

Confidence level in speaking English among Bachelor of Secondary Education in Mathematics students and instructors at Granby Colleges of Science and Technology

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Abstract

This study aimed to determine the level of confidence in speaking English among Bachelor of Secondary Education (BSED) Mathematics students and instructors at Granby Colleges of Science and Technology. The focus was on identifying which aspects of English speaking they felt most or least confident in, and whether confidence levels differed based on sex. The researchers used a standardized survey questionnaire to collect data from 54 respondents. Participants were selected through purposive sampling. The data were analyzed using frequency count, weighted mean, and independent t-test to identify patterns and possible differences in English-speaking confidence levels. Findings showed that there were more female than male respondents, and most were aged between 18 to 22 years old. In general, respondents felt most confident in pronunciation, comprehension, and vocabulary. However, they reported lower confidence in grammar, especially when using prepositions. The results also showed that there was no significant difference in the English-speaking confidence levels between male and female BSED-Mathematics students and instructors. The results suggest that both students and instructors at Granby Colleges of Science and Technology generally feel confident in using English, particularly in areas related to understanding and expressing ideas. Grammar, specifically prepositions, remains a challenge. The lack of a significant difference based on sex implies that it does not play a major role in English-speaking confidence within this group.

Keywords: Confidence, Speaking English, Pronunciation, Grammar, Vocabulary, Comprehension

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1. Introduction

Self-confidence is an important factor in the learning of any second language. English proficiency is required to improve understanding of mathematics, particularly for designing mathematical word problems and test questions. The American government chose to educate its subjects instead of ruling its new colony mainly through its military presence, implementing a problematic approach to civilization that would have lasting effects on Philippine culture and identity. The teachers on that ship are collectively known to history as the 'Thomasites' (Davis, 2014). The world is becoming increasingly interconnected, with English emerging as the dominant language of communication. This global shift has profound implications for education not only for aspiring mathematics teachers and instructors but also for the institution. Mathematics itself is a universal language leading to a strong emphasis on English proficiency across various education levels, including the Bachelor of Secondary Education major in Mathematics.

Confidence level in speaking English among BSED-Mathematics students and instructors can vary significantly based on individual experiences and training received during their studies. Generally, students and instructors in this program may have a moderate to high level of confidence in their speaking English abilities. However, it is important to note that confidence levels can differ among individuals based on factors such as personal traits, cultural background, and language learning experience (Moradiyousefabadi & Ghafournia, 2023). This study aims to determine how confident the BSED-Mathematics majors students and instructors are in their ability to communicate in English. Acknowledging the significance of self-assurance in acquiring a language, particularly English as a second language, this study explores the level of confidence in communicating in English.

This study's main issue is that mathematics majors lack confidence when speaking English. This problem is frequently caused by a lack of knowledge and comprehension of the English language. This is especially true for non-native English speakers. The problem that this study aims to address is the confidence level of BSED-Mathematics students and instructors ability to speak a particular language. Specifically, this study seeks to determine the demographic profile of the respondents, what is the confidence level of the respondents in speaking English according to pronunciation, grammar, vocabulary, and comprehension and whether there is a significant difference in confidence level in speaking English of the respondents when grouped according to sex.

According to Lengkoan et al. (2022) having high or low self-confidence is rarely related to students' actual abilities, and is mostly based on students' perceptions. This means that a student's perception of their speaking English skills, rather than their actual proficiency, can significantly impact their confidence. Mathematics, with its emphasis on logic and problem-solving, can overshadow the importance of language development. This can lead to a situation where aspiring math teachers may have strong mathematical skills but lack the confidence to effectively communicate those skills in English. This research is crucial for obtaining insights into the English communication proficiency of the Mathematics educators and identifying areas where improvement is needed. The findings can be used to shape effective language support programs and enhance the overall academic and professional success of these individuals.

Kansil et al. (2022) conducted a study to investigate whether students' self-confidence affects their speaking skill or not. The study revealed that students' speaking ability is influenced by self-confidence which means that a student speaks well when they are confident. Similarly, the study of Ibrahim and Shahabani (2020) attempts to develop self confidence in the students in a public higher learning institution in Selangor, Malaysia. They found out that the Engineering Students in a public higher learning institution of Selangor Malaysia managed to get

scholarships overseas. However, they always turned down the offers due to their lack of self-confidence in communicating through the English language.

This study aims to determine the confidence level in speaking English among Bachelor of Secondary Education in Mathematics students and instructors at Granby Colleges of Science and Technology. Specifically, this study seeks to answer the following research questions: What is the demographic profile of the respondents in terms of sex and age? What is the confidence level of the respondents in speaking English according to pronunciation, grammar, vocabulary, and comprehension? Is there a significant difference in confidence level in speaking English of the respondents when grouped according to sex?

2. Methodology

To answer the research questions, this study used a descriptive method of quantitative research. This type of research also represents what exists and may help to reveal new facts and meaning. Hence, this research design is used to describe the confidence level in speaking English among Bachelor of Secondary Education majors in Mathematics students and instructors at Granby Colleges of Science and Technology. The following criteria in selecting respondents are:

- BSSED - Mathematics students at Granby Colleges of Science and Technology for the academic year 2024-2025
- Current instructor at Granby Colleges of Science and Technology who hold a degree in BSSED - Mathematics.

The study employed purposive sampling to select the respondents needed in the survey. For this particular study, the respondents were students and instructors at Granby College of Science and Technology, specifically 32 female students and 22 male students, totaling 54 participants. The respondents of this study are all Mathematics major students from first year to fourth year college in the school year 2024-2025 at Granby Colleges of Science and Technology. Additionally, all the instructors who hold a BSSED - Mathematics degree in Granby Colleges of Science and Technology are also included as respondents of this study. A total of 54 respondents participated consisting of both students and instructors. All the respondents were purposively selected based on the specific criteria that are useful to the objective of the study.

This study utilized the survey questionnaire in order to gather the needed data of the respondents. The first part of the questionnaire focuses on the demographic profile of the respondents such as age and sex. Subsequently, the second part consisted of 20 questions that examined the confidence level in speaking English of the Mathematics majors and instructors in terms of pronunciation, grammar, vocabulary, and comprehension. The researchers utilized the Likert scale to identify the confidence level of the respondents. The five scale will rank as:

Scale	Description
5	Completely Confident
4	Fairly Confident
3	Somewhat Confident
2	Slightly Confident
1	Not Confident at all

The respondents who participate in the study have been oriented about the research purpose and procedures. The respondents are rest assured that the data gathered remain confidential and only the researchers have access to their identity. If any portion of this research is published, no personal identifying information will be disclosed. Providing the name of the respondents is optional to ensure confidentiality.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

Table 1

Profile of the Respondents in terms of Age

Age	Frequency	Percentage
18-22	31	57%
23-27	19	35%
28 above	4	8%
Total	54	100%

Table 1 shows the profile of respondents in terms of age. This data result is under the demographic profile of the respondents in terms of their age. It is shown that out of 54 respondents, 31 or 57% are aged 18-22 years old and were most likely the majority of the respondents, and 19 or 35% are aged 23-27 years old while 4 or 8% are aged 28 and over. The table above is the interpretation of the collected data to determine its frequency and percentage based on age.

Table 2

Profile of the Respondents in terms of Sex

Sex	Frequency	Percentage
Male	22	41%
Female	32	59%
Total	54	100%

Table 2 shows the profile of respondents in terms of sex. This data result is under the demographic profile of the respondents in terms of their sex. It is shown that out of 54 respondents, 32 or 59% are female while the remaining number of respondents which is, 22 or 41% of the respondents are male. This means that the majority of the respondents are female. The table above is the interpretation of the collected data to determine the frequency and percentage based on sex.

3.2 Confidence Level of the Respondents in Speaking English according to Pronunciation

Table 3

Mean Assessments on Confidence Level in Speaking English among Bachelor of Secondary Education in Mathematics according to Pronunciation

Indicators	Mean	Interpretation
1. I am confident in pronouncing common mathematical terms correctly.	3.93	Fairly Confident
2. I am confident in my ability to pronounce mathematical symbols and notations.	4.02	Fairly Confident
3. I am confident that I use accurate pronunciation when explaining mathematical concepts to others.	3.81	Fairly Confident
4. I am confident in using appropriate stress and intonation when explaining mathematical procedures.	3.56	Fairly Confident
5. I am confident with my articulation skills when reporting/discussing a particular lesson in front of the class.	3.8	Fairly Confident
General Mean	3.82	Fairly Confident

Table 3 shows the extent of mean assessments on confidence level in speaking English among BSED-Mathematics students and instructors according to pronunciation at Granby Colleges of Science and Technology. Over-all, the findings revealed that the assessment on confidence level in speaking English among BSED-Mathematics students and instructors was implemented to a fairly confident (3.82) in pronunciation.

Specifically, the respondents' confidence in pronouncing mathematical terms correctly was the highest mean (4.02), which revealed that students and instructors are comfortable in pronunciation when it comes to mathematical terms. This may be the cause of being exposed in class discussions and problem solving activities as a Mathematics major. Subsequently, using appropriate stress and intonation when explaining mathematical procedures is the lowest mean (3.56) which still falls under the interpretation of fairly confident. However, the result revealed that students and instructors need to enhance and improve their pronunciation in terms of using appropriate stress and intonation. Moreover, the findings discovered that the assessment on confidence level in speaking English among BSED-Mathematics students and instructors according to pronunciation still needs room for improvement, especially in using appropriate stress, intonation, and articulation during mathematical discussions. Similarly, Danapoc et al. (2020) revealed that poor pronunciation skills and speaking without proper phonetics is considered a disaster and will likely fail to understand others. Also, Prashant (2018) states that learners with good communication skills are likely to be understood even though they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Ajan et al. (2024), suggested that teachers may monitor the pronunciation skills of the students especially during class hours, and may look for teaching methods and instructional strategies that can motivate the students to frequently speak in English.

3.3 Confidence Level of the Respondents in Speaking English according to Grammar

Table 4

Mean Assessments on Confidence Level in Speaking English among Bachelor of Secondary Education in Mathematics according to Grammar

Indicators	Mean	Interpretation
6. I am confident in using appropriate tenses when speaking English.	3.35	Somewhat Confident
7. I am confident that I can verbally explain math problems or concepts correctly.	3.76	Fairly Confident
8. I am confident structuring sentences when talking with my peers about Math related topics.	3.7	Fairly Confident
9. I am confident with my grammar that I am willing to participate in discussions or presentations.	3.33	Somewhat Confident
10. I am confident in using prepositions when speaking about position objects in Math.	3.30	Somewhat Confident
General Mean	3.49	Fairly Confident

Table 4 shows the extent of mean assessments on confidence level in speaking English among BSED-Mathematics students and instructors according to grammar at Granby Colleges of Science and Technology. Over-all, the findings revealed that the assessment on confidence level in speaking English among BSED-Mathematics students and instructors was implemented to a fairly confident level (3.49) in grammar. Specifically, the respondents' confidence in verbally explaining math problems or concepts correctly was the highest mean (3.76), which revealed that students and instructors are capable of expressing ideas orally despite challenges in grammar. While the confidence in structuring sentences when talking with peers about Math related topics is the next highest mean (3.7). This resulted in the respondents being able to construct a sentence during peer discussion that could lead to collaborative learning. However, using prepositions when speaking about position objects in mathematics is the lowest mean (3.30), which falls under the interpretation of somewhat confident. This revealed that students and instructors are less certain about specific grammatical

aspects like prepositions.

This was supported by the study of Aranda (2022) wherein grammar weakness and sentence construction complexity are the reasons for difficulties in speaking. While the study of Bernal and Mligalig (2023) revealed that both teachers of Science and Mathematics have a below average level of English proficiency in grammar, specifically preposition which is similar to the result of this study. Similarly, Pablo (2022) revealed that Filipino English teachers who are currently teaching online are struggling with basic grammar particularly in the use of verbs and adverbs. He suggested that if Filipino English teachers want to remain competitive and rebrand themselves, they must undertake a self-analysis of their English skills to find their weak points and undergo a training and development program by themselves or with their current employers.

3.4 Confidence Level of the Respondents in Speaking English according to Vocabulary

Table 5

Mean Assessments on Confidence Level in Speaking English among Bachelor of Secondary Education in Mathematics according to Vocabulary

Indicators	Mean	Interpretation
11. I am confident that I can explain simple mathematical terms to others in a clear way.	3.98	Fairly Confident
12. I am confident in my ability to understand mathematical terms and use it in class discussion.	3.83	Fairly Confident
13. I am confident that I use accurate mathematical terminologies in English when answering questions about Mathematics.	3.5	Fairly Confident
14. I am confident in using appropriate words to describe my ideas or feelings in English during conversations.	3.48	Fairly Confident
15. I am confident that I can interpret the lesson during discussion and give some insights about it in front of my classmates/students.	3.63	Fairly Confident
General Mean	3.69	Fairly Confident

Table 5 shows the extent of mean assessments on confidence level in speaking English among BSED-Mathematics students and instructors according to vocabulary at Granby Colleges of Science and Technology. Over-all, the findings revealed that the assessment on confidence level in speaking English among BSED-Mathematics students and instructors was implemented to a fairly confident level (3.69) in vocabulary.

Specifically, the respondents' confidence in explaining mathematical terms to others in a clear way was the highest mean (3.98), which revealed that students and instructors have the understanding and ability to communicate mathematical terms effectively. Subsequently, respondents are fairly confident (3.83) to their ability to understand mathematical terms and use it in class. However, using appropriate words to describe ideas or feelings in English during conversation is the lowest mean (3.48) which still falls under the interpretation of fairly confident. The result revealed that students and instructors need to enhance and improve their pronunciation in terms of using appropriate stress and intonation.

Moreover, the findings discovered that the assessment on confidence level in speaking English among BSED-Mathematics students and instructors according to vocabulary is quite good, but there is still uncertainty in using it accurately in discussions. Similarly, Dadulla (2023) suggests that improvement on vocabulary and self esteem is needed to improve proficiency level. Nadila et al. (2020) agreed to this and state that respondents' lack of vocabulary make speaking as a difficult language skill. While Nety and Nurhaeni (2020) suggest that the best way to improve vocabulary is by reading and translating, students independently can improve their vocabulary and can speak English in the classroom.

3.5 Confidence Level of the Respondents in Speaking English according to Comprehension

Table 6

Mean Assessments on Confidence Level in Speaking English among Bachelor of Secondary Education in Mathematics according to Comprehension

Indicators	Mean	Interpretation
16. I am confident that I can answer my professor's/students' questions during oral recitation.	3.83	Fairly Confident
17. I am confident that I can comprehend Math related videos in English and verbally give my feedback about it.	3.74	Fairly Confident
18. I am confident that I can comprehend English accents that differ from the ones I'm used to when talking about Math related topics.	3.48	Fairly Confident
19. I am confident that I can comprehend Mathematical books/texts written in English and discuss them.	3.65	Fairly Confident
20. I am confident that I can translate word problems into appropriate mathematical equations or expressions for someone that cannot understand it.	3.69	Fairly Confident
General Mean	3.68	Fairly Confident

Table 6 shows the extent of mean assessments on confidence level in speaking English among BSED-Mathematics students and instructors according to comprehension at Granby Colleges of Science and Technology. Over-all, the findings revealed that the assessment on confidence level in speaking English among BSED-Mathematics students and instructors was implemented to a fairly confident (3.68) in comprehension.

Specifically, the respondents are confident to answer their professors'/students' questions during oral recitation was the highest mean (3.83), which revealed that students and instructors are good at exchanging ideas orally in English. Subsequently, respondents are fairly confident (3.74) to comprehend Math related videos in English and give verbal feedback about it. However, to comprehend English accents that differ from the one they used to when talking about Math related topics was the lowest mean (3.48) which still falls under the interpretation of fairly confident. The result revealed that students and instructors need more exposure to various English accents. Moreover, the findings discovered that the assessment on confidence level in speaking English among BSED-Mathematics students and instructors according to comprehension is fairly confident, whether through interaction, reading and listening. This was supported by the study of Nadila et al. (2020), where it revealed that students were able to write, read, and listen despite the tension, worry, and nervousness that can impede their ability to speak.

Khasanah and Safriyani (2021), indicate that there was a connection between reading comprehension and speaking ability. Moreover, Fernandez and Arriola (2022) states that the English Language learners learned to speak English by reading books, listening to music and watching movies, observing, imitating, dramatizing, socializing, and using English in social media to master and develop speaking skills. This needs a high level of comprehension to effectively speak the English language. Gomez and Gomez (2021), suggest that continuous remediation must be done to expose the students to various accents of English and to provide more reading power tasks that could stimulate their critical thinking, which can be useful in their daily lives.

3.6 Significant Difference in Confidence Level in Speaking English of the Respondents when Grouped According to Sex

Table 7

Over-all difference in respondents' analysis regarding Confidence Level in Speaking English According to Sex

Sex	N	Mean	t	t-crit	df	p	Decision	Interpretation
Male	22	3.74	0.63	2.00	52	0.53	Accept H_0	Not significant
Female	32	3.62						

Level of confidence 95% ($\alpha = 0.05$)

Table 7 summarizes the comparative analysis of the respondents' assessment to the confidence level in speaking English according to sex. The findings revealed that there is no significance difference in the assessment of the respondents on the confidence level in speaking English when they are grouped according to sex since the computed p-value (0.5289) is greater than the standard significance level of 0.05. Hence, the null hypothesis of this study was not rejected.

This results aligns with the study of Licaros et al. (2022) which found that there is no significant difference between the factors influencing the speaking skills and the respondents when grouped by sex. Similarly, the study of Guray et al. (2022) also revealed that there is no significant difference in the assessment of respondents on attitudes in learning English vocabulary in terms of their sexual difference. In contrast, Masrurroh (2024) indicates that female students tended to display higher levels of self-confidence compared to male, as seen in English learning activities, such as confidently attempting to pronounce vocabulary in class, even if incorrectly.

Additionally, Bernal and Mligalig (2023) studied the English language proficiency of Science and Mathematics teachers and found out that both teachers have a below average level of English language proficiency in grammar, specifically subject verb agreement, preposition and vocabulary. Similarly, Daymiel et al. (2022) found out that grammatical accuracy and fluency are the main problems of speaking ability. Similarly, according to Torreces and Brillantes (2022) the Pre-service teachers in State University of Ilo-Ilo find out that Science majors acquire the English language better than Social Studies, but not from Mathematics. In addition, they revealed that those who excel in English language are English majors and conclude that Field of Specialization impacts their proficiency.

Based on the findings of the study, the respondents from Granby Colleges of Science and Technology are fairly confident in speaking English. Both practitioners and students should continue to practice and improve their English-speaking skills focusing on grammar and sentence structure to help them communicate more effectively and confidently. The students should find opportunities to use English in and outside the classroom, such as joining English conversation clubs or practicing with native speakers. As well as the practitioners, they should incorporate more activities and exercises that target English grammar and sentence structure in the classroom.

According to the result, both practitioners and students are fairly confident in speaking English. The significance of the findings for practitioners are, they must practice in communicating English language to their students and peers and integrate on their activities and exercises that target English grammar and sentence structure in the classroom. The practitioners can also attend seminars to enhance and improve their communication skills and communicate effectively and confidently. While the students should also practice their communication skills by communicating in English language in and outside the classroom.

4. Conclusion and Recommendation

Out of 54 respondents, 57% percent are ages 18-22, 35% percent are ages 23-27 while 8% of them are ages 28 above. Additionally, 41% percent of the respondents are male while another 59% percent are female. In

summary, most of the respondents of this study are 18-22 years old and female. The overall confidence level in speaking English among BSED-Mathematics students and instructors was implemented to a fairly confident (3.82) in pronunciation. Subsequently, the result in grammar is fairly confident (3.49) while it is also the same for vocabulary (3.69) and comprehension (3.68). This revealed that respondents are most confident in comprehension while the least is the grammar. Lastly, it is clear that there is no significant difference in speaking English when they are grouped according to sex. Therefore, the null hypothesis of this study was not rejected.

In summary, findings revealed that most of the respondents are fairly confident in speaking English. In terms of pronunciation, grammar, vocabulary, and comprehension, it was all evaluated as fairly confident. Even though it is all fairly confident, respondents still have room for improvement.

Based on the findings and conclusions of the study, the following recommendations are made:

Students should continue to practice and improve their English speaking skills, with a focus on grammar and sentence structure. This will help them communicate more effectively and confidently. They should also seek out opportunities to use English in and outside the classroom, such as joining English conversation clubs or practicing with native speakers. Instructors should incorporate more activities and exercises that target English grammar and sentence structure in the classroom. They should also provide feedback and guidance to students on how to improve their English speaking skills, with a focus on areas that need the most improvement. Additionally, instructors in Granby Colleges of Science and Technology should encourage students to use English as much as possible during class discussions and activities. The school should consider implementing additional English language support programs or resources for students, such as tutoring or language labs. The Granby Colleges of Science and Technology should also encourage and facilitate more opportunities for students and instructors to practice English speaking, such as organized conversation groups or public speaking events. Seminar workshops focus on English related topics and implement English speaking areas or zones where students are obliged to speak English only. Future researchers should explore ways to further investigate the factors that contribute to students' and instructors' confidence in speaking English, such as teaching methods, learning resources, or cultural influences. They should also expand the study to include a larger and more diverse sample size to gain a more comprehensive understanding of English language proficiency in the program. Additionally, they should consider conducting a longitudinal study to track changes in English speaking confidence over time and identify effective strategies for improvement.

The education faculty should continue to strengthen English language immersion strategies, as the fairly confident level suggests current efforts are effective but have room for improvement. They should continue providing speaking workshops and peer-led conversation sessions could help elevate confidence from a level 4 to a full 5. Also, integrating English speaking activities into mathematics instruction can encourage daily practical use and reinforce language confidence. The faculty may consider regular assessment and feedback sessions to monitor progress in speaking confidence and address specific areas of concern. Collaboration with English instructors can be useful to create subject-specific English communication modules that could further enhance proficiency and confidence among BSEd Mathematics instructors and students.

The school administration should focus on enhancing English speaking skills across all departments by allocating resources for continuous professional development programs. They should establish a school-wide English-speaking policy or environment to practice and reinforce the use of the language and boost confidence among instructors and students alike. Regular evaluation of language proficiency and confidence levels should be institutionalized to ensure sustainable improvement and guide future policy or program decisions. Investing in modern language learning tools and technologies such as computer labs for easy access, apps, or interactive platforms can support more engaging English practice. The administration is encouraged to support extracurricular activities like English clubs, debates, or public speaking events to provide more opportunities for real-life language use.

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