

**SELF-CONFIDENCE AND SELF-EFFICACY AS SIGNIFICANT FACTORS IN THE
DEVELOPMENT OF ORAL SKILL**

Lizet Fernanda Portilla Cundar

Submitted to the School of Human Sciences

Fulfillment of the Requirements of the Degree of B.A. in English and French

Linguistic and Languages Department

English & French Program University of Nariño

November, 2018

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Las ideas y conclusiones aportadas en este Proyecto de Trabajo de Grado son responsabilidad exclusiva de los autores.

Artículo 1ro del Acuerdo No. 324 de octubre 11 de 1966 emanado del Honorable Consejo

Directivo de la Universidad de Nariño.

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Resumen

Este proyecto de investigación tiene como objetivo investigar si existe una relación entre la autoeficacia y la autoconfianza de los estudiantes y su habilidad para la presentación oral.

El estudio se llevará a cabo en una institución pública en Pasto con 32 estudiantes de décimo grado. Los datos se recopilarán a través del desarrollo de una prueba previa que incluye la Escala de autoeficacia (GSE), un cuestionario de autoconfianza y un test oral para conocer su nivel en esta habilidad y cómo se sienten al momento de poner en práctica la habilidad oral. Luego, un tratamiento para la muestra elegida, en el que el profesor intentará fomentar la autoeficacia y la autoconfianza en los estudiantes y, finalmente, un post-test para comprobar si la autoconfianza y la autoeficacia tienen efectos en el desarrollo de las actividades orales.

Palabras clave: autoeficacia, autoconfianza, habilidad oral.

Abstract

This research project aims to investigate whether students' self-efficacy and self-confidence and their oral presentation ability have a relationship with each other.

The study will be conducted in a public institution in Pasto with 32 tenth graders. Data will be collected through the development of a pre-test that includes Self-Efficacy Scale (GSE), Self-Confidence Test, and speaking tests to know their level proficiency, and how they feel at the moment of performing the oral skill. Then, a treatment to the chosen sample, in which the teacher will try to foster students' self-efficacy and self-confidence, and finally a post-test to know if self-confidence and self-efficacy have effects on performance in speaking tasks.

Keywords: Self-Efficacy, self-confidence, Oral skill.

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Glossary

Self-confidence

Murray (2006) argued that, “Confidence is defined in my dictionary as ‘firm trust’. If you are confident about something, you don't worry about its outcome; you just take it for granted that it will go well”.

Self-efficacy

Bandura (1944) defines it as people's beliefs about their capabilities to produce designated levels of performance which exercise influence over events, and affect their lives.

Oral skill

Brown and Yule (1983) consider that oral production is an interactive process, where a meaning is built, and includes producing and receiving, as well as processing information.

Self-Confidence and Self-Efficacy as Significant Factors in the Development of Oral Skill

Introduction

The major challenge of foreign language teaching is to promote learners' oral communication abilities; however there are some barriers that do not allow them to express their ideas clearly and fluently in English. That is why English teachers should try to understand the main factors that affect this process not only taking into account the cognitive field, but also the affective factor which is included some important concepts like self-confidence and self-efficacy.

Self-confidence and self-efficacy have been acquiring a meaningful importance in recent years, especially in teaching of any topic. It has become a very significant factor for people at the moment they are learning a new language and have to perform the four abilities, especially the oral skill because a high self-confidence and self-efficacy could generate positive outcomes when they have to express their ideas in an oral way.

Kim and Lorshbach (2005) conducted a study on self-efficacy and speaking ability of pre-university ESL students at a private university where they realized that the students had high levels of self-efficacy in terms of their ability to speak English and that students who are more confident in their speaking ability performed better than those with low efficacy beliefs.

Consequently, it is considered that is essential to take into account the importance of a high level of self-confidence and self-efficacy to promote the development of the oral skill in order to achieve a better level in English language.

Chapter I

The research problem

The main objective in the field of learning and teaching a foreign language is learning to master and to speak the language fluently. In this way, all people involved in this process should be aware that students need to use the language and practice it in all the activities developed in the classroom. Consequently, it was noticed that students from tenth grade had some difficulties at the moment of developing the oral skill even if they are fluent students. This could be as a result of some psychological factors which can affect their performance like the lack of self- efficacy and self-confidence. According to Brown (1973, 1994), second language acquisition is influenced by both intrinsic and extrinsic affective factors that contribute to the success of language learning.

Problem description

During the observations made in tenth grades of a mixed public school in the city of Pasto it was seen some problems at the moment students were performing the development of the four skills, especially the speaking skill. Some of them were the lack of strategies for the practice of the speaking and listening skills, the low self-confidence and self-efficacy students have at the moment they express their opinions and thoughts about a specific topic, and the deficiency of vocabulary to practice the four skills. Based on these problems, I have chosen the low self-confidence and self-efficacy students have at the moment they express their opinions and thoughts about a specific topic related to social problems in their city and country because when they were giving an answer, they felt afraid and abashed of being criticized in front of their classmates.

Problem statement

What is the relationship between self-confidence, self-efficacy, and oral skill production of English as a foreign language among 10 graders of a public school in Pasto?

Sub-questions

How does the role of self-confidence and self-efficacy relate to the development of the oral skill?

How do the low and high self-confidence, and self-efficacy affect the students' oral production?

Objectives of the study

General objective

To establish the relationship between self-confidence, self-efficacy, and oral skill production of English as a foreign language among 10 graders of a public school in Pasto.

Specific objectives

To determine how the role of self-confidence and self-efficacy relate to the development of the oral skill

To determine the level of the oral production of students with low and high self-confidence and self-efficacy.

Significance of the study

The current study will be very useful to understand how affective variables could influence the process of second language learning, especially the development of the oral skill, helping curriculum designers, teachers and students to appreciate the importance of the concepts of self-confidence and self-efficacy in the oral production of second language, because the results of the study reveal some association between these two variables.

This research could help teachers to realize that it is necessary to find and apply effective ways to encourage and foster self-confidence, and self-efficacy in students to increase positive feelings to the self-abilities and competences in the development of the speaking skill, making them aware that high level of self-confidence and self-efficacy could have a relevant connection with their results in oral proficiency.

Finally, this research could serve as a guide to find the problem that students have in the field of oral production in English, and to contribute to the development of this skill.

Limitations

The main limitation this research faces is that many teachers may not be very comfortable being observed. Besides, another limitation may be the lack of support from students and teachers in the development of different activities and surveys that are necessary to know the relation between low and high self-confidence and self-efficacy with oral production.

Delimitations

Conceptual delimitation

Self-confidence

Lenney (1977) defines self-confidence as an individual's expectations of performance and self-evaluations of abilities and prior performance.

Murray (2006) argued that, "Confidence is defined in my dictionary as 'firm trust'. If you are confident about something, you don't worry about its outcome; you just take it for granted that it will go well".

In addition, Adalikwu (2012) proposed another definition, "Self-confidence can be summed up as the belief that a person has in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past".

Self-efficacy

Bandura (1944) defines it as people's beliefs about their capabilities to produce designated levels of performance which exercise influence over events, and affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

Schwarzer, R. (1992) states that self-efficacy refers to personal action control or agency. A person who believes in being able to cause an event can conduct a more active and self-determined life course.

Oral skill

According to Bygates (1991) 'it is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances'. On the other hand, O'Maley and Valdez (1996) says that oral production refers to the ability to negotiate meanings between two or more people who are related to the context in which the conversation occurs.

Brown and Yule (1983) consider that oral production is an interactive process, where a meaning is built, and includes producing and receiving, as well as processing information.

Chapter II

Review of Literature

This chapter aims to provide readers with a summary of some important studies that have been conducted in order to determine the relation between self-confidence, self-efficacy, and the oral skill. Moreover, it provides readers with the most important theories related to affective factors with the speaking skill.

Academic background

In general terms, the previous antecedents showed that the relation between self-confidence, self-efficacy, and the oral skill is very significant in the process of learning English as a second language.

In the research project '*students' self-confidence as a way to improve English oral production in tenth grade students at Ricaurte school*' by Hernando Prada Arango(2015), some Interviews, a checklist observation and questionnaires were applied to seven students from tenth grade . They consisted on evaluating a pedagogical proposal, for this, a lesson plan checklist was used to describe how all the classes were developed and see how meaningful they were to improve the students' oral proficiency with affective strategies. The results showed that the students felt more confident at the moment of speaking in the class.

In the thesis '*an experimental journey towards the conquer of self-confidence*' by Juliet Monsalve (2016), research journals and interviews were applied to 35 eighth graders of a public institution in Itagui. The results showed that while students were developing each of the four project work didactic units, they were able to improve some aspects related with self-confidence in speaking activities such as power relations, language anxiety, presentation skills, and social construction.

In the study '*L2 Learners' anxiety, self-confidence and oral performance*' by Hyesook Park and Adam R. Lee(2018), a questionnaire was conducted to 132 Korean college students who attended to English conversation classes, it consisted on how self-confidence and anxiety were related to English oral performance. As a result, it was proved that communication, self-confidence and self-image are intrinsically related with oral efficacy.

In the study '*The Correlation between General Self- Confidence and Academic Achievement in the Oral Presentation Course*' by Safaa Mohammad Al-Hebaish(2012), a General Self-Confidence questionnaire (GSCQ) and final evaluation grades in the Oral Presentation course were applied to 53 undergraduate female English majors, from Taibah University to investigate the correlation between general self-confidence and academic achievement in the oral presentation course. The results showed that there was positive correlation between self-efficacy and speaking skill of the ninth grade students at Junior High School 10 Padang. The correlation was categorized as low correlation. In other words, students who had more self-efficacy had more speaking skill.

In the article '*Self-efficacy, self-esteem and gender as determinants of performance in speaking tasks*' by Bekele Birhanie Aregu(2013), some scales and tests were used to measure students' self-efficacy in speaking (tasks) and students' speaking performance. They were applied to 128 participants both male and female. The results showed that male students surpass female students in all the variables and that speaking self-esteem and speaking efficacy had a big influence on performing speaking tasks.

In the article '*An Evaluation of Oral Language: The Relationship between Listening, Speaking and Self-efficacy*' by Sezgin Demir(2017), a scanning type quantity pattern was applied to 705 secondary school students to determine the relationship between the self-efficacy of students according to their listening and speaking skills. The results were that girls

have higher levels of self-efficacy than boys and that self-efficacy regarding listening skills is a fundamental factor of speaking skills.

Theoretical framework

In this section The Social Cognitive theory, the self-efficacy theory, the Bloom's Taxonomy: the affective domain and the affective filter are mention to explain the relationship between affective factors with the accomplishment of specific tasks.

The social cognitive theory

Albert Bandura's Social Cognitive Theory (1977) emphasizes how cognitive, behavioral, personal, and environmental factors interact to determine motivation and behavior (Crothers, Hughes, & Morine, 2008). This theory posits that effective learning happens when an individual is in a social context and able to engage in both dynamic and reciprocal interactions between the person, the environment, and the behavior (LaMorte, 2016). Although Social Cognitive Theory covers many topics such as moral judgment and physiological arousal, research has been primarily focused on self-efficacy, or the beliefs regarding one's capabilities of successfully completing tasks or goals (Locke & Latham, 2002).

The Social Cognitive Theory is composed of four processes of goal realization: self-observation, self-evaluation, self-reaction and self-efficacy. These components are interrelated, each having an effect on motivation and goal attainment (Redmond, 2010).

Self-observation: Observing oneself can inform and motivate. It can be used to assess one's progress toward goal attainment as well as motivate behavioral changes. There are two important factors with regards to self-observation: regularity and proximity. Regularity means the behavior should be continually observed, whereas proximity means the behavior

should be observed while it occurs, or shortly after. Alone, self-observation is insufficient because motivation depends on one's expectations of outcomes and efficacy (Zimmerman & Schunk, 2001).

Self-evaluation: According to Redmond, Brian Francis (2015) Self-evaluation is where an individual compares his or her current performance to a desired one. Schunk and Zimmerman (1994) state that "specific goals specify the amount of effort required for success and boost self-efficacy because progress is easy to gauge." If one has little regard for his goal, he will not evaluate performance. There are two types of self-evaluation standards: absolute and normative. For example, a grading scale would be an example of a fixed or absolute standard. A social comparison such as evaluating one's behavior or performance against other individuals is an example of a normative standard (Zimmerman & Schunk, 2001). People gain satisfaction when they achieve goals that they value. When individuals achieve these valued goals, they are more likely to continue to exert a high level of effort, since sub-standard performance will no longer provide satisfaction (Bandura, 1989).

Self-reaction: Self-reaction is the third element, in which one can be motivated through reactions by others. For example, if one's performance received numerous positive acknowledgments, that individual may have a feeling of self-efficacy; whereas a negative self-evaluation would likely motivate an individual to work harder (Bandura, 1991). Self-reaction also allows a person to re-evaluate their goals in conjunction with their attainments (Bandura, 1989).

Self-efficacy: One's belief in the likelihood of goal completion can be motivating in itself (Van der Bijl & Shortridge-Baggett, 2002). "Self-efficacy refers to people's judgements about their capability to perform particular tasks. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the likelihood that they will be completed" (Barling & Beattie, 1983, as cited in Axtell & Parker, 2003, p. 114).

Self-efficacy theory

The basic principle behind Self-Efficacy Theory is that individuals are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not (Van der Bijl & Shortridge-Baggett, 2002). The basic idea behind the Self-Efficacy Theory is that performance and motivation are in part determined by how effective people believe they can be (Bandura, 1982; as cited in Redmond, 2010)

Bandura (1977) outlined four sources of information that individuals employ to judge their efficacy: performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). These components help individuals to determine if they believe they have the capability to accomplish specific tasks. Williams and Williams (2010) note that “individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided” (Williams & Williams, 2010, p. 455).

Performance Outcomes: According to Bandura (1977) performance outcomes or past experiences, are the most important source of self-efficacy. Positive and negative experiences can influence the ability of an individual to perform a given task. If one has previously performed well at a task, he or she is more likely to feel competent and perform well at a similarly associated task.

Positive example: If an individual performed well in a previous job assignment, then they are more likely to feel confident and have high self-efficacy in performing the task when they develop a similar one. The individual’s self-efficacy will be high in that particular area, and since he or she has a high self-efficacy, he or she is more likely to try harder and complete the task with much better results.

Negative example: If an individual experiences a failure, they will most likely experience a reduction in self-efficacy. However, if these failures are later overcome by conviction, it can serve to increase self-motivated persistence when the situation is viewed as an achievable challenge (Bandura, 1977).

"Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established" Albert Bandura (1997).

Vicarious Experiences: People can develop high or low self-efficacy vicariously through other people's performances. A person can watch someone in a similar position perform, and then compare his own competence with the other individual's competence (Bandura, 1977). If a person sees someone similar to them succeed, it can increase their self-efficacy. However, the opposite is also true; seeing someone similar fail, it can lower self-efficacy.

Verbal Persuasion: According to Redmond (2010), self-efficacy is also influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform.

Positive example: A manager telling an employee: "You can do it. I have confidence in you." Using verbal persuasion in a positive light generally leads individuals to put forth more effort; therefore, they have a greater chance at succeeding.

Negative example: A manager saying to an employee, "This is unacceptable! I thought you could handle this project" can lead to doubts about oneself resulting in lower chances of success.

Also, the level of credibility directly influences the effectiveness of verbal persuasion; where there is more credibility, there will be a greater influence. In the example above, a pep talk by a manager who has an established, respectable position would have a stronger influence than that of a newly hired manager. Although verbal persuasion is also likely to be a weaker source of self-efficacy beliefs than performance outcomes, it is widely used because of its ease and ready availability (Redmond, 2010).

Physiological Feedback (emotional arousal): People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy (Bandura, 1977). Some examples of physiological feedback are: giving a speech in front of a large group of people, making a presentation to an important client, taking an exam, etc. All of these tasks can cause agitation, anxiety, sweaty palms, and/or a racing heart (Redmond, 2010).

Bloom's taxonomy: the affective domain

The affective domain is one of three domains in Bloom's Taxonomy, with the other two being the cognitive and psychomotor . This domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

According to Krathwohl et al (1964). There are five stages in the taxonomy, starting at the most basic level:

Receiving is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them. Examples include: to differentiate, to accept, to listen (for), to respond to.

Responding is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. Examples are: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.

Valuing is perceived by others as valuing certain ideas, materials, or phenomena. Examples include: to increase measured proficiency in, to relinquish, to subsidize, to support, to debate.

Organization is to relate the value to those already held and bring it into a harmonious and internally consistent philosophy. Examples are: to discuss, to theorize, to formulate, to balance, to examine.

Characterization by value or value set is to act consistently in accordance with the values he or she has internalized. Examples include: to revise, to require, to be rated high in the value, to avoid, to resist, to manage, to resolve.

The monitor model: the affective filter

The affective filter hypothesis was developed by Krashen in 1987. He states that Students can suffer from an affective filter coming from more than one of the above sources. For example, an ELL with damaged self-confidence can also suffer from high levels of performance anxiety. Regardless of the source, a raised affective filter can diminish comprehensible input to the extent of eliminating it altogether.

The affective filter hypothesis estimates the relationship between affective factors and the process of second language acquisition. According to Krashen the affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress. Krashen (1987) claims that:

“Learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.”

Chapter III

Methodology

In this chapter, the research paradigm of this study will be discussed as well as the design, the population, the sample and the setting. In the same way, the techniques used for the data collection, and the research procedure of this investigation are described.

Research paradigm

This research will be developed under the positivist paradigm. According to Collins (2010), positivism depends on quantifiable observations that lead to statistical analyses. It has been noted that:

As a philosophy, positivism is in accordance with the empiricist view that knowledge stems from human experience. It has an atomistic, ontological view of the world as comprising discrete, observable elements and events that interact in an observable, determined and regular manner (Collins, 2010, p.38)

The method for this study is situated in the quantitative research. According to Babbie, Earl R (2010) Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

Research design

The design of this research will be based on the development of a pre-test, a treatment and a post-test to the group of subjects being studied in order to know if there is any relationship between self-confidence and self-efficacy, and the oral skill.

The pre-test will be applied to two groups of students. It will be done to evaluate the students' self-confidence and students' self-efficacy and their oral skill. The treatment will be developed and applied to one group through the application of some activities to foster the students' self-confidence and self-efficacy. The post-test will be applied to the two groups: the first group will be the one who will participate in the treatment and the second group will be the one who will not receive any treatment. It will be done to realize the progress or the changes that the students had reached after the treatment.

Contextual framework

The research will be carried out in a mixed school of official character, which is located in the Panamericana Avenue of Pasto city, and belong to a middle economic stratum (2). In general terms, the institution is a big place that counts with green areas, football and basketball courts, a cafeteria, an auditorium in which events are held, around 4 bathrooms situated in different parts of the school, large classrooms, a library, and offices for managers and the teachers' room. Grades 1st through 4th are situated on the left side of the institution and the rest of the grades on the right side. Separated by the fields. However, because of the different buildings, the distribution of the high grades is not very adequate. The main resources to be used for this study are, first, the classroom. It is big, there are windows on the right side, but only a wall can be observed through them. On the left side there is a billboard in which students and teachers are supposed to put significant papers, such as information about events, exams, etc. but it is not correctly used for this particular purpose. There is no

decoration on the walls and they are not clean, there are some writings and drawings on them made with markers and pens. There are around 40 desks, and most of them are not in a good condition. The classroom looks messy and the floors are not clean. The whiteboard that covers most of the front wall is not very clean, some teachers do not clean them at the end of their classes, so the teacher of the next class has to do it.

Population

The population of this research consists of tenth grade students. Their ages range from 15 to 17 years old, men and women of a public school in the city of Pasto, they belong to the social strata between 0 and 2. These tenth grade students are very important in this research since they have a more advanced level of English than the others grades due to their previous knowledge in the subject.

Sample

The sample for this study makes reference to the group of students that will participate in this research. To choose the sample, it is applied the next formula:

$$n = \frac{Z_{\alpha}^2 N pq}{e^2(N - 1) + Z_{\alpha}^2 pq}$$

N= is the number of the population or universe. (50)

Z α : is a constant that depends on the level of confidence assigned. (0.92)

e: is the desired sampling error, in percent. (0.5)

p: proportion of individuals who possess this characteristic. (0.5)

q: proportion of individuals who do not possess this characteristic. (0.05)

$$n = \frac{0.92^2 \times 50 \times 0.5 \times 0.5}{(0.05)^2 \times (49) + (0.92)^2 \times 0.5 \times 0.5} = 32$$

According to the results, the sample is 32. In this way, the students will be 32 (male and female) whose ages range from 15 to 17.

Data gathering

To carry out this research, three instruments will be used to collect data: Self-Efficacy Scale (GSE), Self-Confidence questionnaire, and speaking test.

General Self-Efficacy Scale (GSE)

About: This scale is a self-report measure of self-efficacy. To assess the level of self-efficacy, the General Self-Efficacy Scale created by Baessler and Schwarcer (1996) cited by Archila (2009) was based on the concept of expectation of self-efficacy defined by Albert Bandura, which refers to the feeling of trust in the own abilities to handle stressors.

Items: 10

Reliability: Internal reliability for GSE = Cronbach's alphas between .76 and .90

Validity: The General Self-Efficacy Scale is correlated to emotion, optimism, and work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

Scoring:

	Not at all true	Hardly true	Moderately true	Exactly true
All questions	1	2	3	4

The total score is calculated by finding the sum of all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

Self-Confidence Questionnaire

About: This scale is to determine tenth grade students' self-confidence. It will be developed to evaluate a more specific self-confidence in one's abilities, and opinion about the academic field. A 10-item scale that measures self-confidence. It will be done by measuring both positive and negative feelings about the confidence in themselves. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Items: 10

Reliability: The reliability coefficient of the self-confidence questionnaire is .89

The students have to read the sentences and answer from 1 to 5 in front of each one.

Scoring: Score 1 show that they strongly disagree with the sentence and 5 shows they strongly agree with the sentences.

The questionnaire is an adaptation of Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). FLCAS (Foreign Language Classroom Anxiety Scale) survey.

Speaking test

The last instrument to be applied in this research is the speaking test. The test will be used to know the students' speaking skill. This test will be taken from the English Language Proficiency Assessments for California (ELPAC) in 2018

The Speaking task types include stand-alone questions as well as sets that include a picture and/or a spoken presentation followed by one to six questions. Sets may also include a grade-appropriate chart, table, or graph. These task types provide authentic contexts for students to orally exchange information and ideas, to offer and support opinions, and to give presentations. The language students need to produce at school varies by the audience and the context in which speaking occurs. The different Speaking task types reflect this variation.

All Speaking questions are constructed response; that is, students answer the questions orally. Each of the Speaking questions is aligned with one or more of the 2012 ELD Standards.

The Speaking domain is administered to each student individually. The Test Examiner reads aloud the directions, spoken presentations, and the questions to the student, with one exception. Summarize an Academic Presentation is delivered via an audio recording that is played through a secure online portal. Note that the audio recordings are not provided with this Practice Test; however, the audio scripts are included. The Test Examiner scores the Speaking questions as the test is being administered.

Research procedure

First, one of the most important aspects is to send a formal letter to the principal of the school to get permission to apply this research. Then, after obtaining the permission, the observation will take place to detect the students' oral performance and their behavior at the moment they are developing this skill. For that, the researcher will attend some classes during a period of two months. The observations are made with the help of tools such as note-taking and video and audio recordings. After that, it applies a pre-test that includes Self-Efficacy Scale (GSE), Self-Confidence Test, and speaking tests in order to know their level, and how they feel when they are performing the oral skill. After that, it applies a treatment to the chosen sample, and finally it is done a post-test to the group of subjects being studied. Consequently, the information will be analyzed in order to find some hypotheses. Finally, a thank you letter is sent to the school, and to all those people who provided support during the development of this process.

Chapter IV

Administrative aspects

Chart 1: activities chronogram

	Making the project	Working at the institution	Data gathering	Analysis	Making the proposal	Making the final report	Final presentation
April							
May							
June							
July							
August							
September							
October							
November							
December							

Chart 2: budget

Quantity	Concept	Unit cost	Total cost
Photocopies	400	50	20.000
Transport	30	2.000	60.000
Other materials			30.000
Total			110.000

Conclusions

There can be some barriers that do not allow students to express their ideas clearly and fluently in English. That is why English teachers could try to understand the main factors that affect this process not only taking into account the cognitive field, but also the affective factors.

It may be essential to take into account the importance of a high level of self-confidence and self-efficacy to promote the development of the oral skill in order to achieve a better level in English language.

It can be necessary to find and apply effective ways to encourage and foster self-confidence, and self-efficacy in students to increase positive feelings to the self-abilities and competences in the development of the speaking skill.

Recommendations

When developing a research project it is always desired that there be a continuous improvement of it, therefore it is recommended to future researchers to promote the study of the affective factors that influence the development of the main skills of the English language, especially the oral ability.

Moreover, it could be relevant that teachers to become aware of the fact that some affective factors can have a great impact on the development of the speaking skill such as Self-confidence and self-efficacy. They could be important factors which students need for engaging and taking risks without hesitation.

In addition, teachers should try to promote self-confidence and self-efficacy in students, helping them to have positive attitudes about their abilities for raising their level of achievement in the speaking skill.

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APPENDIX 1

GENERAL SELF-EFFICACY SCALE (GSE)**Directions**

There are no right or wrong answers. Read each of the statements, and mark with an "X" the number you consider appropriate. Use the following scale to answer all the statements:

1	2	3	4
NOT AT ALL TRUE	HARDLY TRUE	MODERATELY TRUE	EXACTLY TRUE

No. Statements

1	I can always manage to solve difficult problems if I try hard enough	1	2	3	4
2	If someone opposes me, I can find the means and ways to get what I want	1	2	3	4
3	It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4	I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4

6	I can solve most problems if I invest the necessary effort.	1	2	3	4
7	I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8	When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9	If I am in trouble, I can usually think of a solution	1	2	3	4
10	I can usually handle whatever comes my way	1	2	3	4

APPENDIX 2

SELF-CONFIDENCE SCALE

STUDENTS' NAME: _____ DATE: _____

Dear student read the following sentences and answer from 1 to 5 in front of each one. Score

1 shows totally disagree with the sentence and 5 shows totally agree with the sentences.

1	2	3	4	5
Strongly disagree	Disagree	Neither in disagreement nor in agreement	Agree	Strongly agree

N° Statements

1	I can learn to speak English.	1	2	3	4	5
2	I am a good student.	1	2	3	4	5
3	I am an important member of my group.	1	2	3	4	5
4	My group needs me to go to class every day.	1	2	3	4	5
5	I do not feel shy speaking English to my classmates.	1	2	3	4	5

6	I do not feel shy speaking English to my English teacher.	1	2	3	4	5
7	I do not feel shy talking to teachers about other subjects or topics at school	1	2	3	4	5
8	I think I'll speak perfect English someday.	1	2	3	4	5
9	I think I'll get a great score someday.	1	2	3	4	5
10	I think I'll get a 5 in this class.	1	2	3	4	5

*Adaptation of Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). FLCAS (Foreign Language Classroom Anxiety Scale) survey. Retrieved from <https://repository.unilibre.edu.co/bitstream/handle/10901/7878/PradaHernando2015.pdf?sequence=1&isAllowed=y>

APPENDIX 3

SPEAKING TEST**SPEAKING** Talk About a Scene

In this task type, the student looks at a picture of a familiar scene in a school context. The student then answers six questions about the scene with a single word, a short phrase, or a longer response.

Aligned 2012 ELD Standards: PI.A.1, PII.B.3, PII.B.4, PII.B.55

Rubric, Questions 1–3

Score 0	Score 1
Incorrect response/not relevant/completely unintelligible/no response/response contains no English/“I don’t know.”	Correct response.

Rubric, Questions 4–6

Score 0	Score 1	Score 2
Response is not relevant. Response contains no English. No response, “I don’t know,” or is completely unintelligible.	Response is limited or partially relevant. Errors in grammar, pronunciation, or intonation impede meaning.	Response is relevant. Errors in grammar, pronunciation, or intonation do not impede meaning.

Look at the picture. I am going to ask you some questions about it.

1

Point to the student writing.

SAY What is the student doing?

2

Point to the student holding up the beaker.

SAY What is the student holding?

3

Point to the man behind the lectern.

SAY What is the teacher doing?

The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII); the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring Cohesive Texts, B = Expanding and Enriching Ideas, C = Connecting and Condensing Ideas); and the standards number (in PI, 1–12; in PII, 1–7). For the 2012 ELD Standards, please see the link in the Additional Resources section.

4

What kind of room is this?

Wait for the student's response.

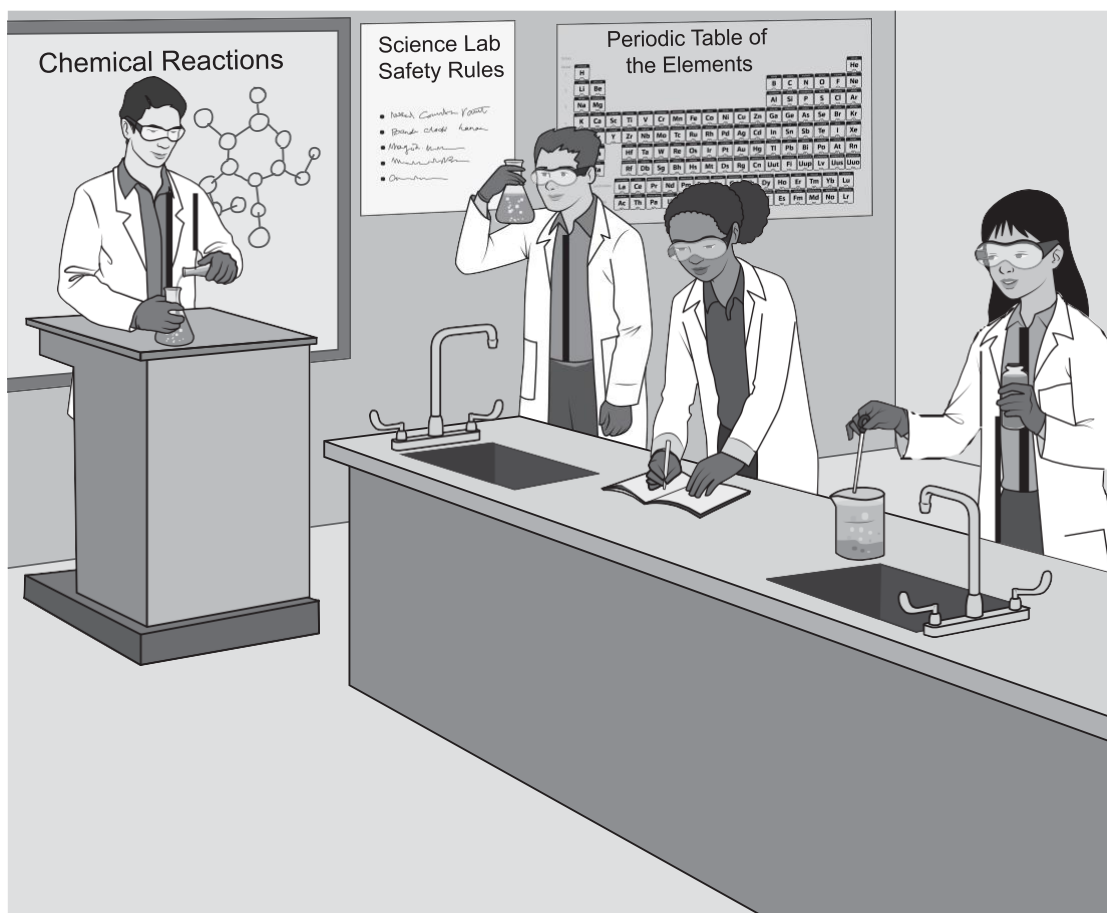
SAY How do you know?

5

SAY Describe the area where the students are standing.

6

SAY Describe what the students in the picture are wearing.



SPEAKING Speech Functions

In this task type, the Test Examiner describes a situation to the student that might occur in a school context. The student then gives an answer of what he or she would say in the situation.

Aligned 2012 ELD Standards: PI.A.4, PII.B.3, PII.B.4, PII.B.5

Rubric

Score 0	Score 1	Score 2
Response does not address the language function. Response contains no English. No response, “I don’t know,” or is completely unintelligible.	Response addresses the language function in a limited way. Listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation impede meaning.	Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

7

SAY I’m going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

SAY You want to know if your friend has finished working on a science project. What would you say to your friend?

(Function: asking for information)

The student might say, “Did you finish your project?” or “How is your science project going?”

SPEAKING Support an Opinion

In this task type, the student gives an opinion about two activities, events, materials, or objects, and tells why one is better than the other for the student’s school or community. The student is asked to give relevant reasons to support the opinion expressed.

Aligned 2012 ELD Standards: PI.A.3, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score 0	Score 1	Score 2	Score 3
An opinion is not expressed. Response contains no English. No response, “I don’t know,” or is completely unintelligible.	An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Errors in grammar, word choice, pronunciation, or intonation often impede meaning. Speech may consist of isolated words or phrases.	An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. Speech may be slow, choppy, or halting.	An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. Speech is fairly smooth and sustained.

*Note: Effective language is defined as including all or some of the following attributes: precise vocabulary, modal verbs, text connectives, noun phrases, and verb phrases.

8

SAY I am going to ask you for your opinion.

SAY A local community center has money to support only one of two new classes. The first choice is a physical fitness class. The second choice is an art class. Which one do you think would be a better option for your community?

Wait for initial choice.

SAY Justify your choice by giving relevant reasons to support your opinion.

SPEAKING Present and Discuss Information

In this task type, the student views a graph, chart, or image that provides information. The student is then asked to respond to two questions about the information. The questions are read aloud by the Test Examiner, and they also appear with the image in the Test Book. During an actual administration of this task type, students may take notes in their Test Book.

Aligned 2012 ELD Standards: PI.A.3, PI.C.9, PI.B.6, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric, Question 9

Score	Descriptors
3	Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. Speech is fairly smooth and sustained.
2	Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. Speech may be slow, choppy, or halting.
1	Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation often impede meaning. Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.
0	Response is not relevant. Response contains no English. No response, "I don't know," or is completely unintelligible.

Rubric, Question 10

Score	Descriptors
3	Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. Speech is fairly smooth and sustained.

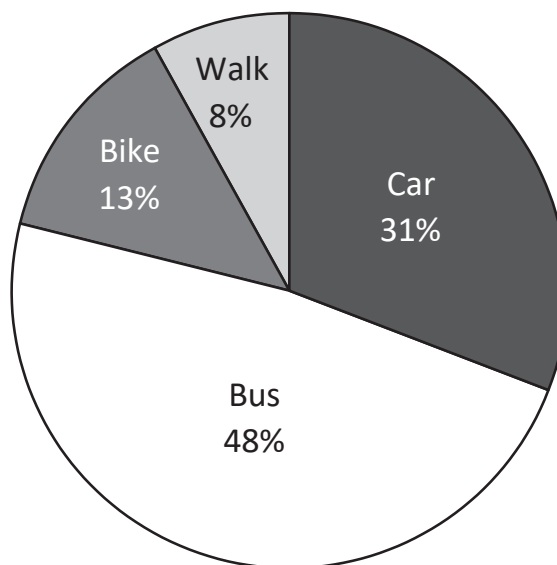
2	<p>Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning.</p> <p>Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</p> <p>Speech may be slow, choppy, or halting.</p>
1	<p>Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning.</p> <p>Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</p> <p>Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.</p>
0	<p>Response is not relevant.</p> <p>Response contains no English.</p> <p>No response, "I don't know," or is completely unintelligible.</p>

SAY Now we are going to do a different type of question. I am going to ask you to talk about a pie chart. Look at the pie chart. You can write on the pie chart if it is helpful.

SAY Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students. Take some time to read the pie chart to yourself. Let me know when you are ready for me to ask you a question.

Give students time to read the pie chart before reading the first prompt.

How Alvarez Middle School Students Travel to School



Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

- 9** What does the pie chart show about how students travel to school? Include details from the pie chart in your answer.
-

- 10** Is the following claim supported or not supported based on the information in the pie chart?

Claim: More students walk to school than ride a bike.

Give details from the pie chart to support your answer

APPENDIX 4

ACTIVITIES TO FOSTER SELF-EFFICACY AND SELF-CONFIDENCE

Name of the activity: COMPLIMENT YOURSELF

Name: _____ Date: _____

Let's be honest... you rock. There's a lot of about you to compliment. Building your confidence means recognizing what you are great at. List at least 5 compliments about yourself. If you are struggling with this, try to ask yourself, 'what would a friend say about me?'











APPENDIX 5

Name of the activity: THIS YEAR'S MILESTONES

Name: _____ Date: _____



Many years ago, stones set beside the road marked distances between towns. These stones, called milestones, were indications of a traveler's progress. Later, the meaning of the word milestone was generalized to mean "a significant point in any journey or development."

What might be some of the significant points along the path from where you are now to where you hope to be in one year? Record them on the numbered lines.

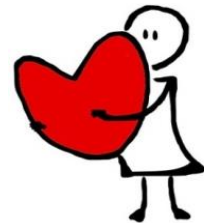
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

APPENDIX 6

Name of the activity: VALUING YOURSELF

Name: _____ Date: _____

Self-acceptance is a specific stage in self-discovery that occurs whenever students are willing to look at themselves objectively (with the help of an adult). When they do, they will realize that their strengths far outweigh their weaknesses. Ask your mentee to reflect on these questions and try to answer them honestly. This exercise can give you the opportunity to validate your mentee's positive self-perception. What three things do I like about myself?



1. _____
2. _____
3. _____

What are my strengths?

1. _____
2. _____
3. _____
4. _____

What activities can make me a better and stronger person?

1. _____
2. _____
3. _____
4. _____
5. _____

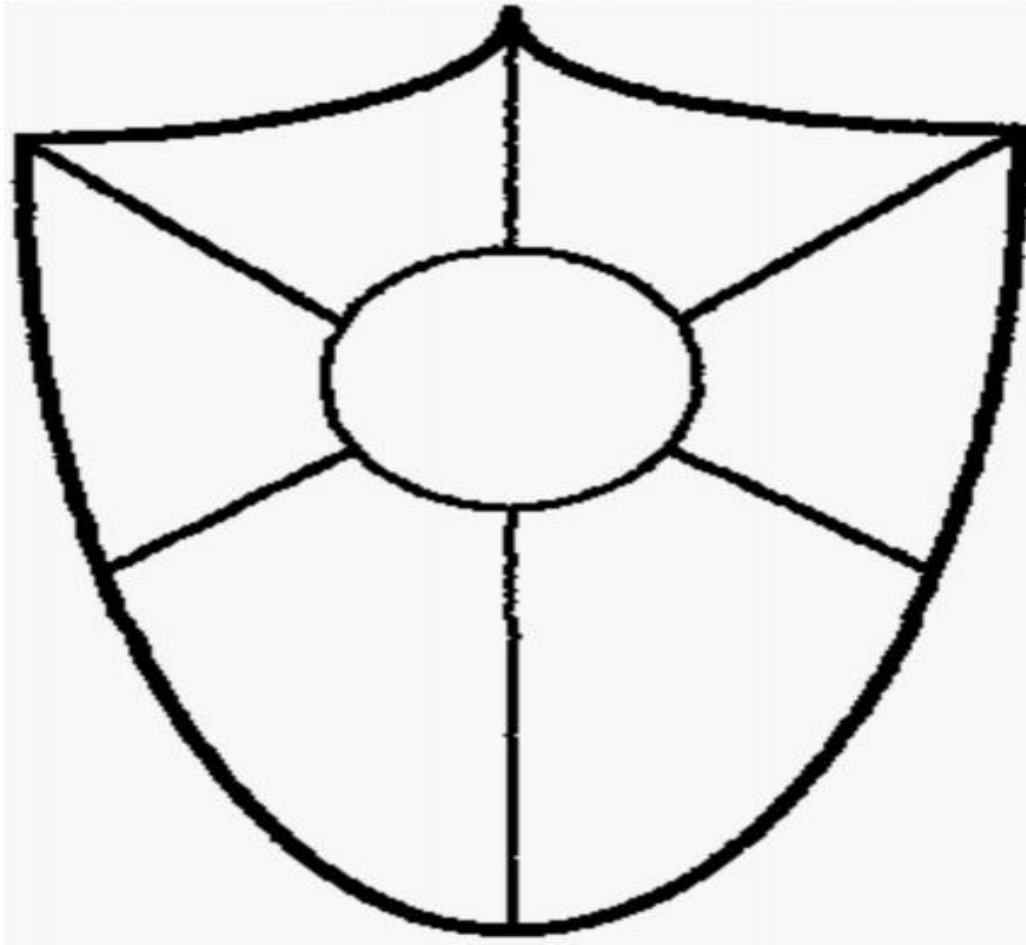
From Take Stock in Children's Toolkit, p. 20

APPENDIX 7

Name of the activity: MY PERSONAL SHIELD

Name: _____ Date: _____

Draw a symbol in each block of the shield to correspond with the topics listed at the bottom of the page.



1 Something I do well	5 The best compliment I have received
2 Something I would like to do	6 The worst put-down I have gotten
3 My greatest character strength	7 My favorite place
4 My worst character flaw	

APPENDIX 8

Name of the activity: CRAFTING A PERSONAL MISSION STATEMENT

Name: _____ Date: _____

A personal mission statement explains who you are and want to be, and what you stand for. You can use it to guide you when making choices and decisions, large and small, by asking yourself—„Does it help me become who I want to be?“ A personal mission statement also helps you explain who you are to others.

A personal mission statement should answer 3 questions:

- 1) What is my life about—what is my life’s purpose?
- 2) What do I stand for—what are my values?
- 3) What accomplishments am I working toward that will help me fulfill my life’s purpose in a manner consistent with my values?

STEP 1: CLARIFY PURPOSE AND VALUES

A. Write a list of at least 12 talents you have.

B. What excites you about your life? About the world? What angers you about your life? About the world?

C. What would a really good day be like for you? Where would you be? What would you do? Imagine anything— it doesn't have to be true.

I would be at

I would be doing

I would be with

I would

D. Imagine that today is your 30th birthday, and a reporter is writing a story about what you have done. What would you hope your friends, the people you work with, family members would say about you to this reporter? What difference would you hope you had made in their lives? How do you want to be remembered?

E. Imagine yourself to be 100 years old, surrounded by your loved ones who have gathered to learn from you and your wisdom. What would you tell them is important in life? What really matters, looking back on your life?

STEP 2: DRAFTING A MISSION STATEMENT

Look over what you've written during Step 1. Then look again at the 3 questions a mission statement should answer: 1) What is my life about—what is my life's purpose? 2) What do I stand for—what are my values? 3) What accomplishments am I working toward that will help me fulfill my life's purpose in a manner consistent with my values?. Write a rough draft of your personal mission statement in 20 words or less.

Keep your draft personal mission statement with you and look at it several times during the day—see how it makes you feel. You may want to bring it to the next several meetings with your mentor to talk about it and see if you want to change it.

*Adapted from the Learn to Mentor Toolkit,
[http://apps.mentoring.org/training/TMT/Mentor_training_toolkit.pdf]
Polk Mentoring Alliance 2008, Revised 8/08*

APPENDIX 9

Name of the activity: MAKE A CAN-DO LIST

Name: _____ Date: _____

Make a long list of things you can do — even the little stuff.

Are there things people don't know about you?

For example: I can fix a flat tire, do CPR, ride a bike, tune a guitar, milk a cow, run a 5K, groom a horse, bake bread, cook a meal, play the violin, draw cartoons, make a dress, knit a scarf, swim, lifeguard, babysit, drive a car...

APPENDIX 10

Name of the activity: GIVE YOURSELF A CONFIDENCE CHALLENGE

Name: _____ Date: _____

Now it's time to step up and challenge yourself. **Write down this sentence and finish it at least 5 ways: "If I had more confidence, I would..."**

For example: If I had more confidence, I would compete in a rodeo, do a standup comedy act, learn to drive, start a band, try out for swim team, design a website, be a lifeguard, babysit, study abroad, start a fashion blog, apply to MIT...

Think about what's stopping you from doing each thing. Pick the easiest or hardest one. Think of how you could muster enough confidence to give it a try. What would you need to do? Whose support or encouragement could help you? Imagine you did the thing. Write about it as if you had gained the confidence you need and did what you imagined.

For example: If I had more confidence, I would compete in a rodeo. My riding skills are solid, but improving my lasso skills will give me more confidence. Luckily, I can learn from Jason at the stable and watch videos. Now... picturing I did it...I believe I got the most confidence from practicing and not giving up in frustration when nothing seemed to go well.
