardner (1994) found that language anxiety negatively affects speaking performance, while higher self-confidence leads to greater willingness to communicate. Similarly, Bandura (1997) highlights the role of self-efficacy, showing that learners who believe in their abilities are more likely to succeed and persist in challenging tasks.

Moreover, classroom practices significantly influence learner's confidence. Research suggests that supportive environments, positive feedback, and interactive activities such as group discussions significantly improve student's confidence and speaking ability (Littlewood, 2007). Learners who regularly practice speaking in low-stress environments tend to develop fluency faster than those who avoid communication.

In conclusion, confidence is a crucial factor in developing English speaking skills. Scientific evidence demonstrates that it affects learner's participation, fluency, and overall performance. Therefore, both educators and learners should focus on building confidence alongside linguistic competence to achieve effective communication in English.



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