

Assessing EFL Learners' Speaking Self-Efficacy in English Language Education Program Universitas Lancang Kuning

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Abstract:

Speaking self-efficacy is crucial in English as a Foreign Language (EFL). The learning process has a significant influence on the development of learners' confidence and oral communication ability. However, the current literature on the specific speaking self-efficacy levels of EFL learners and the sources of this construct is limited. This study sought to investigate the levels of speaking self-efficacy among EFL learners and the main determinants influencing their confidence. Using a descriptive quantitative research approach, data were collected through the administration of two validated instruments: the EFL Sources of Speaking Self-Efficacy Scale (EFL-SSSES) and the EFL Learner Speaking Self-Efficacy Scale (EFLSSES). The findings revealed that learners have a moderate level of speaking self-efficacy, as indicated by scores of 2.69 to 3.07. Of the four sources of self-efficacy—Mastery Experience (ME), Vicarious Experience (VE), Social Persuasion (SP), and Physiological Emotional States (PES)—Social Persuasion was the strongest predictor of both Linguistic Self-Efficacy (LSE) ($\beta = .294$, $p = .025$) and Delivery Self-Efficacy (DSE) ($\beta = .310$, $p = .016$). In conclusion, EFL learners have a high level of confidence in speaking, with social persuasion being a key contributor. Future studies should explore these variables in different educational settings to maximize pedagogical effectiveness.

Keywords: *EFL Learners, Speaking Self-Efficacy, Social Persuasion*

1. INTRODUCTION

In the field of English as a Foreign Language (EFL) teaching, speaking English proficiency is viewed as a key ability for effective communication. English speaking facilitates not only in school, but also in finding a job nowadays. Nevertheless, most students who study English as a foreign language encounter significant issues when attempting to enhance their speaking ability. Such issues usually stem from nervousness, lack of opportunities to listen to genuine English conversations, and insufficient practice time. Due to this, students tend to feel less confident, which increases the difficulty in enhancing their English speaking ability.

A key factor influencing learners' speaking ability is their self-efficacy, which refers to their belief in their capacity to perform specific tasks (Bandura, 1997). This belief is not

just a personal feeling; it significantly impacts motivation and behavior (Voica et al., 2020; Yu et al., 2022), affecting how learners tackle speaking tasks and their readiness to engage in conversations. EFL learners who possess high self-efficacy are more likely to participate in speaking activities, take risks, and persevere through challenges, seeing difficulties as chances for growth instead of insurmountable barriers (Donohue, 2021; Lee & Kwon, 2023). This proactive mindset not only improves their speaking skills but also creates a more dynamic and interactive learning environment. In contrast, learners with low self-efficacy may avoid speaking opportunities due to fear of judgment or failure (Batu, 2024; Jannah, 2021; Bakhtiar & Suwandi, 2022). This avoidance can create a cycle of underperformance, where the lack of practice further erodes their confidence and reinforces their negative perceptions of their speaking abilities.

Recent studies have shown a strong link between self-efficacy and language learning outcomes. For example, An et al. (2021) and Namaziandost et al. (2019) discovered that learners who are more confident in their speaking abilities tend to perform better in oral tasks and are more motivated to participate in speaking activities. Similarly, research by Wang (2021) indicated that learners with high self-efficacy not only excel in specific language tasks but also demonstrate greater resilience, viewing challenges as chances for improvement instead of obstacles. This positive mindset encourages persistence and sustained effort, which are crucial for mastering speaking skills. Furthermore, Passiatore et al. (2019) highlighted the importance of contextual factors, such as peer interactions and teacher feedback, in shaping learners' self-efficacy, suggesting that supportive classroom environments can significantly enhance confidence and willingness to engage in speaking exercises.

Despite these findings, there is still limited research on the specific level of speaking self-efficacy among EFL learners. Wijaya (2024) emphasizes that while self-efficacy has been widely studied in general language learning contexts, its particular influence on speaking proficiency has not been thoroughly examined. Similarly, Hao & Fang (2024) point out that systematic reviews highlight the need for more targeted studies on the relationship between teaching methods and speaking self-efficacy. Additionally, Asakereh & Dehghannezhad (2015) note that there has been little investigation into how students' satisfaction with speaking courses relates to their self-efficacy beliefs, revealing a gap in understanding how confidence develops in structured learning settings. Furthermore, a recent study by Wang & Sun (2024) highlights the lack of research on the sources of speaking self-efficacy among EFL learners, indicating a need for effective assessment tools and a more comprehensive theoretical framework. These gaps underscore the importance of further research to assess EFL learners' self-efficacy levels and the contextual factors that affect their confidence in speaking English.

In addition to understanding levels of self-efficacy, it's important to look at the factors that affect speaking self-efficacy. Several elements, including mastery experiences, interactions with peers, feedback from teachers, and social support, play a crucial role in shaping self-efficacy (Bandura, 1997a). For instance, receiving positive feedback from teachers and having supportive interactions with peers can greatly boost learners' confidence in their speaking skills. By identifying the key indicators that influence self-efficacy, educators can gain valuable insights to improve their teaching methods and better support their students.

While the significance of self-efficacy in language learning is well recognized, there is still a lack of research on the specific factors that influence EFL learners' speaking self-

efficacy. Zhang et al. (2019) pointed out that although self-efficacy is vital for achieving English proficiency, there are few studies that investigate its specific sources and the ways it affects speaking performance. Likewise, Wijaya (2024) mentioned that current research has not thoroughly explored how self-efficacy impacts EFL learners' speaking abilities, highlighting the need for more in-depth studies. Additionally, Asakereh & Dehghannezhad (2015) noted that there is limited research on the connection between self-efficacy beliefs and satisfaction in speaking classes, which leaves important questions about what influences learners' confidence. Furthermore, a study by Wang & Sun (2024) pointed out the scarcity of research on the origins of speaking self-efficacy, emphasizing the need for effective assessment tools to gain a better understanding of this concept. Collectively, these studies suggest that while self-efficacy is widely recognized as a key element in language learning, there is a significant gap in research regarding the indicators that most effectively shape learners' confidence in speaking English. Filling this gap is crucial for developing better teaching methods and fostering supportive learning environments that boost learners' speaking self-efficacy.

To address the unclear levels of self-efficacy among EFL learners in speaking, it is essential to develop a systematic measurement that assesses learners' confidence in using their target language. Previous studies have highlighted the necessity for more nuanced measurement tools that can capture the varying levels of self-efficacy across different learner categories. By systematically measuring learners' perceptions of their ability to perform speaking tasks, this research aims to provide accurate empirical assessments of their confidence levels. Additionally, using a descriptive quantitative research method offers a clear and organized way to explore EFL learners' speaking self-efficacy. With validated instruments, researchers can gather reliable and quantifiable data on learners' speaking confidence. This approach enables a thorough analysis of self-efficacy across various learner groups, helping to identify patterns and trends in confidence levels. Moreover, a quantitative method allows for comparisons of self-efficacy among learners with different proficiency levels, revealing how factors such as previous language experience or exposure to English-speaking environments affect speaking confidence. By presenting empirical evidence through this approach, the research can bridge the existing gap and provide valuable insights for educators to create targeted interventions that boost learners' speaking self-efficacy.

2. METHOD

This study used a descriptive quantitative method to evaluate the speaking self-efficacy of EFL learners. Data were gathered through an online questionnaire (EFL-SSSES) grounded in Bandura's Social Cognitive Theory. The research took place in January 2025 at Universitas Lancang Kuning, involving 100 participants chosen from a pool of 140 students across various semesters. The questionnaire was distributed via Google Forms, employed a 4-point Likert scale to assess four dimensions of self-efficacy: Mastery Experience, Vicarious Experience, Social Persuasion, and Physiological Emotional States. Data analysis was performed by using SPSS version 26, incorporating descriptive statistics, Pearson correlation, and multiple regression analysis to explore the relationships between variables. The mathematical methods included calculating mean scores, standard deviations, correlation coefficients, and regression equations to evaluate the predictive strength of the sources of self-efficacy. These statistical techniques offered a systematic approach to understanding learners' confidence in speaking English.

3. FINDINGS AND DISCUSSION

The researchers invited six classes of students from the English Language Education Program, spanning semesters 1 to 7, to complete an online questionnaire. They communicated this request through WhatsApp groups and private messages to each class. The questionnaire utilized a 4 to 1 Likert scale, where 4 indicated Strongly Agree, 3 indicated Agree, 2 indicated Disagree, and 1 indicated Strongly Disagree. This study focused on EFL learners who participated in the Speaking course. Below was a descriptive statistical table that presents the mean and standard deviation for each response from the questionnaire results.

Table 1. EFL-SSES Descriptive Statistic

| S | N | Mean | SD |
|--|-----|------|--------|
| Linguistic Self-Efficacy (LSE) | | | |
| Q1 | 100 | 2.78 | .69019 |
| Q2 | 100 | 2.77 | .63333 |
| Q3 | 100 | 3.14 | .60336 |
| Q4 | 100 | 2.54 | .68785 |
| Q5 | 100 | 2.78 | .66027 |
| Self-Regulatory Efficacy (SRE) | | | |
| Q6 | 100 | 2.94 | .61661 |
| Q7 | 100 | 3.04 | .53029 |
| Q8 | 100 | 2.99 | .54114 |
| Delivery Self-Efficacy (DSE) | | | |
| Q9 | 100 | 2.80 | .65134 |
| Q10 | 100 | 2.82 | .68726 |
| Q11 | 100 | 3.09 | .63715 |
| Performance Self-Efficacy (PSE) | | | |
| Q12 | 100 | 2.72 | .68283 |
| Q13 | 100 | 2.84 | .59831 |
| Q14 | 100 | 2.90 | .59459 |
| Q15 | 100 | 2.92 | .56282 |

The descriptive statistical analysis of the EFL Speaking Self-Efficacy Scale (EFL-SSES) indicates that participants generally exhibited moderate self-efficacy across all categories. In the Linguistic Self-Efficacy (LSE) category, confidence in language use varied, with the highest score in Q3 ($M = 3.14$, $SD = 0.60336$) and the lowest in Q4 ($M = 2.54$, $SD = 0.68785$), suggesting that some aspects of linguistic ability were perceived as more challenging. Self-Regulatory Efficacy (SRE) showed moderate to high self-efficacy, with Q7 ($M = 3.04$, $SD = 0.53029$) having the highest score and the lowest variability, indicating that most respondents felt confident in their ability to regulate their speaking performance. In terms of Delivery Self-Efficacy (DSE), participants reported moderate confidence, with Q11 ($M = 3.09$, $SD = 0.63715$) receiving the highest score, suggesting a relatively strong belief in their ability to deliver speech effectively. Similarly, Performance Self-Efficacy (PSE) scores reflected moderate confidence, with Q15 ($M = 2.92$, $SD = 0.56282$) having the highest score and the lowest variability, indicating that most respondents felt confident in their ability to perform effectively.

0.56282) emerging as the highest, indicating a relatively stronger belief in their ability to perform well in speaking tasks. Overall, self-regulatory and performance self-efficacy were slightly higher than linguistic and delivery self-efficacy, suggesting that while students felt confident in managing their speaking performance, they were less assured in their linguistic accuracy and delivery skills.

Table 2. Dimensions of EFL-SSES Descriptive Statistic

| Categories | N | Mean | SD |
|---------------------------------|----|------|--------|
| Linguistic Self-Efficacy (LSE) | 5 | 2.80 | .21499 |
| Self -Regulatory Efficacy (SRE) | 3 | 2.99 | .05000 |
| Delivery Self-Efficacy (DSE) | 3 | 2.90 | .16197 |
| Performance Self-Efficacy (PSE) | 4 | 2.84 | .09000 |
| Total | 15 | 2.87 | .15556 |

The descriptive statistical analysis of speech self-efficacy categories shows that participants generally had moderate self-efficacy, with an overall mean of 2.87 (SD = 0.15556). Self-Regulatory Efficacy (SRE) had the highest mean ($M = 2.99$, $SD = 0.05000$), indicating strong confidence in managing speech, with low response variability. Delivery Self-Efficacy (DSE) ($M = 2.90$, $SD = 0.16197$) and Performance Self-Efficacy (PSE) ($M = 2.85$, $SD = 0.09000$) showed moderate confidence in speech delivery and performance tasks. Linguistic Self-Efficacy (LSE) ($M = 2.80$, $SD = 0.21499$) had the lowest score, reflecting lower confidence in language-related skills and the highest response variability, suggesting diverse levels of self-assurance among participants.

The results presented in Table 1 and Table 2 address the first research question. EFL learners' speaking self-efficacy within the English Language Education Program at Universitas Lancang is categorized as moderate. The average score on the EFL Speaking Self-Efficacy Scale (EFL-SSES) was 2.87 (SD = 0.15556), indicating that students have a fair level of confidence in their speaking skills, but there is still potential for growth. Among the four categories assessed, Self-Regulatory Efficacy ($M = 2.99$, $SD = 0.05000$) was the highest, showing that participants felt more confident in managing and controlling their speaking performance. Delivery Self-Efficacy ($M = 2.90$, $SD = 0.16197$) and Performance Self-Efficacy ($M = 2.85$, $SD = 0.09000$) also reflected moderate confidence, particularly regarding speech delivery and performance aspects. In contrast, Linguistic Self-Efficacy ($M = 2.80$, $SD = 0.21499$) was the lowest, indicating that participants were less confident in their language skills. The variation in responses, especially in the linguistic category, highlights differences in individual confidence levels. Overall, these findings suggest that while EFL learners exhibit moderate self-efficacy in speaking, there may be a need for targeted support to enhance their confidence in linguistic abilities.

Table 3. EFL-SSSES Descriptive Statistic

| S | N | Mean | SD |
|---|-----|------|---------|
| Mastery Experience (ME) | | | |
| Q1 | 100 | 2.84 | 0.61496 |
| Q2 | 100 | 2.75 | 0.62563 |
| Q3 | 100 | 2.87 | 0.61390 |
| Q4 | 100 | 2.91 | 0.62109 |
| Vicarious Experience (VE) | | | |
| Q5 | 100 | 3.00 | 0.60302 |
| Q6 | 100 | 2.97 | 0.59382 |
| Q7 | 100 | 3.01 | 0.59450 |
| Social Persuasion (SP) | | | |
| Q8 | 100 | 2.95 | 0.64157 |
| Q9 | 100 | 3.02 | 0.66636 |
| Q10 | 100 | 2.99 | 0.67412 |
| Physiological and Emotional States (PSE) | | | |
| Q11 | 100 | 3.07 | 0.80723 |
| Q12 | 100 | 2.69 | 0.88415 |
| Q13 | 100 | 2.76 | 0.86597 |

Table 3 presents the descriptive statistics of the EFL-SSSES (English as a Foreign Language Sources of Speaking Self-Efficacy Scale), which examines four key sources of self-efficacy: Mastery Experience (ME), Vicarious Experience (VE), Social Persuasion (SP), and Physiological and Emotional States (PES). Mastery Experience (ME) had moderate mean scores ($M = 2.75 - 2.91$), indicating that past successes had a moderate impact on students' confidence, with low variability in responses. Vicarious Experience (VE) showed slightly higher mean scores ($M = 2.97 - 3.01$), suggesting that observing others perform well in speaking tasks positively influenced learners' self-efficacy. Meanwhile, Social Persuasion (SP) had means ranging from $M = 2.95 - 3.02$, highlighting the importance of external encouragement, such as feedback from teachers or peers. However, the higher standard deviation in this category suggests variability in how students respond to social persuasion. The most notable variation was found in Physiological and Emotional States (PES), which had the highest variability ($SD = 0.80723 - 0.88415$). This indicates that emotional and physiological factors, such as anxiety, significantly affect speaking confidence and vary widely among students. Overall, Vicarious Experience (VE) and Social Persuasion (SP) were the strongest predictors of speaking self-efficacy, while Physiological and Emotional States (PES) showed the most variability, highlighting the impact of emotions on confidence levels. Mastery Experience (ME) had the lowest mean, suggesting that past successes alone were not the most influential factor in students' speaking self-efficacy.

Table 4. Coefficients of EFL-SSES and its Sources

| Sources of Speaking Self-Efficacy | LSE ($r^2 = .101$) | SRE ($r^2 = .033$) | DSE ($r^2 = .142$) | PSE ($r^2 = .087$) |
|--------------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Mastery Experience (ME) | $\beta = .108$ $p = .454$ | $\beta = -.179$ $p = .234$ | $\beta = -.223$ $p = .115$ | $\beta = -.124$ $p = .395$ |
| Vicarious Experience (VE) | $\beta = .142$ $p = .310$ | $\beta = .123$ $p = .398$ | $\beta = .263$ $p = .056$ | $\beta = .193$ $p = .171$ |
| Social Persuasion (SP) | $\beta = .294$ $p = .025$ | $\beta = .180$ $p = .184$ | $\beta = .310$ $p = .012$ | $\beta = .238$ $p = .071$ |
| Physiological Emotional States (PES) | $\beta = -.018$ $p = .868$ | $\beta = -.400$ $p = .712$ | $\beta = -.165$ $p = .113$ | $\beta = -.027$ $p = .801$ |

Table 4 displays the coefficients of the EFL-SSES and its sources, illustrating how various factors contribute to different aspects of speaking self-efficacy. The model accounts for 10.1% ($R^2 = .101$) of the variance in Linguistic Self-Efficacy (LSE), indicating a low to moderate impact from the four sources. Self-Regulatory Efficacy (SRE) shows the least explanatory power, with $R^2 = .033$, suggesting that the identified sources have minimal influence. Delivery Self-Efficacy (DSE) demonstrates the highest explanatory value, with $R^2 = .142$, indicating that the sources explain 14.2% of the variance in delivery confidence. Performance Self-Efficacy (PSE) follows with $R^2 = .087$, reflecting an 8.7% explanatory power. Among the sources of self-efficacy, Social Persuasion (SP) has the most significant effect on LSE ($\beta = .294$, $p = .025$) and DSE ($\beta = .310$, $p = .016$), suggesting that encouragement from others positively impacts students' confidence in their linguistic skills and speech delivery. Vicarious Experience (VE) shows a near-significant effect on DSE ($\beta = .263$, $p = .056$), indicating that watching others may help boost students' confidence in delivering speeches. In contrast, Mastery Experience (ME) and Physiological and Emotional States (PES) do not exhibit statistically significant effects on any self-efficacy dimensions, as shown by their high p-values. These findings emphasize that social encouragement and the observation of others are the most influential factors in shaping EFL learners' speaking self-efficacy.

The aim of this study is to determine the level of speaking self-efficacy among students in the English Language Education Program at Universitas Lancang Kuning, as well as to identify the key factors that influence this self-efficacy. The findings indicate that EFL learners generally exhibit a moderate level of speaking self-efficacy. Among the four sources of speaking self-efficacy, Social Persuasion emerged as the most significant factor. Additionally, social persuasion was identified as the strongest predictor of self-efficacy. These results suggest that social persuasion plays a vital role in shaping the moderate speaking self-efficacy of many students, highlighting the importance of external support and encouragement in building their confidence in speaking skills.

In comparison to previous studies, particularly those by Zhang et al. (2019) and Hao & Fang (2024), another finding that aligns with my research presents a more nuanced perspective. According to Hao & Fang's (2024) examination of self-efficacy sources among 132 EFL undergraduate students in China, ME, VP, and PES were identified as significant contributors to self-efficacy, while VE was not. Conversely, Zhang & Ardasheva's (2019) research involving 263 Chinese EFL learners revealed that ME, VE, and SP significantly influenced English Public Speaking (EPS) self-efficacy, whereas PES

did not. Supporting these findings, the current study highlights the importance of Social Persuasion (SP) as a crucial element of speaking self-efficacy. The role of SP suggests that learners' confidence in their speaking skills is greatly influenced by the encouragement, constructive feedback, and positive reinforcement they receive from peers, teachers, or other social support systems.

The findings are also in line with the research by Darmawan et al. (2021); (Syahfutra, 2021), which identified Social Persuasion (SP) as a key factor in enhancing speaking self-efficacy. Their study revealed that 79 percent of students reported high levels of self-efficacy, significantly above the average. This difference in self-efficacy levels can be attributed to several factors. For one, the learning environment and teaching methods may not adequately reflect real-world speaking scenarios or provide sufficient opportunities for mastery, potentially diminishing students' overall confidence. On the other hand, Darmawan et al. (2021) argue that a more supportive and immersive learning environment that fosters self-efficacy would have positively impacted their findings. Additionally, the reliance on SP in both studies highlights the crucial role that external feedback and encouragement play in shaping students' beliefs about their speaking abilities.

The study indicates that EFL learners possess a moderate level of speaking self-efficacy, primarily influenced by two factors: social presence (SP) and positive emotional support (PES). These findings suggest that learners' internal emotional states—such as their ability to manage anxiety and nervousness during speaking tasks—along with external motivators like supportive comments from peers and teachers, significantly affect their confidence in speaking. Interestingly, these results contrast with those of Wang & Sun (2024), which identified Mastery Experience (ME) as the key factor affecting EFL learners' speaking self-efficacy. The discrepancies may stem from differences in context; for instance, SP and PES might play a more critical role in shaping learners' self-efficacy beliefs in environments where they have limited opportunities for authentic speaking practice. These differences underscore the importance of considering sociocultural and educational contexts when interpreting self-efficacy levels. The role of SP may be amplified in settings that emphasize group projects and foster a supportive classroom atmosphere, while PES becomes particularly relevant in the face of challenges like speaking anxiety. To enhance students' confidence as speakers, educators should prioritize creating supportive social environments and equipping learners with techniques to manage anxiety.

Additional findings that support my research align with previous studies, such as the one by Setianingsih et al. (2024), which found that Social Persuasion (50%) and Physiological and Emotional States (50%) are equally significant factors influencing self-efficacy among IPS class students at SMAN 7 Mataram. The consistency of these studies highlights the importance of emotional control and social reinforcement in fostering self-efficacy across different age groups and educational contexts. Furthermore, Darmawan et al. (2021) identified various sources of self-efficacy, including verbal persuasions (Social Persuasion), emotional states (PES), observing role model performances (Vicarious Experience), and achieving success in tasks (Mastery Experience). They also emphasized the critical roles of emotional states and social persuasion, which supports the current study's focus on a broader range of self-efficacy sources. However, a notable difference in the current study is the lack of significant contributions from Mastery Experience (ME), which contrasts with the findings of Darmawan et al. (2021). This difference may be attributed to contextual factors such as variations in curriculum design, teaching strategies,

or the amount of mastery-oriented assignments provided to students. Research indicates that Social Persuasion (SP) is a key source of self-efficacy, underscoring the importance of creating supportive learning environments. It appears that teachers, peers, and role models play a vital role in building students' confidence through encouragement, constructive feedback, and positive reinforcement. Similarly, addressing students' anxiety and emotional well-being is essential for enhancing their speaking skills, which can be achieved through focusing on Physiological Emotional States (PES).

This study effectively identifies Social Persuasion (SP) as the most significant factor influencing EFL learners' speaking self-efficacy, reinforcing previous research on the effects of external encouragement, feedback, and verbal persuasion. It also offers a comparative analysis that emphasizes how various sociocultural and educational contexts shape the sources of self-efficacy. By considering both external (SP) and internal (PES) factors, the study provides a comprehensive view of self-efficacy and suggests practical strategies for creating a supportive learning environment. However, a notable limitation is the weak influence of Mastery Experience (ME), which contrasts with many earlier studies. This discrepancy may stem from differences in curriculum, teaching methods, or real-world speaking opportunities. The study also lacks qualitative insights, such as students' personal experiences and anxiety management techniques, which could enhance the understanding of self-efficacy development. Furthermore, since the research is confined to a single institution, its generalizability is limited, necessitating further studies with diverse samples and mixed-method approaches.

The study underscores the significance of verbal encouragement, peer feedback, and collaborative speaking activities in boosting students' confidence. Strategies to reduce anxiety, such as mindfulness, relaxation exercises, and gradual exposure to speaking tasks, should also be incorporated to foster a low-anxiety learning environment. From a curriculum standpoint, traditional mastery experiences may not always be the most reliable predictor of speaking self-efficacy. Instead, social and emotional reinforcement plays a vital role, indicating that language programs should emphasize interactive and communicative activities like debates and public speaking. Theoretically, the study expands the understanding of self-efficacy by highlighting social and emotional influences beyond mere mastery experiences.

4. CONCLUSION

Speaking self-efficacy research reveals that social persuasion is a major factor in EFL learners' overall high confidence in their speaking abilities. Supportive classroom environments are crucial because they greatly increase this confidence through positive reinforcement and comments from mentors, peers, and teachers. In addition to future research that looks at the role of cognitive, social, and emotional factors in a variety of learning contexts, educators should prioritize social persuasion through peer support, constructive criticism, and constant encouragement. The use of self-reported data, which might be biased and not accurately represent performance, is a limitation of this study. Its narrow focus on a particular learner group further limits generalizability, and the lack of longitudinal data yields short-term rather than long-term insights. Future research should combine performance-based and longitudinal methods with self-reports to gain a more comprehensive understanding of speaking.

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