

**Research Article****SELF-CONFIDENCE AS A BASIS FOR LANGUAGE EFFICIENCY IN A MULTILINGUAL CONTEXT:
AN APPLICATION OF OFFICIAL LANGUAGES AS A SECOND/ THIRD SPOKEN LANGUAGE IN
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Abstract

The promotion of official bilingualism in Cameroon has always been a permanent concern for the various social actors. The importance attached to bilingualism has led the legislator, through the constitution, to legislate on a panoply of texts governing the supervision and promotion of bilingualism, the basis of which is the written and spoken language. We are interested in spoken language because it is the natural, preferred means (Ferrand & Grainger, 2004) of communication between humans and the vehicle of culture. The present research questions the level of language efficiency in the second/third language in a multilingual situation in Cameroon. The results of research in this area do not call much attention to self-awareness/self-knowledge as a basic emotional skill in language production. It is therefore legitimate to call upon self-confidence, which is a link in the chain of this self-awareness, as a determining factor in second/third language efficiency. The approach adopted is comparative and correlational. The chi-square test and the Z-test were used to analyse the data collected from 208 young adults who were asked to complete a composite scale. These analyses led to the conclusion that in multilingual situations, the level of language efficiency in the second/third language is higher among those who use self-confidence than those who do not. It might also be relevant to look at the language spoken through the prism of the subject's awareness of their level of knowledge of the language.

Keywords: Self-confidence, Language efficiency, Second/third languages, Spoken language, Cameroon.

INTRODUCTION

The world, a global village, owes its cohesion to communication/exchange. This is held together by language. Language only makes sense when it is far removed from babelisation. More explicitly, by using both written and spoken language, individuals must send messages, receive them, listen to each other, understand each other and give feedback. The communication system/circuit is only effective if there is no language barrier. All this presupposes the ability of both parties to understand each other through codes and signs. This is possible over and above monolingualism and bi-plurilingualism. The omnipresence of bilingualism and plurilingualism in our societies is a fact. Kail (2015) will clarify these concepts on the basis of language use/practice. He argues that the efficiency of bilinguals and plurilinguals in their respective languages depends on cognitive, communicative and, more broadly, social and societal needs. The context of language acquisition is a central dimension. Kail (ibidem) p.7 argues that "although researchers estimate that 50% or more of the world's population is bilingual, precise data on the extent of bilingualism in the world is still largely lacking". According to a report by the European Commission (2006), 56% of people in 25 European countries use a second language in conversation. In the United States, between 18% and 20% of the population (over 55 million people) are bilingual. In Canada, 35% are bilingual. These expressive percentages of bilinguals are an admission that a plurality of languages coexist in the vast majority of countries in the world.

As the figures show, there are more than 320 languages in the USA, 516 in Niger, 427 in India and 200 in Brazil. Cameroon is no exception, with over 248 languages (Ndibnu 2013). It is easy to find a bilingual with good oral and written skills in both languages in some sectors of society than in others Kail (2015:8). Bi-lingualism is a complex reality of a dynamic and multidimensional nature. Grosjean (1997) favours the use of languages on a daily basis by somnolent bilinguals. As a category/typology of bilingual, we have the following dimensions: balanced/non-balanced (dominant) bilingual; early/late bilingual: simultaneous/consecutive successive compound/coordinated/subordinated bilingual; additive/subtractive bilingual and popular/elite bilingual. We note that these typologies are continuous and not binary in opposition. Bilingualism is dynamic, over time and as a function of different communicative contexts. The bi-plurilingual, in expressing his or her effectiveness and efficiency in the second/third language, is part of a language mode. The choice of a particular register implies the selection of a more or less specific vocabulary and grammatical construction appropriate to the requirements of the context. Two or more languages are in contact in the same individual (Grosjean 1997). In everyday life, bilinguals are at different points on a continuum. They may find themselves in a totally monolingual mode (speaking or writing to monolinguals in one or both languages). They may also find themselves in a bilingual mode if they are communicating with bilinguals who share the same languages and with whom they spontaneously share a mixed language (code switches and borrowings). Grosjean (1997) supports the idea that the bilingual's language system is organised into two subsets, one for each language, and that these subsets can be activated to varying degrees or deactivated independently. Over and above all these praxeological and theoretical

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elements that support second language skills and enable efficiency in the second spoken language, there are individual differences in this efficiency. For example, Cameroon is an exemplary and effective site for bi-pluri-lingualism. All the related situations in terms of language typology and mode are experienced there. In a reductionist way and referring to the official languages, oral expression skills show a curious variability which deserves a closer look. A pre-survey of 50 young Cameroonians who were officially bilingual (French-English) revealed that those who spoke French as a second language (L2) were expressively more fluent than those who spoke English as a second language. The latter, although sometimes more 'accurate', are too hesitant, searching for words, in short becoming occasional stutterers. The phrases used include "how to say/", "comment dirai-je/how can I say", "comment ças'appelle/how can it call", "disons/ Say", and "tuveux/ you want/ s'vousvoulez/ if you want". We also use the words "chose/things", "truc" or "machin". There are also lexical gaps that are filled with filler words like "euh, beuh". These observations are consistent with works on the analysis of disfluencies. The latter covers the study of all types of pauses (silent, vocalised, paralinguistic noises, discourse markers). (Kormos, 2006); (Hilton, 2011) state that their analyses include measures of the average duration of pauses and analyses of their frequency, such as the average number of pauses per minute or the proportion of pauses per 100 words. The same pre-survey revealed that fluency in oral discourse in a second language situation is a challenge for young adults in Cameroon. Fluency is seen as an indicator of efficiency in spoken language. In this respect, and in the opinion of (Tavakoli *et al.*, 2017), fluency is considered to be a good indicator of L2 level. Fluency is justified by De Cock and Tyne (2014).

This is due to factors such as immersion, level of study, socio-economic and professional status, motivation and many others. Similarly, the authors of the Feuillard framework (2009) emphasise the speaker's experience. Fluency refers to good command of the language (Chambers, 1997), a term used in everyday language to refer to a young adult who speaks a language with complete ease. Indeed, one of the challenges of studying fluency has been established. What measures best describe fluency? If we look at the results of research on L2, the most representative measures for analysing fluency in L2 would be speech rate, average length of segments and utterances, and percentage of phonation time (Hilton, 2011; Mora and Valls-Ferrer, 2012; Segalowitz, 2010). In the opinion of Osborne and Rutigliano (2007) on the conceptual instability of 'fluency', terms such as fluency and oral fluency refer to the same object. The work of Segalowitz (2010) clarifies the nuances by offering a three-dimensional model which includes: cognitive fluency, which refers to the speaker's ability to plan and execute, i.e. the mobilisation of cognitive processes enabling effective oral production; enunciative or productive fluency (utterance fluency), which refers to the mobilisation of cognitive processes enabling effective oral production, which is represented by the physical and temporal features of the production, and perceived fluency, described as the impression of fluency that the receiver constructs from the speaker's production. This tripod in terms of fluency in the second spoken language is experienced attitudinally in its three cognitive, behavioural and conative components. It is precisely in this last component (conative) that we want to justify second-language efficiency. All other things being equal, how can we justify the marked difference in efficiency between L2

French (L2f) and L2 English (L2a) speakers in Cameroon? A difference that tends to make the L2f speaker more comfortable? In other words, what explanation can be given for the disfluency pronounced in L2a than in L2f, as difficulties in the formulation and articulation phase of the message (Hilton, 2008)?

In Cameroon, it should be pointed out, almost all citizens, whatever their social status, experience at least bilingualism: mother tongue, official language 1 (f) and/or 2 (a). What psychological mechanisms are likely to promote effective L2 acquisition? On the basis of official bilingualism, an oddity is observed: people with English as their first language do better in acquiring their second language than their French counterparts. Taking into account the conative component mentioned above, and beyond the feeling of personal efficacy/SEP (Bandura 2007) and the feeling of emotional efficacy/SEE (Tcheundjio 2022), self-confidence is the mechanism by which we want to verify the efficiency/fluency gap in second language speaking in Cameroon. The work of Launet and Peres-Court (2018) operationally offers secondary avenues of this mechanism around the belief in one's ability to succeed, the belief that one has the personal resources to cope with a situation and the self-affirmation that one will be able to find a solution to difficulties.

THEORETICAL ORIENTATIONS

Belief in one's ability to succeed

The concept of self-confidence is directly linked to the scientific field of psychology. From the Latin "confidere", which means to hand over something important or valuable to an individual, relying solely on their benevolence and good faith, confidence implies the idea of trusting someone or something. The notion of "Trust" can thus be defined as "a psychological state characterised by the intention to accept vulnerability, based on optimistic beliefs about the intentions or behaviour of others" (De boeck, 2008). Self-confidence is generally used to refer to a person's judgement of themselves, their abilities and their potential. Self-confidence is a positive belief that we can achieve what we set out to do in the future (Snyder and Shane, 2009). Self-confidence relates to actions taken throughout a person's life. "To be confident is to think oneself capable of acting effectively and appropriately in important situations" (André, in Bergeron, 2011). Self-confidence is therefore contextual insofar as it is the result of the other two pillars, which it helps to maintain through daily actions (André, 2008). It is rooted in education and educational thinking (Hocq, 2021). In this vein, Francois (2015) distinguishes between two categories of individuals based on their self-esteem. Individuals with high self-esteem on the one hand, who "know how to talk about themselves in a positive way and have clear ideas about themselves (...), the disadvantage is that too many certainties are likely to displease certain interlocutors." (Francois, 2015, p.8) and on the other hand, individuals with low self-esteem who "describe themselves in a vague, average way and sometimes hold a contradictory, not very stable discourse about themselves which often depends on the circumstances and the interlocutors. The advantage is that they have a sense of nuance and adapt to their interlocutors" (Francois, 2015). Faced with this difficulty in measuring self-esteem, the American psychologist James (1892) stated that the degree of self-esteem corresponds to the level of adequacy between

aspirations and successes (Self-esteem = successes / aspirations). Thus, the more an individual succeeds in the projects he aspires to, the higher his self-esteem will rise, and conversely, the less his successes meet his expectations, the lower his self-esteem will be (Hocq, 2021).

An individual's levels of self-confidence and self-esteem are not given and established; they are constructed and evolve as a function of several determinants, as the life course progresses (Hocq, 2021). These determinants are:

- Anxiety and affective factors

Affective factors are the primary influence. Thus, factors such as motivation, anxiety, attitudes, beliefs or learning styles exert a major psychological influence likely to encourage or limit the individual (Hocq, 2021). For example, there is an inverse correlation between anxiety and self-confidence, and it can be said that "negative beliefs about oneself prevent one from concentrating on the didactic tasks that need to be carried out in order to learn, since a large proportion of cognitive energy will be spent feeding concerns about one's lack of ability or value" (Guedeney and Arnold, 2006, p. 415). It is with this in mind that (Stevick, 1980) recommends working to reduce negative affective factors such as anxiety and/or fear and, conversely, to increase positive affective factors in order to raise motivation and self-esteem, and hence confidence. In fields that require performance, such as the performing arts, or competition, such as sport or language learning, the phenomenon of anxiety is omnipresent and its control is often part of preparation and learning in the form of adrenaline, a potential catalyst for performance (Hocq, 2021). Martens, Vealey & Burton (1990) analysed the concept of anxiety in professional sport by breaking it down into two elements. On the one hand, the cognitive and somatic state of anxiety, relating to the emotion in behaviour faced with an environment and, on the other hand, the trait of anxiety which is durable and stable in the individual, forming an integral part of his personality (Hocq, 2021). The state of anxiety is therefore the result of two representations: the perception of the uncertainty of the result (linked to the individual's ability to achieve this result) and the perception of the importance of the result (and the pressure attached to it) (Martens, Vealey & Burton, 1990). The perception of the uncertainty of the outcome is determined by the perception of one's own skills specific to the task to be performed and the difficulty of performing it. Perception of the importance of the outcome depends in particular on self-esteem, self-confidence, personal performance expectations and subjective beliefs about the influence of the outcome (Hocq, 2021).

- Social context and environment

In his pyramid of needs, Maslow (1943) established a pyramidal relationship between needs. Thus, the need for self-esteem appears after the satisfaction of physiological, security and belonging needs and is defined as "the feeling of being useful and of having value, of maintaining one's identity" (1943, p.383). So, it is only once it has been satisfied that the need for self-esteem leads to a feeling of self-confidence, which in turn can contribute to self-fulfilment. We can therefore assume that self-concept and self-worth come into play after the individual has had to deal with others. Recognition of others is therefore a prerequisite for self-recognition (Hocq, 2021). Maslow's conclusions and the

interpretation that followed the creation of his pyramid model did not fail to receive a wave of criticism, mainly in relation to the absolute and fixed hierarchy of needs (Hocq, 2021). Maslow's theory made it possible to clarify the complexity and multiplicity of human needs for self-fulfilment, as well as their interconnection and the importance of the relationship with others and the social environment as determining variables (Hocq, 2021).

- Emotional, sentimental and representational variables

One of the individual mechanisms directly linked to the pre-eminence of social ties and emotions over self-confidence is the management of emotions and representations. Each individual believes in representations that correspond to perceptions: about themselves, about their relationship with the group, about a language, about learning, about teaching (Hocq, 2021). These representations condition the way they think, behave and feel (Ruquois, 2018). Germain (1993) uses the term "affective filter", made up of three elements: motivation-attitude, self-confidence and absence of anxiety, to describe the influence of representations. - Self-confidence and confidence in others

Self-confidence can also be developed through trust in others. A number of theories point to the existence of a direct link between an individual's self-confidence and the confidence they have in others or the confidence shown in them by others, establishing collective confidence as a contributor to greater individual confidence (Hocq, 2021). We are talking here about the understanding of trust as "the presumption that, in a situation of uncertainty, the other party will, even in the face of unforeseen circumstances, act according to rules of behaviour that we find acceptable" (Bidault & Jarillo, 1995, p.113). The creation of a collective identity based on trust integrates both a common objective and respect for each person's differences (Morin, 1986). The fact that we can trust others and receive their support in difficult situations leads us to consider trust and support as two important factors in resilience (Hocq, 2021). In Guedeney's (2006) theory of attachment, the essential benefit of trust in others is emphasised, which shows that infants in contact with their parents develop by satisfying their innate need for closeness and security with their parents, who in turn are supposed to protect them. This maxim applies just as much to young adults who are in the process of building their language fluency, as they will only engage in language-learning interactions with those who contribute, without mockery, to the building of their language capital.

- Age and individual characteristics

Age is also an influential variable in the process of building self-confidence. For example, self-esteem declines after early childhood, as children's assessment of their personal abilities declines from overestimation to a more modest representation of their skills, coupled with a decline in their self-esteem (Harter, 1999). As regards adulthood, there is an increase in average self-esteem between the ages of 25 and 60, before an obligatory regression occurs for people over the age of 60 (Orth, Trzesniewski & Robins, 2010). The authors identify several variables. Young women tend to have lower self-esteem than young men, but the trajectories of the curves subsequently converge. Similarly, the self-esteem of people from minority backgrounds declines more rapidly (Hocq, 2021). It is important to note that while levels of self-esteem

appear to follow converging trajectories over different periods of life, they progress largely as a function of the life course, experiences and evolution of each individual rather than by general characteristic traits (Hocq, 2021). Although age and individual characteristics help us to understand self-confidence, it could have an impact on the subject's performance in various activities, particularly those related to language efficiency.

- Self-confidence and performance

The notion of self-confidence is generally linked to the concept of performance, whether sporting, intellectual, social or linguistic (Hocq, 2021). In the field of linguistics, Chomsky (in Hocq, 2021) distinguishes between the ability to construct and identify grammatically correct statements, which he calls competence, and the ability to produce them in a target situation, which he calls performance. For him, being competent is a power, and performance is the realisation of that power (Hocq, 2021). This distinction is likely to appeal to the problem of positioning in relation to confrontation with reality. So, in contrast to this statement, a production in class can be considered as a performance because it is the contextualised expression of a skill. It calls on different variables from everyday life, which potentially limits the transfer between what is developed in class and outside life (Hocq, 2021).

Beliefs about personal resources

Self-esteem is an individual's interpretation of his or her own qualities (Hocq, 2021), "a psychological and social phenomenon through which an individual evaluates his or her competence and self in relation to certain values" (Rubio, 2007, p. 5). The concept of self-esteem thus stems from a number of determinants specific to each individual, such as personality, social identity, the propensity to self-evaluate, values, and the tendency to distinguish (or not) between competence and self (Hocq, 2021).

Van Zanten (2008) has also established a correlation between the notion of self-confidence and motivation, concluding that the more self-confident a student is and the more they appreciate the value of what they can do, the more motivated they are to learn. This relationship can be analysed by combining the definition of the socio-cognitive determinants of the construction of motivation with an in-depth study of the nature of the relationship between the individual's skills, his environment and his representations (Hocq, 2021).

Self-affirmation in overcoming difficulties

Self-confidence is the culmination of a process formulated in positive terms, about what we are capable of achieving. More explicitly, having self-confidence implies being realistic about what we are not capable of achieving, and using this knowledge of our abilities and limitations to help us evolve (Hocq, 2021). In this sense, Branden states that: "Self-confidence is an act of awakening, followed by a daily practice of recognising who we are and who we are not, and being honest about what we discover". (Branden, in Chiche *et al.*, 1998). (Bandura, 1997) also places belief in one's abilities and the learner's perceptions at the centre of the process of developing motivation, and relates them to the nature of experiences through his concept of personal effectiveness. We

can therefore understand that, here, beyond mastery, it is the belief in this mastery that takes precedence (Hocq, 2021). Thus "different people with identical skills, or the same person in different circumstances, may perform poorly, well or remarkably, depending on variations in their self-efficacy beliefs. It is true that skill level influences performance, but its impact is strongly mediated by self-efficacy beliefs" (Lecomte, 2004). For (Bandura, 1997), this belief in personal effectiveness is developed on the basis of four sources. Firstly, personal mastery is fuelled by the accumulation of positive experiences, creating a virtuous circle of success that leads to performance; conversely, the accumulation of failures feeds a vicious circle in which previous failures lead to resignation (Lecomte, 2004). Social learning is the second vector of personal effectiveness, and corresponds to the inspiration that an individual draws from seeing others succeed, particularly if they have characteristics identical to their own (Lecomte, 2004.). The third source, persuasion by others (Lecomte, 2004), is also ambivalent: encouraged by an educator as to my ability to succeed, will I be pushed to try harder? Does the educator's feedback have enough influence to make me believe in my qualities? (Hocq, 2021). The fourth and final source is the individual's psychological and emotional state, which also influences his or her sense of self-efficacy insofar as he or she will tend to feel more at ease in a calm and secure environment (Lecomte, 2004).

Thus, the feeling of personal effectiveness is the result of several variables, insofar as through experiences and interactions, both positive and negative, not only are the individual's abilities nurtured but also their view of them, and it is the accumulation of these experiences that will develop a view of oneself and one's performance. A feeling of low self-efficacy and low self-esteem would have a negative influence on self-confidence and hence on student motivation, whereas a feeling of high self-efficacy and high self-esteem would have a positive effect (Hocq, 2021). Particular situations can arise in which an individual has a high sense of efficacy and low self-esteem. By way of example, this can be observed in people who perform very well in an activity that they morally repudiate. We also have the situation where the individual has a low level of efficacy and high self-esteem, for example in people who do not feel effective in an activity but are not affected by it because the activity does not interest them (Lecomte, 2004).

METHODOLOGY

Participants

The participants in this study were cameroonians in the process of developing their bilingualism and living in the cosmopolitan cities of Douala and Yaoundé. They were all between the ages of 18 and 45 years old, of both genders, educated to at least the end of lower secondary school, and speaking both official languages, and had agreed to take part in the study. However, an interview to check that you speak these two official languages is a prerequisite. The emphasis is on oral expression. Given the difficulty of accurately estimating the size of the population, in order to retain the sample size and, above all, taking representativeness into account, the determination of likelihood ratio indices that could satisfy the requirements of inferential analyses of the data collected (Rossi, 2000) made it possible to retain 208 individuals.

Table 1. Overall characteristics of participants by second official language spoken

		Second language spoken		Total:
		French speaking	English-speaker	
Gender of participant	M	51	59	110
	F	53	45	98
		104	104	208
Age	From 18 to 20	8	7	15
	From 20 to 30	38	41	79
	From 30 to 40	45	47	92
	From 40 to 45	13	9	22
		104	104	208
Socioeconomic status of participants according to sub system	Weak	49	38	87
	Average	37	51	88
	Pupil	18	15	33
		104	104	208
Types of bilingualism of participants according to subsystem	B. Balanced/N.Balanced	25	21	46
	B. Early/Late	23	35	58
	B successive/consecutive	38	19	57
	B. additive/substrative	18	29	47
		104	104	208
Level of study	Secondary 1er cycle	7	5	12
	Secondary 2th cycle	13	21	33
	University cycle L	56	57	113
	University cycle M	23	19	42
	University cycle D	5	3	8
		104	104	208
Level of self-esteem	Very weak	8	4	12
	Weak	56	40	96
	Average	28	36	64
	Strong	8	16	24
	Very strong	4	8	12
		104	104	208

Source :data from the field

In addition, we referred to Depeltau's (2000) sample estimation table and to the parity of the number of languages. The sampling technique used was purposive sampling. The table below presents the sample according to the sociodemographic characteristics selected and cross-referenced with the second language.

Materials and procedure

The materials used were an interview guide for the pre-survey, the Rosenberg Self-Esteem Scale and a questionnaire on self-confidence in oral expression and second-language efficiency. The most widely used scale for measuring self-esteem today is the Rosenberg Self-Esteem Scale (Hocq, 2021), which consists of asking respondents directly to assess whether certain statements correspond to the way they perceive themselves, using a scale ranging from "a little" to "a lot". Of the ten questions proposed, five seek to assess positive self-esteem and five negativeself-esteem. Based on the answers given, the participant's self-esteem can be calculated and qualified as very low or very high using a cumulative points system (Hocq, 2021).

The questionnaire consists of three dimensions for the Independent Variable (IV) and four components for the Dependent Variable (DV). After the identification part, the questionnaire presents a part made up of the operators of self-confidence retained according to logic: belief in one's ability to succeed, belief that one has the personal resources to face a situation and self-affirmation that one will be able to find a solution to difficulties. Finally, a last section on efficiency in spoken language includes the fluency criteria used to estimate efficiency. These criteria are: speech rate, average segment length, average utterance length and percentage of phonation time (Hilton, 2011; Mora and Valls-Ferrer, 2012; Segalowitz, 2010).

The present comparative research has an explanatory aim, based on a quantitative approach. The data collection design is based on divided groups, with one group of 104 individuals at L2A and another of 104 at L2F. Ethical rules such as free and informed consent, confidentiality and anonymity were observed. A pre-test was carried out on 50 subjects in order to verify the psychometric reliability of the dimensions and sub-dimensions of the questionnaire designed for the typical needs of the present study. This questionnaire consists of twelve (12) items (excluding the 06 identification items) structured around three essential aspects for self-confidence (15 items) and second language efficiency, which constitutes the DV (04 items). The overall internal consistency was acceptable (Cronbach's $\alpha = 0.76$), i.e. 0.72 for self-confidence (IV) and 0.87 for language efficiency (DV). For the various facets, the internal consistency and fidelity indices were acceptable (belief in one's ability to succeed/ BAS, $\alpha = 0.73$; rtest-re-test = 0.83; belief that one has the personal resources to deal with a situation (BPRS) $\alpha = 0.69$; rtest-re-test = 0.76 : self-affirmation that one will be able to find a solution to difficulties (SAAS) $\alpha = 0.75$; rtest-re-test = 0.81; second language language efficiency (EL2), $\alpha = 0.87$; rtest-re-test = 0.77), but with levels of inter-item correlations indicating relative dependence between BAS (cor = 0.66), BPRS (cor = 0.69) and EL2 (cor = 0.63) items.

RESULTS

The variables: "self-confidence (SC)" and "language efficiency in L2 (LE)" in this research obey the reduced centred normal distribution (X (0; 1)), and allow dynamic cross-tabulations between the LE and the SC modalities. Given the size and structure of the sample, the non-zero degree of freedom and the conditions of independence of the variables, the application of the chi-square (X²) and z-test (z) probability laws is justified.

Descriptive statistics on trends in the study variables

In this section, we describe the general trend of the variables studied in this research, based on descriptive statistics of the distributions of the data collected on the overall sample of participants. This will be done by describing the general trend in the participants' expression of self-confidence, as well as their perceptions of their level of language efficiency in a second language speaking situation. This requires the mean score (M), the standard mean (SM), the mean deviation (MD) and the number (N) of scores. But first, it is advisable to analyse the correlations between variables.

Table 2. Correlational analysis of the dimensions of self-confidence and efficiency in a second language

	BAS	BPRS	SAAS	EL2
BAS	-			
BPRS	0.629**	-		
SAAS	0.456**	0.372**	-	
EL2	0.093	0.379**	0.391**	-

**Correlation is significant at the 0.01 level (2-tailed).

Source: Data from the field

With regard to the dimensions of self-confidence, which is the independent/manipulated variable in the present research, we note a direct and significant correlation/link between its modalities, in particular, belief in one's ability to succeed/ BAS, belief that one has the personal resources to deal with a situation/ BPRS, and self-affirmation that one will be able to find a solution to difficulties/ SAAS. As for the dependent variable, second language efficiency EL2, there was a direct but not very significant relationship with the dimensions of self-confidence.

In any case, this inter-variable correlational analysis revealed a positive relationship between the modalities of the independent variable and those of the dependent variable, but a more significant relationship between belief in one's ability to succeed and belief that one has the personal resources to deal with a situation, which are all modalities of the independent variable. In short, the two variables studied in this research are indeed correlated. This result clearly confirms that the items belief in one's ability to succeed ($X^2(208) = 10.17$; $p = 0.0086$), belief in personal resources ($X^2(208) = 4.83$; $p = 0.028$) and self-affirmation of solution discovery ($X^2(208) = 3.53$) improve language efficiency in second language situations. We note from this table that the average levels of language efficiency in second language situations as perceived by the respondents themselves, vary significantly according to permanence with the dimensions of self-confidence during second language expression. Indeed, in their daily communication practices, this result shows that communicators who regularly believe in their ability to succeed perceive a good level of spoken language / oral expression, than those who do not believe in their ability to succeed ($z(208) = 4.39$; $p = .00$; Ddl = 206). The same is true for those who regularly believe they have the personal resources to deal with a situation ($z(208) = 12.47$; $p = .00$; Ddl = 206), and for those who regularly self-assert that they will be able to find a solution to difficulties ($z(208) = 6.83$; $p = .00$; Ddl = 206). Contrary to pre-test apprehensions that the level of second language efficiency would be higher in bilinguals with L2 French than in those with L2 English, the results reveal that language efficiency is not nested according to the language 2 spoken but rather depends on the subject's propensity to be self-confident in a speaking situation, all other things being equal.

Table 3. Dynamic cross-analysis of self-confidence and efficiency in spoken second language

	Efficiency in second spoken language					Total
	Speech rate		Length average of segments	Length average of statments	Percentage time of speaking	
Belief in his capabilities of succeed	Irregular	35	25	21	11	96
	Regular	36	32	21	27	116
Total		71	57	42	38	208
Pearson chi-square ((X2) = 10,17; Probability(Sig) = 0,0086						
Belief in pe resources personal	Irregular	34	25	20	22	101
	Regular	36	33	23	15	107
Total		70	58	43	37	208
Pearson chi-square (X2) = 4,83; Probability(Sig) = 0,0286						
Self-affirmation of there discovery solution	Irregular	52	38	29	11	130
	Regular	35	18	12	13	106
Total		87	56	41	24	208
Pearson chi-square ((X2) = 3,53; Probabilitv (Sig) = 0,00429						

NB: The minimum theoretical frequencies are greater than 5

Source :data from the field

Table 4. Comparison of mean levels of second language efficiency between belief in one's ability to succeed, belief that one has the personal resources to cope with a situation and self-affirmation that one will be able to find a solution to difficulties

		Second language efficiency		Work force
		Average	Standard deviation	
Belief in one's ability to succeed	Regular	17.80	3.39	199
	Irregular	16.02	4.59	9
z-test($z(208)$)		$z(208) = 4.39$; $p = .00$; DOF = 206		
Belief that one has the Personal resources to deal with a situation	Regular	17.96	2.68	196
	Irregular	14.04	6.44	12
z-test($z(208)$)		$z(208) = 12.47$; $p = .00$; DOF = 206		
self-affirmation that we will be able to find a solution to difficulties	Regular	17.88	3.15	194
	Irregular	15.67	5.44	14
z-test($z(208)$)		$z(208) = 6.83$; $p = .00$; DOF = 206		

Source :data from the field

In other words, self-confidence as a determinant of language efficiency is not culturally (Anglophone/Francophone) dependent.

INTERPRETATION AND DISCUSSION

Self-confidence means feeling capable of doing something, having the assurance or conviction that you have the necessary resources to carry out a task or deal with a situation. This notion can also be understood as stability, inner security and the virtual certainty that we will be able to cope, in one way or another, with current and futures situations. In this way, we can move forward without fear, seize opportunities, take risks and give ourselves the right to make mistakes, to regulate, while feeling capable of succeeding, but also of bouncing back in the event of failure, insofar as mistakes are no longer an inevitability, but a necessary tool for learning (Snyder and Shane, 2009). Following on from this, the results of the present research teach us that self-confidence is the rudder of all effective language expression, and it is important to develop and maintain its stability. In fact, self-confidence predicts efficiency in the spoken second language. This induction is enhanced by a belief in one's ability to succeed, a belief in one's personal resources for dealing with a situation and the self-affirmation on which the subject relies to find appropriate solutions to the difficulties encountered. In so doing, they increase their level of self-confidence. As the development of this self-confidence is not linear, the learner must also be a 'reflective practitioner' in the sense of Schön (1991). Thus, the expressive learner must work on becoming aware of his or her objectives in the activity, on meta cognitive control and on permanent regulation. This involves taking account of the components that determine it. These include past experience, recognition by others, a sense of security and acquired skills. Experience has an ambivalent impact, depending on whether it is perceived as negative or positive. Whatever the case, the person expressing themselves will need to draw on it to feel confident. What's more, recognizing others requires the appropriate mobilisation of emotional intelligence which, according to Goleman (1997), involves not only reflective skills but also skills that are projected toward so others, the outcome of which is the establishment of an easy relationship conducive to expression. These skills involve knowing oneself and others. In this respect, recognition of others is an asset in an oral communication situation. All other things being equal, people who are aware of themselves and others will find it easier to express themselves and adapt to new circumstances.

The first two components of self-confidence - belief in one's abilities and belief in one's resources - lead to a feeling of security. This is one of the levers of motivation, according to Maslow, quoted by Selva (2020). When we feel emotionally secure, respected, considered, listened to... in front of the other person, we find the necessary and sufficient motivation to express ourselves, and as a result our ease, which may have seemed precarious, takes on good proportions. In addition to the three socio-affective components developed, the skills acquired justify the cognitive dimension. The knowledge and feeling of one's own competence is the energy that boosts action to express oneself in a second language situation. Mobilising the elements analysed above provides the fuel for self-confidence. In a second language situation, self-confidence is the key to effectiveness. The third component of self-confidence in context is the self-affirmation of the certainty of the solution. This component, otherwise known as self-

affirmation, is the corollary of self-esteem. In the opinion of UFAPEC (2010), self-esteem not only leads to commitment to action, but also nurtures a relationship with constructive error. This being the case, in an expressive situation, the subject will be able to multiply or repeat attempts in order to differentiate, discriminate and integrate cognitively, thereby progressively moving away from error and towards success.

If self-confidence has a favourable effect on language efficiency, it is important to note that the acquisition of this self-confidence is differentiated not only according to gender but also according to the motive that permanently fuels the confidence. There are motives that tend to be female and those that tend to be male. Studies have been carried out to evaluate and observe the correlation between feelings of self-efficacy and the individual's own characteristics. Bong & Clark (1999) and Schunk & Pajares (2002) show that feelings of efficacy develop differently according to gender and school discipline. Similarly, age and ethnic origin have been compared with feelings of efficacy. But here the results are mixed (Hocq, 2021). Be that as it may, a strong sense of efficacy is strongly correlated with success and, by extension, performance. The results of these studies support our position insofar as these variables influence language efficiency, either favourably for some or unfavourably for others, and in this case cannot be ignored in the study of language efficiency.

The positive/negative impact of collective confidence and relationships with others on self-confidence has been the subject of much criticism, particularly the work of Harter (1990). In this author's view, the necessary condition for an individual's self-esteem to be influenced by others is for the latter to be part of the individual's social reference group. For example, during childhood and adolescence, an individual's self-image will develop mainly on the basis of the images of themselves that their parents project back to them, and may be corroborated by friends or teachers whom they consider to have a strong influence (Hocq, 2021). Furthermore, Kenny & De Paulo (in Hocq, 2021), believe that the influence of our relationship with others is merely a personal interpretation of the mirror it reflects back to us, and not a direct influence. Moreover, Crocker & Major (in Hocq, 2021) show that a study of the levels of self-esteem of discriminated groups compared with non-discriminated groups shows no significant difference.

Although efficiency in the spoken second language is induced by self-confidence and its corollaries, it is indicated that certain prerequisites are necessary for this impact to be meaningful. These include learning, immersion and ongoing practice. For if the individual has self-confidence without having the implicit and underlying elements of cognition, one wonders what basis the language will have for its deployment or take-off in order to build secure self-confidence?

Conclusion

This study tested the effect of self-confidence on the level of language efficiency in the second/third language in a bi-multilingual situation in Cameroon. To achieve this, we adopted a quantitative method based on a correlational and explanatory approach. The data were collected using the Rosenberg self-esteem test and a self-assessment questionnaire. The latter presents a section on the operators of self-confidence: belief in one's ability to succeed, belief that one has the personal resources to deal with a situation, and

self-affirmation that one will be able to find a solution to difficulties. She then presents a section of operators of efficiency in spoken language, including the fluency criteria used to estimate efficiency. These criteria are: speech rate, average segment length, average utterance length and percentage of phonation time (Hilton, 2011; Mora and Valls-Ferrer, 2012; Segalowitz, 2010). The chi-squared test and the Z-test were used to analyse the data collected from 208 young adults who were administered a composite scale. These analyses lead to the conclusion that, in a multilingual situation, the level of language efficiency in the second/third language is higher among those who use self-confidence than among those who do not. Self-confidence is seen as the rudder of all efficient language expression, and it is important to control its (relative) stability. In the same vein, since the development of self-confidence is not linear, nor is its status definitive, the expressive subject will need to work on regulating it. This requires consideration of the components that determine it. These include: past experience, recognition from others, feelings of security and acquired skills. Experience has an ambivalent impact, depending on whether it is perceived as negative or positive. Whatever the case, the person speaking will need to draw out the elements necessary to make him or her feel confident.

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