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Sources of Self-Efficacy (Participation, Feedback, Peer Modeling and Making Choice) and Speaking Achievement among Second-Year EFL Students: A Correlational Study at Wolaita Sodo University and Kotebe University of Education

Melkamu Dessalegn Jara

Addis Ababa

April, 2026



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**A Thesis submitted to the Department of Foreign Languages and Literature
in Fulfillment of the Degree of Philosophy in English Language Teaching**

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ADDIS ABABA UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

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Approved by Board of Examiners

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Declaration

I hereby declare that this dissertation entitled “Sources of Self-Efficacy (Participation, Feedback, Peer Modeling and Making Choice) and Speaking Achievement among Second-Year EFL Students: A Correlational Study at Wolaita Sodo University and Kotebe University of Education” is my own original work and has not been submitted previously, in whole or in part, to any other institution for the award of any degree. All sources and materials used in this work have been acknowledged and referenced appropriately.

I understand that any violation of this declaration constitutes academic misconduct and may result in disciplinary action.

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Abstract

The purpose of the study was to investigate the relationship between self-efficacy, the sources of speaking skill self-efficacy, and speaking skill achievement among second-year EFL students. Drawing on mixed-methods and correlational design, where data were collected through questionnaires, speaking skill tests, classroom observation, and interviews, availability sampling technique was used to select 46 participants from Wolaita Sodo University and Kottebe University of Education. Both quantitative and qualitative methods of analysis were employed to answer the research questions set. The quantitative data were analyzed using descriptive and inferential statistics, whereas the qualitative data were analyzed thematically. The study's major findings revealed that learners expressed a moderate level of self-efficacy in their performance in the spoken English course. There was no correlation between students' self-efficacy and the actual speaking skill achievement in this context. Moreover, a moderate correlation was found between participation, feedback, and achievement of speaking skills. Conversely, there was almost no correlation and very low correlation between peer modeling, making choices, and achievement respectively. Furthermore, there was a moderate to weak correlation between participation, feedback, peer modeling, and making choices, and self-efficacy. Finally, the regression results showed relatively expressed level of participation appeared as the strongest positive and significant predictor of actual-speaking achievement. Moreover, the qualitative analysis indicated that most students expressed the belief that their participation, feedback, peer-modeling, and making choices can influence the achievement of speaking skills. Above-average students showed a low level of classroom participation and received very general positive feedback; they rarely collaborate with peers and had few opportunities to select activities in the spoken English course. Students also believed that participation, feedback, peer modeling, and making choices influence their self-efficacy. A limited number of students who are mostly engaged in activities tend to possess a high level of self-efficacy. Therefore, the study concluded that expressed belief in self-efficacy was rather exaggerated, indicating that self-perception does not necessarily influence actual speaking skill achievement. Recommendations and implications for research are presented at the last.

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List of abbreviations

WSU:	Wolaita Sodo University
KUE:	Kottebe University of Education
EFL:	English as a Foreign Language
ESL:	English Second Language
ELT:	English Language Teaching
ELLD	English Language and Literature Department
SE:	Self -Efficacy
SSA:	Speaking Skill Achievement
IELTS:	International English Language Testing System
P:	Participation
FB:	Feedback
PM:	Peer Modeling
MC:	Making Choice
IV:	Independent Variable
DV:	Dependent Variable

CHAPTER ONE

1.0.Introduction

The purpose of this chapter is to introduce the present study considering the overall research questions, study methodology, framework of the study, methods of analysis, and conclusions. Thus, it includes the background of the study, statements of the problem, objectives, scope of the study, significance of the study, limitations of the study, and definitions of key terms.

1.1.Background of the study

The rapid spread of English through the globe narrowed the difference and demarcation between people of the world. As a result, English language proficiency is considered a crucial skill for educational advancement and socio-economic development, particularly in developing nations. Accordingly, English has numerous and tough functions here in Ethiopia. For instance, it plays a significant role in the educational/instructional sector although clear communication is crucial in the country. English is also used in trade and business communication, advertising and entertainment, as well as in administration and office communication, among other areas (Amlaku, 2013). This indicates a relative improvement in the use of the English language among the literate society, as the Ethiopian educational sector, system has given great attention to teaching the English language. In the education sector, it is a subject, a medium of instruction, a common course, and a department (EFDR, 2020).

It is obvious that EFL/ESL/ELT students are expected to develop their proficiency across the four macro skills, especially speaking skills. However, each skill presents different cognitive and affective demands, and speaking skills, in particular, have been consistently identified as the most complex and difficult to achieve, as it is challenging to design and administer speaking skills activities (Ur, 1991). Tuomaite & Butrime (2018) stated that speaking skills are a significant means of communication and an essential academic skill in both expert and educational settings. Improving it is essential because it plays a crucial role in how students express their ideas, demonstrate their knowledge, and engage in critical thinking (Richards, 2008).

The most important instruments by which learners grow into more secure, contributory, and total members of their community and become independent are the school curriculum (Broughton, Broughton, Brumfit, Wilde, & Pincas, 2002). Therefore, applying an interdisciplinary or integrated curriculum (self-efficacy and speaking performance) is more relevant for students because it helps them acquire full knowledge and better stimulating experiences (Jacobs, 1989).

In fact, the current Ethiopian curriculum has improved the coverage of macro and micro skills in teaching activities. Although learners' language proficiency is still limited, the curriculum incorporates controlled speaking activities that include pronunciation, selected stress, and intonation patterns of English, enabling students to express themselves fluently and accurately (EFDR, 2020).

Speaking is widely recognized as one of the most complex and demanding language skills to acquire, particularly in contexts where English is taught as a foreign language (EFL), ranging from subject to department level. Generally, in the Ethiopian context, English is taught as a subject from the early grades and used as the medium of instruction in secondary and tertiary education; however, students often graduate with limited oral proficiency (Anjulo & Narayana, 2016).

Above-average English language students' teachers are trained in Ethiopia by local trainers and some other English speakers, i.e., there are no native speaker trainers (Kehoe, 1964). Additionally, the improvement of the English language is closely tied to the nation's economic advancement. Obviously, Ethiopia is a developing country where most students come from rural families whose economic situation is precarious. Therefore, English is taught in schools and used in a limited area (Setyaningsih & Kurniasih, 2012). Teachers focus only on the subject matter, which is limited by educational trends and the Ethiopian language curriculum. Beyond focusing on the subject matter, teachers are recommended to learn about the characteristics of their students that may be considered factors hindering their learning (Murray & Christison, 2011). This is because teachers can develop students' academic efficacy through training and guidance (Becher, 2009). In relation to this, the numerous research studies that were conducted on the relationship between self-efficacy and academic achievement suggested that researchers in higher education should focus not only on the development of students' academic performance

but also on the advancement of academic SE (self-efficacy) (Van Dinther, Dochy, & Segers, 2011).

Self-efficacy in speaking skills specifically refers to a student's belief in his/her ability to organize thoughts, pronounce words correctly, use grammar and vocabulary effectively, and perform speaking skills tasks successfully (Zimmerman, 1995). Students with high and low self-efficacy can be noticeable in an individual's thoughts and perceptions, as well as in their actions towards the field of interest, in different ways. In a mastery experience, for example, if students are asked to perform a series of complex mathematics problems, students with high self-efficacy can accomplish them because they feel confident enough to solve the problems correctly. These kinds of students are also confident enough to challenge any difficulties they face and complete tasks at their own pace. Students with low self-efficacy, on the other hand, struggle to solve problems because they lack confidence in their ability to accomplish the tasks assigned to them. They also struggle to cope with any serious difficulties and failures (Litton, Goodridge, Call, & Lopez, 2018). Thus, identifying students with low SE and supporting them is necessary.

It is also believed that the affective side of the learner plays a major role in the process of language learning. Although attention has been given to a key factor in learning, scholars' visions are currently turned towards the learners' mindset and psychology of language learning. Students' self-belief and academic achievement are crucial factors in language learning, although they are not often studied in the second and foreign language fields of developing countries (Seraoui, 2017). In order to understand how learners construct their own personal views on themselves and how they become successful in their academic achievement, English language self-efficacy, sources of speaking skill SE, and their achievement are the center of language learning. Self-efficacy is the learners' beliefs in their abilities to do tasks, and sources of SE are classroom participation, feedback, peer modeling, and making choices (Bandura, 1997; Lopez-Garrido, 2023). Generally, in students' education, achievement is the tool that shows students' progress in language learning. Occasionally, students' active participation can introduce new techniques to classroom lessons and bring fresh approaches to teaching for educators. One of the objectives of this cohort is to fortify reflection on what students' participation can be and what it means for higher education. Thus, active participation brings educators together for new teaching and learning lessons, energizing students through the sharing of experiences based on written and

oral feedback (Barrineau, Engstrom, & Schnaas, 2019). Feedback enhances students' learning, and the feedback in assessment guides students about where and how to go next. It must provide detailed and timely information on students' assignment performances (Boud & Molloy, 2013).

What allows for different types of language use and practice is peer interaction and peer modeling. Since peer interaction has been advocated in the language classroom, instead of expecting it only from their teacher, second or foreign language learners are spending ample time interacting with their classmates in class. This greater dependence on the role of peer interaction in education has turned the area of recent research into an interdisciplinary body of work that intertwines perspectives from social, cognitive, and other fields (Philp, Adams, & Iwashita, 2014). A peer model for second or foreign language learners may refer to learners who are in class or in school as a whole or may include students who have just graduated or their teacher at times (Muir, 2018). Modeling a peer, let students choose their own convenient, appropriate, and interesting way to learn at most. That means one strategy that students are interested in, and that makes them engage fully in a topic, is being given alternatives to make a choice (Perks, Camp, Smathers, Hampison, & Alcock, 2010). Choice-making is an effective intervention for increasing the efficacy of individuals.

Thus, the current researcher believed that it is worth assessing the relationship between students' language SE, sources of speaking skill SE, and speaking skill achievement for different reasons: Richard Tucker (1977) showed that affective variables are more closely related to students' oral production and listening than writing and reading. Next, a limited number of empirical studies in Ethiopia have investigated the comparative effectiveness of self-efficacy, participation, feedback, peer modeling, and making choices on students' speaking skill performance. In addition, there is a lack of integration between instructional and psychological variables, particularly in understanding the role of self-efficacy in mediating the effectiveness of speaking skill performance. Therefore, the researcher aimed to investigate this observation further.

1.2. Statements of the problem

In many developing countries, including Ethiopia, the effective teaching and learning of speaking skills remains a constant challenge due to a range of pedagogical, infrastructural, and contextual factors (Aweke, 2022; Make & Ejajo, 2021). Studies from various Ethiopian schools

reveal that even when teachers are aware of modern methodologies, classroom realities, such as large class sizes, limited materials, and financial and curriculum constraints, push them toward traditional, teacher-dominated approaches (Adem&Berkessa, 2022).

Assessment of speaking is also irregular and inconsistent, further discouraging learners from being significantly involved with spoken English (Sora, 2024). The extent to which these problem persist and their impact on students' oral language proficiency remains an area of ongoing investigation. Regardless of its importance, a number of students continue to struggle with speaking skill proficiency across various educational levels, particularly in regions where English is a second language (Burns & Siegel, 2018; Richards, 2008). Various cognitive, emotional, educational, and environmental factors influence students' speaking skill achievement, and among them, self-efficacy is a student's belief in his/her ability to perform speaking skill tasks. The sources of SE, such as learners' level of participation, nature of feedback provision, imitation behavior, and learner autonomy habits, have gained increasing attention in recent educational research.

Research suggests that students with higher self-efficacy are more likely to approach speaking skills tasks with confidence, invest greater effort in them, and persist through their challenges (Graham, 2022; Khatib, Rubaai, & Muhammad, 2021). However, the precise nature and strength of the relationship between self-efficacy and speaking skill achievement comparatively remain complex and under-explored, particularly in developing countries like Ethiopia. Across diverse educational settings, students come from urban, rural, private, and public schools (Seboka, 2003); academic levels, low, medium, and high achievers; and linguistic backgrounds, Semitic, Cushitic, Omotic, and Nilo-Saharan, with more than 80 complex languages and up to 200 dialects spoken (Hetzron, 1997, as cited in Gebremedhin&Mebrhatu, 2020), such as WSU and KUE English language and literature major students, for instance.

It seems that there is a lack of reliable findings regarding how self-efficacy, aligned with participation, feedback, peer modeling, and making choices, specifically influences the improvement of speaking skills ability, although existing studies confirm a correlation between self-efficacy and general academic performance. Moreover, it is undeniable that several studies have focused on general language improvement contexts in lower education populations but are still ignoring the contribution of self-efficacy in multilingual or second-language (L2) learning

environments (Adem&Berkessa, 2022; Aneteneh&Anshu, 2024; Kharismawan, 2018; Yaikhong& Usaha, 2012). In fact, the variation in studies' instruments, measurement scales, and theoretical frameworks has also contributed to inconsistent or limited conclusions. Furthermore, methodological inconsistencies are observed in studies, leading to varied correlational findings. For instance, systematic reviews are hindered by a lack of common measures, and it is challenging to compare findings across studies. Therefore, methodological inconsistency signifies important gaps that necessitate more systematic research within the Ethiopian EFL/ESL/ELT context.

Research on the effect of self-efficacy and need for achievement on the speaking skills of students of English as a foreign language at the Department of Letters and English at the University of Frères Mentouri showed that there are relationships between the students' perception of SE, need for achievement, and their speaking performance in English language learning (Seraoui, 2017). Dawit (2008) investigated the correlation between sources of self-efficacy, students' self-efficacy, and the performance of Bahir Dar University students in reading and writing skills. In his study, the researcher employed two instruments (a questionnaire and a test) to collect data and three statistical analyses (correlation, t-test, and regression). The study's results then showed a strong positive correlation between students' reading and writing self-efficacy and their corresponding writing and reading performance, respectively. The correlation was also statistically significant.

The previous research most focused on the correlation between teachers' and students' SE, sources of SE, and writing and reading skill performance and achievement, whereas few of them studied the correlation between SE and students' speaking skill achievement, for instance (Amlaku, 2013; Aweke, 2019, 2022; Bachore, 2014, 2015; Giday, 2019; Kehoe, 1964; Tesfaye, 2014). Moreover, a considerable body of research exists on individual differences in foreign language learning. However, less research has focused on self-efficacy beliefs in this context (Raooifi, Hoon&Heng, 2012). Therefore, the present study focuses on the correlation between students' English language SE, sources of English language SE (participation, feedback, peer modeling, and making choices), and speaking skill achievement in the case of WSU and KUE.

Furthermore, numerous research studies have been conducted in Ethiopia to solve students' English language problems pertaining to different areas of topics such as English language

policies and practices, English language curriculum and syllabus designing, continuous professional development (CPD), teaching methodologies of English language, students' learning strategies and styles, language teaching and learning attitudes and perceptions, students' classroom participation, classroom performance, teachers' and peers' feedback, students' academic achievement, students' areas of interest, etc. (Amlaku, 2013; Aweke, 2019, 2022; Bachore, 2014; Giday, 2019; Kehoe, 1964; Tesfaye, 2014). Different scholars have also come up with diverse publications on English language teaching and learning (Bailey, 2005; Field, 2000; Fulcher, 2003; Garton & Graves, 2014; Hinkel, 2010; Leung & Street, 2012; López-Gopar, 2019; Mercer & Kostoulas, 2018; Sifakis & Tsantila, 2018; Trappes-Lomax et al., 2002). However, these publications are not yet able to find an answer for the problems of English language teaching and learning in a diverse context, such as Ethiopia, where most English language and literature students hardly speak the language. Specifically, undergraduate students of English language and literature tend to perform poorly in spoken English courses. Generally, it seems it remains a challenge for Ethiopian English language and literature students to easily engage in the entire language teaching and learning activities, and they are unable to use the language meaningfully.

In addition, based on the current researcher's experience and observations in higher education, at WSU and Alage College, for instance, English language learners feel nervous and lack the self-confidence to express their ideas while practicing. Instead, they prefer to use their mother tongue even during formal presentations (Sora, 2024). In line with this, Endale (2017) investigated impediments to students' English language speaking skills in Wolaita Zone and confirmed that lack of confidence from the students' side, excessive use of the mother tongue, preference of grammar to speaking skills, shortage of vocabulary, teacher-centered way of teaching, large class size, teacher emphasis on grammar and vocabulary, lack of access to teaching aids and shortage of textbooks and references, and poor speaking background. In English Language Teaching (ELT) settings, where English is not spoken in the wider society, learners face unique challenges in acquiring the language. These challenges include inadequate authentic input, limited opportunities for communicative practice, high dependence on classroom-based instruction, and limited consideration of psychological factors (Daba, Teshome, & Bekele, 2022; Tibebe, Joressa, & Zinab, 2019). Generally, it is reported that the teachers' and students' inability to use the language as a medium of instruction and communication has become an unresolved challenge, except that the language curriculum has been improved over time (EFDR, 2020).

This gap in research presents challenges for educators and curriculum developers who aim to support students' improvement in speaking skills through psychological and pedagogical interventions. Without a clearer understanding of how self-efficacy, level of participation, teacher and peer feedback, imitation, and task selection opportunity shape speaking skill performance, attempts to develop speaking skill instruction and assessment may fail to concentrate on significant motivational and cognitive factors.

Therefore, this study aimed to explore the relationship between self-efficacy beliefs, level of participation, teachers' and peers' feedback, peer modeling, making choice habits, and speaking skills achievement among students, with the goal of identifying the extent to which self-efficacy and these sources of speaking skill self-efficacy influence speaking skill outcomes and how these educational strategies can be associated to advance both confidence and ability in speaking skills. Hence, considering another approach, researching the nature of students' language learning psychology, i.e., their beliefs in their ability to learn language and accomplish tasks for success, is necessary. For the main study, the pilot research questions were amended, redesigned, and reduced from seven research questions to five based on the examiners' comments and because of the similarity between the concepts of four research questions.

Thus, the present study attempts to answer the following questions:

1. What is the level of speaking skill self-efficacy among students in their spoken English course performance?
2. What is the relationship between students' self-efficacy and their actual speaking skill achievement?
3. What are the relationships between students' participation, feedback, peer-modeling, and making choices and speaking achievement?
4. How do students' participation, feedback, peer-modeling, and making choices relate to self-efficacy?
5. To what extent do students' self-efficacy and sources of speaking skill self-efficacy predict speaking skill achievement?

1.3.Objectives

1.3.1. General objective

The general objective of the study is to investigate the correlation between students' speaking skill self-efficacy, sources of speaking skill self-efficacy, and speaking skill achievement in the Spoken English Course classroom.

1.3.2. Specific objectives

More specifically, the study aims to:

1. Identify the level of students' speaking skill self-efficacy.
2. Examine the relationship between students' self-efficacy and their actual achievement in speaking skills.
3. Explore the association between students' speaking skill self-efficacy in participation, feedback, peer modeling, and making choices and speaking skill achievement.
4. Assess the relationship between students' speaking skill self-efficacy in participation, feedback, peer modeling, and making choices and self-efficacy.
5. Evaluate to what extent self-efficacy and sources of speaking skill self-efficacy predict speaking skill achievement.

1.4. Scope of the study

In order to manage the research work, the scope is limited to the relationship between students' speaking skill self-efficacy, sources of SE, and students' speaking skill achievement of second-year Wolaita Sodo University (WSU) and Kotebe University of Education (KUE) English language and literature students. Four sources of speaking skill self-efficacy (participation, feedback, peer-modeling and making choice) were selected based on Bandura's sources of self-efficacy. WSU is selected because the researcher is a staff member at the university whose previous experience adds value, and he would benefit from being a colleague during data collection. KUE was selected to increase the number of participants, and it is located nearest to the researcher's attending university. Furthermore, both universities were selected because both offer spoken English courses with similar content to second-year English language and literature students, which made them directly relevant sites for investigating the relationship between self-efficacy and speaking skill achievement among learners. The study didn't include students from other departments at the universities because only second-year English language and literature majors were taking spoken English courses. In addition, this study didn't include freshman

students, although they take communicative English skill courses. These courses focus less on speaking skills throughout the instruction, including skill assessments, compared to spoken English courses.

1.5. The significance of the study

Lenahan (2015) states that language learning is a complex phenomenon, involving multiple factors, including the learning environment, learner factors, the acquisition process, and the relationship between language itself and language acquisition. It is an extremely complex process, involving both psychological and physiological aspects, as well as social factors. Researchers who studied self-efficacy in second/foreign language learning contexts revealed that SE is a dominant determinant of students' performance in different language skills and tasks (Raofi, Tan, and Swee Chan, 2012).

The British Academy report (2019) indicates that although language learning is available in educational institutions, the cognitive benefits of language learning are less well understood. In line with this, Chemers, Hu, & Garcia (2001) describe that students with high self-efficacy also tend to have high positivity, and both variables result in an excess of affirmative results: better academic performance, more effective personal adjustment, better coping with stress, better health, and higher overall achievement and commitment to remain in school. Thus, investigating the correlation between students' speaking skill SE, sources of speaking skill self-efficacy, and their speaking skill achievement may be important from the viewpoint of students' language learning psychological processes and improving their English language achievement.

Furthermore, this work could contribute to some understanding of students' level of academic SE and their role in students' academic (speaking skill) achievement in the English classroom. In this relationship, it is anticipated that the study may help to provide some understanding and clarification of the association of sources (participation, feedback, peer modeling, and making choices) of academic SE and students' academic achievement.

It is also hoped that the study may serve as a preliminary work for further investigation in this area of study to some extent. Firstly, it may encourage other researchers to conduct similar studies on other psychological factors affecting students' academic achievement and how we can mitigate these factors and address their influences in our classroom situations. Secondly, it may

lead to more research and hypothetical and realistic positions among researchers towards an absolute and applicable understanding of psychological (academic SE) concepts related to language teaching and learning and its foundational issues in the Ethiopian context. Finally, it may motivate teachers, researchers, and scholars to conduct psychological follow-ups on the current awareness of teachers towards their students during teaching in Ethiopia.

1.6.Limitations of the study

Several factors can significantly impact learners' psychological well-being and academic achievement. It is evident that most Ethiopian English language and literature learners join the department with their language learning experiences shaped by various contextual factors, including instructional approaches, curriculum design, classroom environment, and cultural influences. It can be challenging for researchers to separate and control the effects of individual psychological factors from the contextual factors that surround language learning.

Another limitation is that research in this area often relies on participants' self-report measures, such as interviews or questionnaires, to assess their psychological beliefs and perceptions. However, self-report data can be subject to biases, including the desirability bias of peers or memory recall bias. Participants may provide answers they believe are expected or may not accurately remember or represent their prior experiences and classroom behaviors. It is also impossible to research individuals in depth in a correlational research design (Wubante, 2020).

The actual available sample size in the study area is another limitation that hinders the involvement of a large sample size in the study, which limits data collection size, and regarding this, lack of time and financial constraints hinder the filling of the gap, although two universities' 2-year undergraduate English Language and Literature (ELL) students were included in the sample size.

Additionally, the lack of prior internal research studies on the topic prevented the researcher from constructing the framework of the current study wisely. Finally, it is impossible to manipulate the independent variable in a correlational study, which results in low internal validity.

1.7. Definitions of key terms

Rubio (2020) notes that the constructs of self-concept, self-esteem, self-efficacy, self-worth, and related phenomena are often not clearly separated and can be notoriously difficult to define consistently.

Thus, in order to avoid misunderstanding and for the purpose of uniformity, some lists of key terms of definition, along with acronyms that will be used in the study, are defined as follows:

✓ **Speaking Skill Self-Efficacy**

Self-efficacy refers to the extent to which individuals believe in their ability to successfully accomplish a task (Bandura, 1997). Thus, as for this paper, speaking skill self-efficacy refers to the belief that WSU & KUE English language and literature major students have in their overall ability to succeed in performing speaking skill tasks.

✓ **Sources of Speaking Skill Self-Efficacy**

According to Bandura (1994) and Lopez (2020), sources of speaking skill SE are participation, feedback, peer modeling, and making choices. Thus, the sources are also defined in the context of this study as follows.

- i. **Participation (P):** According to the context of this research, participation refers to the active interaction, involvement in activities, and engagement in tasks by WSU and KUE English language students during the Spoken English Course classroom sessions.
- ii. **Feedback (FB):** For this study, feedback is where learners receive any written, verbal, or non-verbal responses on their written or spoken language use during classroom sessions from both spoken English course teachers and peers, which are determined to motivate learner performance, guide improvement, correct errors, or reinforce correct language use.
- iii. **Peer modeling (PM):** PM is indirect participant learning that may happen by observing other better-performing students.
- iv. **Making Choices (MC):** MC is students' opportunity to choose their area of interest, which helps them develop a sense of accountability for their failures.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0.Introduction.

The purpose of this chapter is to review related literature considering the overall research questions, study methodology, framework of the study, methods of analysis, and conclusions. Thus, it includes English language teaching and learning in a general context, English language teaching and learning in the Ethiopian context, the principles of language teaching and learning, theories of self-efficacy, and the theoretical and conceptual framework of the study.

2.1.English Language Teaching and Learning in a General Context

English stands at the very center of the global language system. It has become the fundamental language of communication in various disciplines such as academia, science, politics, administration, and business, along with being the dominant language of globalized advertising and popular culture. Similarly, the use of English as an international language has shifted its emphasis from written communication to primarily focusing on both written and oral communication (Sawir, 2005).

According to the history of language learning, many scholars worldwide have proposed various methods for helping national and international learners acquire linguistic competence, including the formal properties of the language, such as its phonology, grammar, and vocabulary, as documented in standard reference works. They defined English as a pedagogic construct, designed to facilitate the process of learning (Sifakis&Tsantila, 2018). For instance, in Russia, English language pedagogy in the past had concentrated on communicating their culture to English speakers and Anglophone culture to Russians. However, it has currently replaced the interpreting and translation between Russian and the target language by functioning as an intermediary and lingua franca. Similarly, in a country like the Association of Southeast Asian Nations (ASEAN), English is the only official working language, serving as a lingua franca (Kirkpatrick & Sussex, 2012). It is also a medium of instruction in the United Arab Emirates (UAE) at the tertiary level, due to concerns about the quality of education and students' learning experience (Troudi, 2020).

Across the world, the teaching of macro skills in language is ongoing and saturates practically every type of English language program offered internationally (Hinkel, 2010). In a speaking classroom, more students are actively involved in the task. This is important for expanding the chances for students to engage meaningfully with one another, developing their knowledge and understanding as well as their oral/aural language abilities (Burns & Siegel, 2018).

Generally, people around the globe have shown a vast interest in English Language Teaching (ELT) in various contexts that have expanded worldwide over the past 210 years, mainly due to British colonization and the globalization of business and American industries across the continents. It is taught and learned in many ways: as a subject in school, university, and adult education settings in countries such as China and Brazil; as a language of instruction in English-medium education in countries like Singapore, Hong Kong, and some African countries like Ethiopia and also in some international schools; as a language of schooling for linguistic minorities in countries such as Australia and the UK; and as a vernacular language in content-language integrated language teaching (generally referred to as CLIL) in some schools in Europe, excluding the enormous number of students who travel to English-speaking countries for general and vocational education at all levels.

Regardless of the above English language status in the world, following the improvements of English language teaching and learning methods and the vast research addressing different problems of the language, such as curriculum and syllabus design, teachers' development, teaching methods, language learners' learning styles and strategies, material developments, etc., different countries have been changing language teaching methods, improving language teachers' quality, and understanding language learning psychology of students based on their country's economy, in fact. They have given attention to the development of students' SE in language learning and achievement. For instance, Raofi et al. (2012) have reviewed research conducted in the USA, South Korea, Turkey, Thailand, and other countries on the relationship between SE and performance and believe that learners' beliefs in their capabilities significantly affect performance. Therefore, it is necessary to conduct research on learners' self-efficacy and how to develop it in educational settings such as schools and universities.

2.2.English Language Teaching and Learning in the Ethiopian Context since the Introduction of Modern Education

Numerous empirical studies about Ethiopian English language teaching and learning has been conducted since the introduction of the language in Ethiopia. However, the findings and numerous changes made to the English language curriculum design and syllabus have not fully improved the quality of language teaching and learning as needed. Therefore, revisiting the history of English language teaching and learning in Ethiopia is necessary.

In the primary, modern education was introduced in Ethiopia during the reign of Emperor Menelik II in 1908 in Addis Ababa. The introduction of contemporary education, followed by the introduction and expansion of EFL in Ethiopia, occurred after the introduction of the French and Italian languages, respectively. Since then, the country's education system has evolved in tandem with changes in the political system. Until recent times, the nation's political and ideological changes have had a significant impact on educational policy, curriculum design, the medium of instruction, and the roles and status of foreign languages in Ethiopia. Primarily, the English language became the language of education in the Ethiopian education system since 1941 G.C., as French and Italian were the dominant foreign languages before 1941 (Gerencheal& Mishra, 2018). Firstly, due to the strong relationship between the Ethiopian king of kings, Emperor Haile Selassie I, and the British government, the British government became a highly influential advisor in the Ethiopian education system, ultimately helping to overthrow the Italian forces. Therefore, the English language replaced the French language in the roles and status of Ethiopian education until Americans replaced the British advisors since the mid-1950s. From the mid-1950s onwards, the Ethiopian educational system was characterized mainly by the domination of the American educational system (Bishaw&Lasser, 2012). Generally, although the continuous curriculum revision varied the commencement of grade levels, the English language has become the medium of instruction immediately after the country's liberation, Ethiopia (Gerencheal& Mishra, 2018).

Jarvis (1969) surveyed 200 students of General Wingate Secondary School on the developments in English language teaching in Ethiopia and concluded that English was the third or fourth language for many Ethiopians. Kehoe (1964) had also reported that English was really a third tongue for most of the Ethiopian school population, who are from some fifty tribal dialect

backgrounds and must first learn Amharic as the official national language. According to Jarvis's (1969) report, two years ahead of the research time, Ethiopian students learn English by practicing correct English. First, students practice hearing and speaking correct English and then write proper English. This means that there weren't well-trained English language teachers and well-organized English language materials in secondary school but by university, a few months later. Later on, the Federal Democratic Republic of Ethiopia announced the English language as a medium of instruction, beginning from grade 5 (depending on the region) to universities (Gerencheal& Mishra, 2018).

In the late 21st century, following the introduction of Communicative English Language Teaching (CLT) and other language-teaching methodologies, the Ethiopian English language curriculum and syllabus were revised to teach and produce proficient and qualified students. Although no English language teaching method was introduced after that, the quality of language learning and students' achievement had not improved yet. In line with this, Fekadu (2021) reported that the reason why Ethiopian language students cannot improve their language competence is that there is an inherited and fixed mindset about English language learning ability and belief among society. In short, students view the English language as a symbol of knowledge and modernity, which misleads them about the concept of language learning, ultimately leading to frustration for the majority (Endale, 2017).

Generally, empirical evidence reported that a large number of students still struggle with academic English despite more than half a century of English-medium education in Ethiopia (Simie & McKinley, 2025). In higher education, recent studies showed that psychological factors such as self-efficacy and strategy use are positively related to English proficiency in Ethiopia (Abraha & Teka, 2017). However, the understanding of the drives of English proficiency remains incomplete since earlier decades lacked attention to motivational and self-regulatory variables. Therefore, exploring the relationship between self-efficacy, participation, feedback, peer modeling, making choices, and speaking skill achievement among higher education students may address local educational challenges and fill a gap in the literature on language learning in non-native contexts.

2.3.The principles of language teaching and learning

Learning languages other than the primary language after learners become, on average, nine years old is something done rather than acquired (Fulcher, 2003). Foreign language learning primarily depends on the psychological readiness of language learners and the motivational techniques employed by language teachers in the classroom (Brown, 2008). Efficient foreign language learning must work in conjunction with the natural process through teacher facilitation of learning. That means the principles of language learning are embedded in the learners rather than in teachers and teaching materials (Ellis, 1993). Students may also thoroughly develop feelings about themselves and others, which is a part of their personality factor. This is referred to as the development of the affective domain. The development of this affective domain begins with being conscious of the situation, then responding to people around them, valuing what they are learning, and organizing all of this into a system of beliefs. Finally, individuals understand themselves in terms of their value system (Wilson & Leslie, 2016).

A significant portion of foreign language learning involves teachers' understanding of how learners feel, respond, believe, and value during their attendance in the language classroom. That means if learners think that they can accomplish a task with a high sense of SE, by devoting effort, they can achieve success. Conversely, students with a sense of low SE attribute failure to attempt. Therefore, psychologists suggest that language learners should believe in their own ability to understand and achieve better results in a given task (Brown, 2008). Thus, second/foreign language learners are expected to consciously receive meaningful information from who they communicate with and from the language itself and are eager and value the communicative aspect of the interpersonal exchange (Krashen, 1982).

2.3.1. Theory of Communicative Competence

Although communicative competence theory was originally developed by Hymes (1972), according to the other key contributors, it emphasizes the most common second language acquisition situation where learners need to get along in oral communication at a minimal level (Canale & Swain, 1980). Brown (2008) states that learning a language means learning to speak and understand it. He also describes how, although adult second language learners distinguish between comprehension and production of language learning, they fail to produce the language.

However, the inability that learners face to create it doesn't mean the learner cannot comprehend the item. Therefore, language learners are expected to practice what they learn to use it in real-life communication (Ellis, 1993).

Second language learners should not lose sight of the function and purpose of language learning, which implies the necessity of meaningful context for language acquisition (Brown, 2008). This is because the role of foreign or second language input is ultimately to enable students to use the language meaningfully, where they can demonstrate their second language competence (Krashen, 1985). Hence, effective second language learning occurs when due attention is given to the meaning of learners' utterances rather than the grammar and appropriateness of the target language (Canale & Swain, 1980).

Communicative competence was designed to advance the language proficiency of foreign language students (Valdman, 1980). Valdman also explains that foreign language courses must provide students with the opportunity to learn how to interpret new and unfamiliar sounds and produce them when constructing messages designed to achieve effective communication. Regarding this, Canale & Swain (1980) state that foreign language learners can't achieve meaningful communication without some knowledge of grammar. Essentially, learners' communication competence is assessed by the quality and accuracy of their responses to teacher-initiated questions, the frequency of their participation, conversational coherence, and usage and recall (Friginal, Lee, Polat, & Roberson, 2017).

Overall, Canale & Swain (1980) identified four key components of communicative competence: strategic competence (the use of communication strategies to overcome breakdowns), discourse competence (coherence and cohesion), grammatical competence (the use of language structure and accuracy), and sociolinguistic competence (appropriateness in context).

2.3.2. The psychology of teaching and learning the four skills

Teachers' understanding of the effect of language teaching methodology fosters the development of language teaching (Bygate, 2015). Students may believe teaching and learning language skills can take place as every skill stands alone. However, as it existed in the literature, all the skills were rarely delivered separately, yet it seems to be the case (Douglas, 2003; Thornburry, 2005). The techniques and methods employed in teaching foreign languages are generally intended to

enhance the fundamental language skills of the learner. The basic language skills, expressed as receptive skills and productive skills, are listening and reading, and speaking and writing, respectively (Sağlam&Arslan, 2018). Mastering these four skills will enable students to reach the pinnacle of communicative competence. Although they seem separate, they are bound together with an inseparable bond. These four skills should create an environment that enables students to learn effectively and achieve the desired outcome. Students should develop language skills in a way that helps them meet the standards set for them and gradually build their communicative competence. Listening and speaking are highly interrelated and work simultaneously in real-life situations. Teaching these two skills together means advancing effective oral communication, which ensures real-life and purposeful communication (Sadiku, 2015).

To help students advance as English language speakers, scholars designed the integrated learning approaches for the four skills. By being more conscious of their socially constructed identity as new members of the L2 group, English fluency can benefit students in a variety of ways by them becoming more accustomed to the ever-rising need for English-speaking workers, by gaining a more profound comprehension of, and perhaps even participating in, the global debate in numerous disciplines, and by adjusting to it (Masson, 2013). This leads them to achieve excellent results. Students who have a high-level understanding of the four skills can speak fluently, and they can also achieve a high level in any test. In general, integrating the four skills makes a significant contribution to students mastering speaking skills and achieving them.

2.3.2.1. Teaching and learning speaking skills

Speaking is the systematic production of verbal utterances, which are simply things that people say, to convey a meaningful message (Bailey, 2005; Fulcher, 2003). English-speaking skills are essential for effective communication among people worldwide. Classroom traditions, which precede communication, may be the most significant feature for improving speaking skills, regardless of the teaching methods employed (Thornbury, 2005). Bailey (n.d.) generalizes this point, citing different research studies, and strongly advises spoken teachers to sometimes tolerate foreign language students' use of their mother tongue, or first language, in the classroom if they want their students to be proficient.

Speaking skills are complex and multifaceted, requiring knowledge of vocabulary, grammar, culture, genre, speech acts, register, discourse, and phonology (Scri, 2005) as cited in Asakereh&Dehghannezhad (2015a). Hence, spoken course teachers should allow students to be fully engaged in speaking skills activities with minimal interruption, providing encouragement and guidance in the classroom. A teacher discussing speaking skills is not really teaching speaking, but he/she is doing the speaking skills himself or herself. Therefore, speaking skills need to be contextualized formally and supported by learning opportunities that develop language knowledge and various components of speaking competence (Burns, 2019).

Burns also explains that many English language teachers are troubled while teaching speaking skills because of its complexity. According to Ur (2009), regardless of its difficulty during teaching, speaking skills are considered the most critical skill in a language. It is because students communicate their ideas more effectively through speaking skills, and classroom tasks are clearer when presented through speaking skills, compared to others. He defines a successful speaking activity as one in which learners use formal and understandable language in their usual participation, demonstrating high motivation and expressing ideas for an extended period. That is why many second or foreign language learners primarily plan to master speaking skills. Consequently, learners follow up on their activities to check how far they have learned the skill and to what extent they are successful in achieving it (Richards, 2009).

Regarding the teaching of speaking and students' development in speech and its achievement, Richards (2009) suggests that the spoken course syllabus and the speaking skills classroom handout should focus on three core issues in teaching speaking activities. The first core issue is that the speaking skills course should concentrate on teaching talk as interaction for social value, teaching talk as transaction for exchanging perfect information, and teaching talk as performance for achieving quality of speech on stage. The second issue is selecting methods to teach these speaking skill activities, such as providing students with opportunities to acquire them. The third issue is formulating criteria to assess students' performance and achievement after all. In addition, teaching and learning speaking skills require both teachers' and students' interest and close attachment throughout the process in both first and foreign languages (Bygate, 2015). Providing that teachers prioritize speaking skills and practice all these difficult speaking activities but fail to examine their use of speaking skills can be seen as not doing their job

perfectly. Generally, as teachers are required to teach speaking through speaking activities, they must also examine speaking through speaking skills only (Thornbury, 2005).

2.3.2.2. Testing speaking skills

The two major purposes of language testing are as a source of information for making decisions and as indicators of attributes for researchers interested in language, language acquisition, and language teaching research (Bachman, 2010). Language testing is the process of evaluating and measuring the proficiency of an individual in a particular language. It is used to assess the quality of language and to judge the ability of an individual to use it effectively. The process uses various disciplines such as linguistics, psychology, and education as foundations for researching, theorizing, and constructing valid language tools for assessing language proficiency (Shohami et al., 2017). The theory and practice of testing second language speaking is the recent subfield of language testing. The Second World War was a reason for the focus of interest in testing second language speaking, and it has become highly necessary since the need for safety and comfort of human operational communication (Fulcher, 2003).

A test of speaking is not relatively easy because it is not as simple as testing grammar or vocabulary (Bailey, 2005). It's time-consuming and disruptive in the case of interviewing, for instance, and students' achievement depends on the judgment of testers. It is believed that many spoken teachers are challenged in deciding and applying the standards of testing speaking skills (Fulcher, 2003; Thornbury, 2005). In connection to this, though it is before six decades ago, Lado (1961), as cited in Fulcher (2003), describes that in the language testing field, testing the ability to speak a foreign language is probably the least developed the least practiced skill. Lado argued that this was because of a lack of a comprehensible vision of what constitutes speaking ability or oral production. Indeed, another scholar justifies that the problem exists still now, describing that assessing speaking skills mostly challenges teachers to make the test objective, replicable, and reliable over time (Hughes, 2011).

Scholars suggest that the assessment of higher education students' speaking skills should be similar to the activities they were involved in during learning speaking skills in the classroom. Primarily, students should be involved in the speaking task in the way that they can express it naturally. Then, testing learners on their capability to speak English in other similar activities

will encourage affirmative feelings (Bailey, 2005). Generally, to produce a valid and reliable test, Bailey, in his sense, suggests, for instance, role play, which is forgotten in Ethiopia, for both teaching and assessing speaking skills regardless of the marking bias of the tester.

The major concern of teachers should be how they can assess the students' speaking ability in a second/foreign language. During speaking test preparation, teachers expected to bear in mind the four important criteria, such as *validity* (the test should measure what it is intended to measure), *reliability* (concerned with consistency), *practicality* (a test that can be practiced with available resources); and *instrumental impact or wash-back* of the test (the test should have a positive effect on teaching and learning). Clark (1979), as cited in Bailey (n.d.), adds another important issue in speaking testing: teachers' testing approach can be whether *direct test* (students are directly either interviewed or involved in role play), an *indirect test* (students do not directly speak; instead, they are given a paragraph with every seventh or ninth word blank space, then they fill it) or *semi-direct test* (students are directly involved in speaking, but they do not make conversation like an interview or role play). The indirect testing approach is efficient and reliable. It is time-efficient for large-classroom settings; however, there is no right or wrong answer for which one is best among the aforementioned testing approaches. Generally, it is recommended to consider a performance-based assessment that allows for a more comprehensive and communicative evaluation, assessed through discussion, oral presentation, interview, and other methods (Canale & Swain, 1980).

Another issue that teachers should consider in speaking skill assessment is the marking system: whether the evaluation is rated or scored. They should assign experts to rate genuinely. Nevertheless, there are three scoring criteria that speaking skill testers should use. These are *objective scoring* (an untrained person can do it using a scoring key since there is only one correct answer), *holistic scoring* (a speech sample (such as an oral interview, a recorded conversation, or a passage that a learner reads aloud) is given one overall evaluation, which may be a rating (a "six" on a ten-point scale) or a designation (pass versus not pass, or the "advanced" designation in a system that consists of novice, intermediate, advanced, or superior categories)), and *analytic scoring* methods (analyzing the speaking skill ability of students, for instance, either using the categories of vocabulary, grammar, pronunciation, and fluency in evaluating speaking or using the appropriateness and the ability to execute certain speech acts effectively). Hence,

depending on their own context, spoken second/foreign language course teachers must apply these criteria when assessing their students' speaking skills, as this may also enhance the students' belief in their ability to perform tasks (Bailey, 2020; Douglas, 2003).

Generally, to assess speaking skills, spoken English courses are recommended, including both macro (fluency, discourse, nonverbal communication, etc.) and micro speaking skills (phonemes, morphemes, words, phrasal units, etc.). There are sixteen objectives to assess speaking skills that spoken language teachers are suggested to consider (Douglas, 2003). To achieve language objectives and improve learners' achievement, it is essential that teachers reduce students' language learning and test-taking anxiety (Susidamayi, 2018). Since language testers test learners' language ability, tests usually touch the psycho-physiological (the interference of anxiety and cognitive processing) state of the examinee (Bachman, 2010). When learners feel anxious, especially in speaking, they directly lose natural memory, which may affect their achievement. Susidamayi (2018) found that learners' speaking skill anxiety can be reduced by employing a cooperative language learning approach. Overall, during speaking skills practice and testing, examinees' psychological and physiological readiness must be considered (Bachman, 2010).

2.4.Theories of Self-efficacy

Self-efficacy refers to a person's expectation of their ability to perform a particular task in a specific context (Bandura, 1977). Self-efficacy theory suggests that different forms of manipulation can change handling behavior by generating and increasing expectations of personal efficacy. According to this theory, perceived efficacy can influence behavior in several ways. It affects the choice of actions and surrounding settings. Any factor that helps to establish preference behavior can have deep effects on the course of personal improvement. This means that individuals who fail to strengthen their actions may develop a negative self-image, which can hinder them from engaging in positive behavioral change (Bandura, 1978).

According to Bandura (1977), the expectation of SE is based on four primary sources of information: *Performance accomplishments*. This source of SE is particularly significant for the development of SE. It is essentially mastered when individuals fully engage in the tasks according to the discipline they are in, such as students' active participation in a language

classroom, which develops their belief in their ability to accomplish tasks. *Vicarious experience* is an external enforcement that helps master SE. It is rooted in modeling others who are egalitarian and attend the same discipline as others do. Peer modeling in the language classroom is the best example of vicarious experience. *Verbal persuasion* involves people attempting to influence others' behavior by commending them either positively or negatively based on their performance. For instance, peers' and teachers' feedback is essential to develop students' learning confidence. *Emotional arousal/affective state* is a state in which people partly depend on their emotions, as intense emotions can debilitate personal performance. In the language classroom, for instance, teachers give students three or more topics to prepare a speech and present it on one of them. In general, these sources of SE are the primary source that strengthens students' SE belief. These are discussed in detail under the sources of speaking skills self-efficacy in this section below.

According to the theories of SE, students' beliefs in their efficacy to regulate their own learning, teachers' belief in their personal efficacy to motivate and promote understanding, and faculty's beliefs in their collective instructional efficacy are the three different levels at which perceived self-efficacy operates as an important contributor to academic achievement (Bandura, 1993). That means students' success depends more on the collective body of the school elites than on students' commitment to self-improvement, though academic SE is both personal and a social construct (Pajares, 2002).

2.4.1. Academic self-efficacy

Academic SE is the belief that students can effectively attain a chosen level of academic achievement or realize an educational goal (Bandura, 1977). A significant goal of formal education should be to equip students with the intellectual tools, self-beliefs, and self-regulatory capabilities to educate themselves throughout their lifetime. These personal resources enable individuals to acquire new knowledge and develop skills, either for their own benefit or to enhance their lives. The rapid pace of technological change and accelerated growth of knowledge are placing a premium on the capability for self-directed learning. These students, who have developed their abilities, should perform well in a consistent manner. However, merely possessing knowledge and skills does not mean that one will necessarily use them effectively under difficult conditions (Mulder 2017). Bandura depicted that students with the same level of

ability may differ considerably in their perceived efficacy to manage academic demands because successful performance requires self-regulation of motivation, disruptive thought processes, and aversive emotional reactions, for instance. Thus, efficacy beliefs contribute to academic performance over and above actual ability (Bandura, 1993).

Schunk & Hanson (1989) conducted numerous studies in which children who have serious academic deficits pursue self-directed learning of mathematical and language skills. The material is structured for them in easily mastered sub-skills. The self-directed learning is supplemented with instructional social influences designed to enhance children's sense of academic efficacy. These influences include verbal modeling of cognitive strategies, proximal goal setting, ability and effort attributional feedback, positive incentives, and self-verbalization of task strategies. The findings show that such instructional programs and the supplementary social factors build children's beliefs in their intellectual capabilities. The higher their perceived efficacy, the better they perfect their cognitive capabilities. The acquisition of skills influences self-efficacy, but it is not merely a reflection of them. Children with the same level of cognitive skill development differ in their intellectual performance depending on the strength of their perceived self-efficacy (Cox 2016). Students who develop a sense of self-efficacy are well-equipped to educate themselves when they must rely on their own initiative. Academic self-efficacy beliefs influence students' educational performance through the effects they produce via four psychological processes: cognitive, motivational, affective, and selection processes (Bandura, 1993). It is the scope to which students believe they will be successful in school, and it has been recognized as a positive predictor of academic performance across various disciplines, including English, mathematics, chemistry, and anatomy and physiology (Ahmadi, 2020). In conclusion, academic self-efficacy is a construct that motivates students' learning through the use of self-regulatory processes such as goal setting, self-monitoring, self-evaluation, and strategy use (Veresova & Foglova, 2018).

2.4.1.1. English language self-efficacy

Self-efficacy is a belief in one's capabilities to organize and execute the courses of action required to produce a given attainment (Bandura, 1997). In the 21st century, significant self-efficacy research, which has turned into academic practicalities in educational psychology, in the field of foreign language learning, established the relationship between self-efficacy and foreign

language achievement, foreign language reading and listening proficiency, language learning strategy use, foreign language anxiety, and self-efficacy for self-regulation (Mills, 2014). Within the English language context, self-efficacy is frequently described in terms of English language teaching and learning SE, which defines a learner's judgments about one's ability to achieve English language learning goals successfully. In other words, following English language teaching and learning, students act on their beliefs of English language SE, not on their efficacy beliefs for doing different tasks (Bandura, 1977).

Ford (2019) explains Bandura's concept SE that a person whether or not involved in a particular task, is affected by either SE or outcome expectancy. Although students perceived themselves as highly efficacious, their results could still be in question unless they performed well (Bandura, 1997). That means if English language students believe they are capable of mastering the core objective of the language (English language SE) and practice it, then the outcome will have a good result (outcome expectancy). Therefore, English language SE is linked to factors such as the academic goals students set for themselves, the strategies they employ, and their academic achievement (Van Dinther, Dochy, & Segers, 2011).

2.4.1.2.Sources of Speaking Skill Self-Efficacy

Efficacy beliefs play a significant role in academic achievement. It develops based on personal experiences in connection with one's own successes, as well as through modeling other people and reflecting on their performance and achievements (Bandura, 1997). The sources of students' English language SE development, which advance their language achievement, are the sources of language SE: students' active participation, teachers' and peers' feedback, peer modeling, and choosing their own topic of interest when doing tasks (Bhati & Sethy, 2022; Lopez-Garrido, 2023).

❖ Classroom participation

Outcomes stem from actions; thus, performance precedes outcomes, although performance and the perceived ability to perform tasks are interdependent and reinforce each other. To illustrate this with a simple example, students often do not realize that they achieve low grades because they weren't involved in the tasks, but they may judge themselves as if they were lazier than others (Bandura, 1997). Indeed, on one side, self-efficacious students tend to perform activities

that may lead them to score high. On the other hand, this student's SE can become more advanced over time through long-term performance experience, and they can then become high achievers. Barrineau, Engstrom, & Schnaas (2019) suggest that students should be reminded that they are not just recipients of knowledge but can also actively participate and take responsibility for their own education. Learning is the acquisition of knowledge and the memorization of facts. However, more complex approaches emphasize the acquisition and application of knowledge, leading to new insights and perspectives. This can even lead to personal growth and development. Simple approaches focus on the consumption and reproduction of knowledge, while elaborate ones emphasize the search for meaning and the learner's active role in exploring and acquiring knowledge (Elmgren & Henriksson, 2018).

The development of SE requires students' involvement in activities (Bandura, 1997). Participation is one of the ways through which students can get involved in activities. It is essential as it promotes self-reliance and engagement in the classroom environment. These qualities are often associated with high levels of self-efficacy. Students are responsible for educating themselves by attending school regularly. Actively participating in class is essential for developing one's skills and knowledge. While some students find it easy to share their expertise in front of everyone, others lack the confidence to do so (Moneva & Inday, 2020). Bryson (2014) explained this clearly, describing that when students are given opportunities to participate in activities and roles that make them feel a sense of responsibility, they develop SE and self-assurance. Students' active participation in language classrooms helps students to develop language SE, in which the development of this language SE enhances their language achievement (Bandura, 1997).

Generally, the advancement of the students' ability depends on the conception that they have whether they view effort (participation) as creating ability or developing low ability. Students who believe ability is built through sustained participation and attributions of accomplishment to active participation will enhance their SE (Bandura & Dweck, 1985). Hence, the advanced students' self-efficacies help them feel confident and work hard, results in excellent achievement.

❖ **Teachers' and peers' feedback**

Attributional feedback is a type of feedback that links success with effort. It is a convincing source of self-efficacy information that supports individuals' insights of their improvement, increases self-efficacy, and continues motivation when they have to work hard to be successful. However, when people succeed with little effort, ability feedback may be seen as more credible (Schunk, 1995). Providing feedback is a crucial aspect of teaching speaking skills through talk as an interactional medium. It involves responding to a conversational partner with expressions such as "That's interesting," "Yeah," "Really," and so on that, that indicate interest and a wish for the speaker to continue. They can consider suitable ways of providing them and then practice them. For example, they can consider different responses they could use in dialogue (Richards, 2009). Recognizing students' improvement in academic tasks, rather than characterizing their advancement as a result of their hard work, promotes a greater sense of efficacy and achievement than characterizing their advancement as a result of their challenging work (Schunk, 1983).

Teachers' and peers' feedback has a great impact on the development of SE. During classroom activities, teachers evaluate their students directly and indirectly and compare their students' standing among their classmates. This teacher's comment on their students' success and failure has a significant impact on their SE development (Bandura, 1997; Raoofi et al., 2012). Harmer (n.d.) also explains that schools' evaluation and comments or ratings can come from the teacher or peers. Concerning how teachers should give feedback, Harmer advises Spoken English Course teachers that students' success/failure depends on the appropriate input given, based on the occasion. For instance, commenting on students while they are speaking or presenting distracts them instead of correcting them. Otherwise, supportive and genuine feedback helps students overcome misapprehensions and uncertainty.

When students sit either in a group or pairs and support one another, discussing different tasks, their SE develops since they may recognize that they are not the only ones facing difficulty in some lessons (Barrineau et al., 2019). Direct feedback has different attributes impacting the development of students' SE that better predict their achievement (Bandura, 1997). Similarly, encouragement and positive feedback affect the development of students' SE, and this advancement of students' efficacy increases their academic attainment. Moreover, students' efficacy is enhanced when they are given a bonus in their grade for willingly participating in

inquiry-based activities, such as speaking skills (Sexton & Tuckman, 1991). Apart from these, there are differences in feedback that directly refer to students' good quality performance continuously enhancing their efficacy, which, in turn, fortifies their achievement, whereas gestural feedback that shows how far students stepped in their learning without referring to the quality of their work improves neither perceived efficacy nor attainment in general (Bandura, 1997).

Overall, feedback encompasses various types, including corrective, positive, constructive, evaluative, formative, and descriptive feedback, which can be provided in the classroom (Bitchener & Ferris, 2012; Brookhart, 2018; Ellis, 2009; Ferris, 2010). Regarding this, classroom feedback can also be observed and categorized based on form (oral or written), specificity (specific or general), timing (immediate or delayed), and focus (form or content) (De Florio, 2023; Nassaji & Kartchava, 2021; Rassaei, 2015).

❖ **Peer Modeling**

Self-efficacy is the extent to which individuals believe in their ability to successfully execute a task (Bandura, 1997). Students' efficacy-testing experiences change substantially as they move increasingly into the larger community. It is in peer relationships that they broaden and particularize self-knowledge of their capabilities. Peers serve several essential efficacy functions. Those who are most experienced and competent provide models of efficacious styles of thinking and behavior. A vast amount of social learning occurs among peers (Bandura, 1989b). According to Murphey & Arao (2001), when peers model each other, they learn either from their successes or from their mistakes, where mistakes become a part of learning and change to fun for students in general.

Peers can develop a decisive role in influencing the advancement of their friends' efficacy in different ways (Bandura, 1997). Firstly, in an academic setting, students compare one another, which arises from their academic achievement and teachers' evaluation of their classroom performance (Rosenholtz & Simpson, 1984). Bandura describes more that these teachers' formal ability evaluation and students' informal comparison of one another on similar tasks, checking their pace of progress, appraise their SE. Students loudly cheer about the ranks they stand in among classmates and appreciate or devalue one another. This shared common judgment serves

as a convincing method of affecting personal efficacy. Therefore, there is high consensus among peers in their awareness of one another's relative abilities, which can help them appreciate their SE (Bandura, 1997). However, the classroom culture that requires students to perform the same academic task evaluations divides them according to their achievement, which permits them to accept their talent with specific ranking among themselves. Students' SE matches their teachers' and classmates' evaluation of them when academic practices are structured on students' achievement level (Rosenholtz & Wilson, 1980). Accordingly, peers develop a custom of modeling others being attracted by their coaching techniques, which shape their ability perception. Hence, they learn much more from one another through direct guidance and following their academic talents.

In addition, learners can enhance SE, and they can develop positive beliefs about themselves in doing a task when they watch their peers perform well in a task (Raofi et al., 2012). In relation to this, Bailey demonstrated that the speech confidence of foreign language students improves when they support one another in a group setting (Bailey, 2005). Children's efficacy-testing experiences change substantially as they move increasingly into the larger community. It is in peer relationships that they broaden and particularize self-knowledge of their capabilities. Peers serve several important efficacy functions. Those who are most experienced and competent provide models of efficacious styles of thinking and behavior. A large amount of social learning occurs among peers (Bandura, 1989a). Generally, it develops based on personal experiences linked to one's own successes, as well as observing others and reflecting on their performance and achievements (Bandura, 1997).

Secondly, peers shape their efficacy through their academic instruction. Discussing with peers and exploring answers to challenging problems is enjoyable, as students come up with more perspectives and ideas together. Peer modeling of academic skills fosters learners' beliefs in their own efficacy for learning, their effectiveness in the discipline, and their ability to achieve academic success. When seeking to develop functional skills, learners expect their peers' competence more than relying on their initial skills. The more the same learners accept themselves to be in competence with the peers' model, the more they believe in their learning efficacy and the higher they achieve academically (Bandura, 1997). This peer modeling

influences the conveyance of competencies when students fully attend to the information and its cognitive process, allowing it to be recalled and applied widely.

Thirdly, peers can influence their efficacy through social comparison regardless of their academic performance. Socially accepted knowledge and a point of view equally advance peers' efficacy beliefs. It is evident that peer social culture comparisons can either enhance or hinder students' performance by influencing their effort (Bandura, 1997). According to Schunk & Gunn (1986), social comparative information is the primary influence of SE. It influences the application of the students' cognitive strategies that they have learned. In other words, learners who have been equally taught the same mental strategy exhibit differences in achievement, with those who have been informed about their friends' success achieving higher than those who haven't been informed.

Finally, when learners influence their interpersonal affiliation, it also shapes their SE in the academic environment. When peers come together, they become aware of everyone's potential among the members, which they determine to learn from and not to learn from. The environments in which students grew up also play a significant role in their efficacy development, revealing differences between literate and illiterate families. These learners' talents also attract their teachers' attention, leading them to provide more support to help learners advance their academic efficacy. Generally, this logical evolution of efficacy development well orients college students and allows them to advance their academic achievement (Bandura, 1997).

In the study context, local studies confirmed that Ethiopian EFL teachers are still implementing more traditional methods of teaching because of the learners' low participation level. A study employed a descriptive survey of 523 EFL learners and 30 teachers to explore the implementation of speaking skill teaching and learning in Ethiopian EFL classrooms. The results showed that EFL teachers still applied the teacher-centered method more than the student-centered method, and the findings also reported that teachers did not attempt to use different techniques to teach speaking skills (Bulbula, Neme, Alemu, Getachew, Abazinab & Bulbula, 2023).

On the other hand, empirical studies showed that Ethiopian English language learners comparatively engage in collaborative, cooperative, and peer-learning techniques rather than merely modeling their peers. For instance, a quasi-experimental study by Abo, Degfu & Ababa (2025) examined the impact of teacher-assisted peer assessment on EFL learners' writing self-efficacy. Using a pretest–posttest design with 60 students, the study implemented an eight-week paragraph writing task and teacher-assisted peer assessment intervention. Writing self-efficacy was measured using pre- and post-test questionnaires and a semi-structured interview. Results showed that teacher-assisted peer assessment significantly improved students' writing self-efficacy. Likewise, Lucha, Gemed, & Jirenya (2015) conducted a descriptive survey of 70 students and 2 teachers to assess EFL learners' attitudes towards cooperative language learning. The result showed students had favorable attitudes towards cooperative language learning. Additionally, other researchers have reported that Ethiopian learners most often practice pair/group work, collaborative, cooperative learning for social value and academic purposes (Abeti, 2021; Mulisa & Mekonnen, 2019), as well as imitation in the EFL classroom.

❖ **Making Choices**

It is suggested that teachers use a variety of interesting topic areas to help initiate students' learning and provide them with different topics to choose from. Generally, students are motivated to learn and participate if the discussion area or topic they are involved in is suitable for manipulation (Ur, 2009). Perceived self-efficacy is directly influenced by the choice of activities, in general (Bandura, 1977).

Perks, Smathers, Camp, Hampson, Alcock, B., Ison, Stephens, Bradley, Alcock, M., Tidwell, Dodson, & Cantlebury (2010) describe how giving a choice of activities to students is one strategy to foster their learning motivation, which may engage and help them to develop their personal efficacy and then academic achievement. They also believe that giving choice is giving another chance. In relation to this, Ariff, Kumar, and Azizi (2021) state that students must have a high level of self-efficacy to remain academically motivated. Indeed, teachers should consider a few factors when designing potential choices that can affect achievement, since not all options have a positive effect on the advancement of personal efficacy and achievement:

1. *A sense of control.* Tasks that encourage effective choices of activities help students feel in control and autonomous. According to Bandura (1989b), students' beliefs about their ability to control events that affect their learning are crucial in determining their behavior. It is said that among the types of thoughts that affect action, none is more central or pervasive than students' judgments of their capabilities to exercise control over events that affect their education.
2. *A sense of purpose.* A sense of purpose is another factor to consider when teachers prepare activities for students that enable them to engage in tasks and continue doing so. This sense of purposefulness intensifies when choices are designed based on authentic materials related to the students' interests.
3. *A sense of competence.* In addition to a sense of control and purpose, effective choices encourage students to feel confident and competent, especially on challenging tasks. In other words, students who believe they can succeed in challenging tasks are more confident. English language teachers can use students' moods and the questions they have about the functions they are attending, since this will be easy and clear for the students to be interested in. Generally, to intensify students' interest in tasks, teachers should design tasks with different choices that promote a sense of control, purpose, and competence (Perks et al., 2010).

2.4.2. Academic SE and students' academic achievement

Self-efficacy is the most cognitive and domain-specific of the three constructs, referring to a person's expectation of their ability to perform a particular task in a specific context (Bandura, 1977). (Bandura, 1993) has noted that a major goal of formal education should be to equip students with the intellectual tools, self-beliefs, and self-regulatory capabilities to educate themselves throughout their lifetime. Self-percepts of ability have several effects on students' thoughts, feelings, and actions in achievement situations. When language students judge their ability as high or low, it influences their expectations of success and failure before an activity is undertaken and also affects, in choice situations, what course of action is selected or what level of task difficulty is chosen. While performing a task, self-perceived ability determines the amount of effort expended and how long effort is sustained. It also affects their thoughts and

feelings during the task performance period. After a task is completed, perceived ability influences evaluations and attributions of the outcome, as well as emotional reactions to it (Meyer, 1992).

Schunk (1989) conducted a study in which children with severe academic deficits pursued self-directed learning of mathematical and language skills. The material is structured for them in easily mastered sub-skills. The self-directed learning is supplemented with instructional social influences designed to enhance students' sense of academic efficacy. These influences include verbal modeling of cognitive strategies, proximal goal setting, ability and effort attributional feedback, positive incentives, and self-verbalization of task strategies. The findings show that such instructional programs and the supplementary social factors build students' beliefs in their intellectual capabilities. The higher their perceived efficacy, the better they perfect their cognitive abilities. Self-efficacy is influenced by the acquisition of skills, but it is not merely a reflection of them. In general, students with the same level of cognitive skill development differ in their intellectual performance depending on the strength of their perceived self-efficacy.

According to attribution theory, four factors determine students' success and failure, two of which are internal (ability and effort), whereas two are external (difficult task and luck). In other words, language students' high or low grade achievement was judged to be either the result of poor ability or effort or the difficulty of the exam and bad luck. This is where self-efficacy comes in. If a learner feels they are capable of carrying out a given task, in other words, they may devote a high sense of self-efficacy to an appropriate degree of effort to achieve success. Conversely, a learner with low self-efficacy may quite easily attribute failure to external factors, a relatively unhealthy psychological attitude to bring to any task (Slavin, 2018).

Generally, the recent research on self-efficacy in language-learning contexts suggests that SE is the best predictor of language achievement and that it is positively associated with achievement, proficiency, strategy use, and internal attributions of ability (Ahmadi, 2020; Artino, 2012; Cook, 2013a; Hsieh & Kang, 2010; Raoofi et al., 2012; Schunk, 1989; Sharma, 2014).

2.4.2.1. Students' English language self-efficacy and speaking skill achievement

Perceived self-efficacy refers to beliefs in one's ability to categorize and accomplish the actions required to produce given achievements. Such beliefs influence the course of action students

choose to follow; how much effort they put forth in given activities; how long they will persist in the face of problems and letdowns; their flexibility to hardship; whether their thought patterns are encouraging or discouraging; how much strain and misery they experience in coping with challenging academic demands; and the level of attainments they recognize (Bandura, 1977). In connection to this, huge research has been conducted addressing the relationship between academic SE and language skills, language proficiency, and learning motivation. And more than half of the researchers reported that academic SE is a reliable predictor of achievement and students' academic SE is positively related to their language achievement (Bandura & Dweck, 1985; Cook, 2013; Kiram, Sulaiman, Swanto & Din, 2014; Luangpipat & Padgate, 2015; Piran, 2014).

Ferguson (2017) investigated the relationships between mindset, academic motivation, and academic self-efficacy as predictors of educational achievement among undergraduate students in communication sciences and disorders programs. The result showed that academic SE was positively related to academic achievement. However, research also showed that SE has no relationship with language learning anxiety (Cubukcu, 2008). This means that though English language students have language learning anxiety, it may not affect their academic advancement. Informing students that they can receive rewards based on active accomplishments conveys a sense of efficacy that can be achieved through effort. This sense of efficacy is subsequently validated as students observe their actual improvement. Students' sharpened efficacy supports continued task involvement and encourages skills (Schunk, 1983).

Other scholars also conducted research entitled Enhancement of Self-Efficacy and Interest in Learning English of Undergraduate Students with Low English Proficiency through a Collaborative Learning Program. Finally, they revealed that a collaborative learning program might be a practical approach in enhancing students' interest in learning English, and through the process, students could become more self-efficacious in learning English (Law, Chung, Leung & Wong, 2015). Similarly, Shuya (2018) studied the importance of self-efficacy to the English proficiency of middle school students in China, and they concluded that self-efficacy could influence students in setting practical English learning goals. Students with high self-efficacy beliefs tend to set goals that are more challenging and can prove their English learning abilities. Students with low self-efficacy beliefs in English learning tend to set goals that are far below

their actual abilities to accomplish. In the long run, the impractical goal setting would affect students' self-efficacy in general.

Besides, other researchers from different parts of the world investigated the correlation between language students' SE and their speaking skill achievement and revealed that there is a direct relationship between language students' SE and their speaking skill achievement (Korompot, 2022; Ocarina, Anwar & Marifah, 2022; Sari, 2018; Susilestari, 2022). Conversely, studies on students' performance in speaking skills and self-efficacy: A correlational study showed that students' SE is inversely related to their speaking skill ability (Khotimah, Amumpuni & Arifin, 2023; Rafiqah & Fitriani, 2023).

In relation to language students' classroom participation, Johnson (2023) conducted research on the impact of student-generated questions in small group discussions on student self-efficacy in English/language arts. The result showed that students' SE can be influenced either positively or negatively through questions generated in small groups inversely related to SE development. Likewise, Lestari (2017) investigated the correlation between students' SE and students' participation in speaking class: a correlational research at SMA Negeri 5 Barru. Then, findings showed that there was a correlation between students' SE and their participation in speaking class. Based on the findings, the researcher concluded that the students' SE and their participation aspect had a significant correlation in their speaking class. This means that the student had to pay attention in their SE and participate effectively to have good English-speaking skills.

A study was conducted to investigate the influence of Near Peer Role Models (NPRMs) in second language classrooms, aiming to improve students' pronunciation when teacher intervention is insufficient. Based on the research results, the researchers concluded that NPRMs are effective agents of positive change in the English language classroom (Ruddick & Nadasdy, 2013). Therefore, apart from the above research, the current study addressed the correlation among students' English language SE, sources of speaking skill SE, and speaking skill achievement at WSU & KUE.

2.5.The theoretical framework of the study

The theoretical framework of this study was based on two interrelated theories: Bandura's social cognitive theory, which provides the psychological foundation for explaining self-efficacy theory, and Canale& Swain's communicative competence theory, which conceptualizes speaking skills learning and proficiency, supporting both the instructional and evaluative dimensions of the study.

2.5.1. Social Cognitive Theory

Although social cognitive theory has several limitations, through the exercise of self-efficacy, people can learn to step back, observe, self-regulate, and ultimately change their behavioral patterns. It is theoretically proposed by addressing the limitations through operational definitions of the constructs, using multiple instruments, and discussing other limitations under the limitations of the section of the study.

Self-efficacy is the belief in one's own ability to accomplish specific tasks. Bandura notes that SE is both a theory in its own right and a construct within social cognitive theory. Self-efficacy theory suggests that people tend to only attempt tasks they believe they can accomplish and avoid tasks they think they will fail at. However, people with a strong sense of efficacy think they can achieve even complex tasks. They see these as challenges to be mastered, rather than threats to be avoided (Bandura, 1994).

More specifically, Bandura explains that efficacious students set challenging goals and approach difficult or threatening situations with confidence that they have control over them. Having this type of outlook reduces stress and lowers the risk of depression. Conversely, people who doubt their ability to accomplish complex tasks see these tasks as threats. They avoid them based on their own personal weaknesses or on the obstacles preventing them from being successful (ibid).

According to the interpretation of Bandura's SE in social cognitive theory by Lopez-Garrido (2023), in building SE, people's beliefs about their abilities have a profound effect on those abilities. Ability is not a fixed property; there is a considerable variability in how one can perform. People who have a sense of self-efficacy bounce back from failure; they approach things in terms of how to handle them rather than worrying about what can go wrong" (Bandura,

1977). In this sense, to spring back, they depend on different components of SE in the language classroom:

1. **Encourage Participation:** Participation is essential in any work environment, which encourages the person to be active and engaged, qualities that are usually influential in a person's levels of self-efficacy. More importantly, participation helps fellow students learn from each other, and people tend to build their levels of self-efficacy depending on how those who are closest to them behave.
2. **Seek Feedback:** The problem with understanding feedback is that some people tend to believe that getting no feedback is the same as being told that one is doing their job well (hence the common phrase: "no feedback is great feedback"). According to Lopez, when done with both the right intentions in mind and also in the proper manner, feedback can be one of the most important sources of building levels of SE.
3. **Emphasize Peer Modeling:** Learning from examples set by those around us occurs at any age (think of how a teacher serves as a role model for a student). According to Lopez, peer modeling occurs when students demonstrate good social relationships and are interested in passing and receiving the values that are evaluated as a model among them. Peer modeling is the sharing of ideas, knowledge, and styles among students of the same level in profession, age, and grade level whom students respect and admire (Dörnyei&Murphey, 2008).
4. **Allow People to Make Their Own Choices:** When discussing the importance of letting people make their own choices, the term "self-accountability" often comes to mind. Although the result of making a choice may become positive or negative, when students become responsible and make decisions or choose activities according to their interests, it increases their confidence.

2.5.2. Communicative Competence Theory

In addition to Bandura's psychological foundation of language learning, related theory from language education helps contextualize how speaking skills are learned and assessed. From the perspective of learning and testing speaking skills, this study draws on Canale& Swain's (1980)

communicative competence theory, which is foundational for communicative language teaching (CLT) and language assessment. This theory emphasizes that language teaching should aim to enable second language learners to communicate in the target language effectively, appropriately, and flexibly.

In terms of speaking skill testing, the communicative competence framework defines learners' communicative ability in four key sources: grammatical competence (use of language structure and accuracy), strategic competence (effective communication strategies), sociolinguistic competence (appropriate content), and discourse competence (coherence and cohesion). These sources serve as a basis for evaluating learners' speaking proficiency in a meaningful or real-life context. The current study used a performance-based assessment approach in alignment with this framework, where students are evaluated based on their ability to use language effectively in authentic speaking tasks. Authentic speaking tasks, for instance, include oral presentations, discussions, interviews, and others. In contrast, to the traditional isolated testing format, this method allows for comprehensive and communicative speaking skill assessment, which is better suited for the current study.

Therefore, these theories collectively provide a solid foundation for this study, strengthening the development and evaluation of learners' speaking skills. Bandura's self-efficacy theory explains students' beliefs and readiness to engage in speaking skills tasks, whereas Canale & Swain's communicative competence theory explains interactive and meaningful communication-based language teaching and performance-based speaking skills assessment. Integrating these perspectives strengthens the theoretical foundation of the current study and supports the interpretation of the findings.

2.6. The conceptual framework of the study

This study is primarily grounded in Bandura's (1997) social cognitive theory, which explains the concept of self-efficacy that influences how learners think, feel, motivate themselves, and act in the classroom. According to Bandura (1997) and Lopez-Garrido (2023), participation, feedback, peer modeling, and making choices are academic SE sources. The conceptual framework is also grounded in the communicative competence theory of Canale and Swain (1980), emphasizing approaches to learning and testing speaking skills. Applied to speaking, students who believe in

their speaking ability are more likely to approach speaking tasks positively, invest the necessary effort, and continue until completion, potentially leading to high achievement.

Previous studies have also established a significant relationship between learners' academic self-efficacy and achievement, including speaking-skills achievement. For instance, Hoesny, Setyosari, Praherdhiono & Suryati (2023) demonstrated that self-efficacy predicts speaking proficiency. Korompot (2022) also found that students believe that self-efficacy positively influences English-speaking skills. These findings support the presumption that self-efficacy has a positive influence on speaking skills achievement.

As shown in Figure 2.1 below, the assumption of the current study is that students' sources of speaking skill efficacy (participation, feedback, peer modeling, and making choices) positively influence students' self-efficacy, and speaking skill self-efficacy positively influences students' speaking skill achievement. Sources of speaking skill self-efficacy are assumed to be indirectly correlated with students' speaking skill achievement. It is built on the following assumptions:

- ❖ Self-efficacy and sources of speaking skill self-efficacy are measurable and vary among students.
- ❖ Speaking skill performance can be assessed objectively through standardized or rubric-based instruments.
- ❖ The relationship between self-efficacy, sources of speaking skill self-efficacy, and speaking skill achievement is observable and quantifiable.
- ❖ External factors, such as curriculum design and teaching quality, remain constant and are outside the scope of this study.

Therefore, the assumption is that students who regularly engage in classroom speaking skills activities through participation, feedback, peer modeling, and making choices score high on the self-efficacy scale, and students who possess a high self-efficacy scale achieve high in the speaking skills test, and vice versa. Overall, self-efficacy is an independent variable, whereas participation, feedback, peer modeling, and making choices are moderator variables. Speaking skill achievement is a dependent variable, and their relationships are shown in the following diagram.

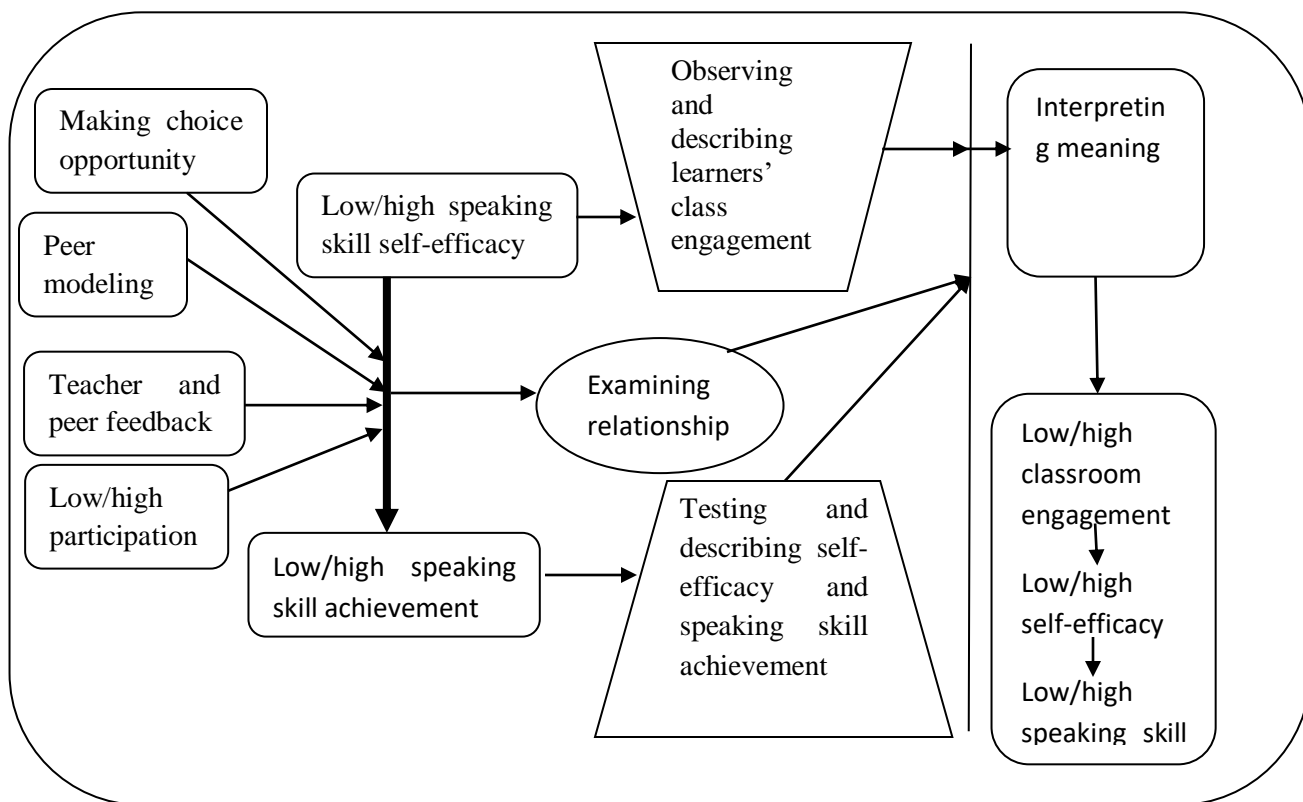


Figure 1 hypothetical model (Devi, 2022)

NB: The arrow from self-efficacy to speaking skill achievement shows that self-efficacy directly predicts/influences speaking skill achievement. The arrows from participation, feedback, peer-modeling and making choice shows moderating variables expected to influence the direction and strength of the relationship between self-efficacy and speaking skill achievement.

Finally, to support the investigation of the correlation between students' self-efficacy, sources of speaking skill self-efficacy, and speaking skill achievement, this conceptual framework integrates theoretical and empirical insights. Based on Bandura's Social Cognitive Theory and Canale & Swain's Communicative Competence Theory, both hypothesize that students who regularly engage in speaking skill tasks and believe in their speaking skill ability can significantly influence their speaking skill achievements if objectively examined. This framework guided the study design, instrumentation, data collection, and interpretation of results.

Overall, the review of the related literature provides insight into the relationship that between the study variables: speaking skill self-efficacy, sources of self-efficacy, and students' speaking skill achievement. The review of the literature smoothly helped to design the research questions, research tools, and accounted for the analysis method and discussion. Therefore, from the

discussion result, the indication of the relationship between variables, predictive power of the criterion variables, self-efficacy, participation, feedback, peer-modeling, and making choices and generating hypotheses for further research can be deduced, at the end.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0.Introduction

This chapter aims to discuss the research design and methodological approach employed in the study. It covers topics such as details of research design and method, the variables, data source, population, sample and sampling technique, participants of the study, data gathering tools and procedure, reliability, validity, and trustworthiness concerns, ethical considerations, findings, and lessons learned from the pilot study, and data analysis techniques.

3.1.Research Design and Method

As mentioned above in Chapter One, the purpose of the present study is to explore the relationship between English language and literature major students' speaking skill SE, the components of speaking skill SE (P, FB, PM, and MC), and their actual speaking skill achievement. Therefore, the study employed a mixed-method research approach attempting to answer the research questions. A Mixed-method research approach is appropriate to this study since it combines quantitative and qualitative research methods to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully and equally (data are collected at the same time) than is possible using either quantitative or qualitative methods alone (Gay, Milles, and Airasian, 2012). The main advantage of mixed methods research is that by employing both approaches, researchers can capitalize on the strengths of both paradigms, thereby combining the strengths of quantitative and qualitative research. The best quantitative research inquiry is systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that can be generalized to other contexts. Qualitative research provides an effective means of exploring new and in-depth phenomena (Dorney, 2007). Furthermore, this research approach enables a comprehensive understanding of any phenomenon worthy of investigation (Gay et al.). Therefore, more importantly, a quantitative and qualitative non-experimental correlation research design was employed to assess the relationship between the independent variables and the dependent variable.

The correlational research design is appropriate for this study because it enables us to examine the relationship between variables (Dorny, 2007). It helps us to evaluate the strength and direction of their relationship or association with each other. In other words, it involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables (Gay Mills & Airasian, 2012). Thus, the relationship between the variables, the predictors, and the criterion was determined. Five predictor variables are selected because computing fewer than 15 variables in a correlational design, a correlation coefficient doesn't generally cause a problem (Gay et al., 2012). Then, based on the correlation results, different conclusions can be depicted. For instance, a causal relationship, predictive power of variables, patterns and trends of the variables, or a hypothesis can be generated for further experimental or longitudinal research (Bushman & Huesmann, 2012; Hartwick & Barki, 2024).

Correlational research is sometimes considered a type of descriptive research because it describes an existing relationship between variables. However, the condition it describes differs from the conditions typically described in surveys or observational studies. Correlational research involves collecting data to determine whether and to what extent a relationship exists between two or more variables that can be quantified. The degree of relation is expressed as a correlation coefficient. If two variables are related, scores within a specific range on one variable are associated with scores within a specific range on the other variable (Dorny, 2007). Therefore, a correlational research design is a better fit for the study's variables. Generally, the study employed a mixed-method multi-site correlational research across two institutions, WSU & KUE.

3.2. The variables

According to the nature of the present study, variables are features or attributes that are examined and evaluated to determine whether there is an association or connection between them. Correlational research aims to investigate the degree and direction of association between two or more variables without controlling for them. In connection with this, three variables were considered: one independent variable, a moderating variable, and one dependent variable (Brent & Leedy, 1990). The independent variable is, the variable that is predictor variable (speaking skill SE), the moderating variables, components of speaking skill SE (participation, feedback, peer modeling and making choice), which are moderators of the independent variables and the

dependent variable, the variable that is the effect or criterion, (students' speaking skill achievement) in English language (spoken course) classroom. The moderating variables provide potential conditions that moderate the independent variable's effect on students' speaking skill SE, influencing their speaking skill achievement (Brent & Leedy, 1990). Thus, the study did not establish a cause-and-effect relationship between the independent variable (speaking skill SE), the moderating variables (participation, feedback, making choices, and peer modeling), and the dependent variable (speaking skill achievement); instead, it aimed to identify the association between these variables.

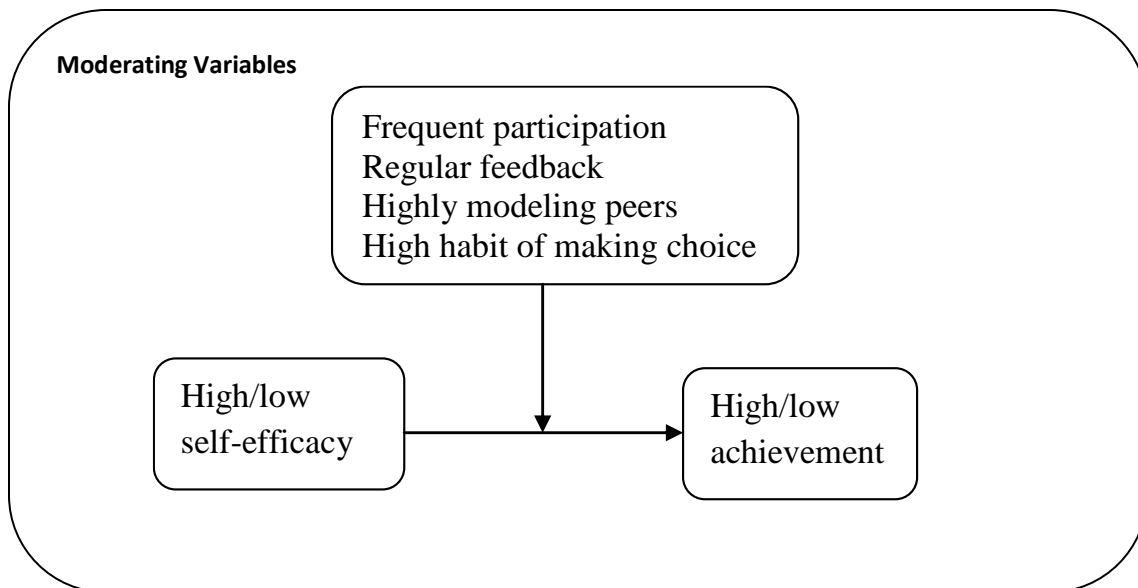


Figure 2: The relationships between the moderator, independent, and dependent variables (Brent & Leedy, 1990)

3.3. Data sources

The study's data sources included only primary data which were collected from the target participants, particularly students in the English language and literature department. Different standardized audio/video speaking skill tests were downloaded from YouTube, considering an alignment with the current Spoken English Course content. The standardized tests that were publicly published and matched with the course content included topics such as oral presentation, describing a picture, discussing oneself, and group discussion. All participants were individually invigilated, and their results were recorded. The researcher adopted tests from the International English Language Testing System (IELTS), which are available online (see Appendix C). Academic achievement can be measured in different ways, for instance, by teacher-made tests in

each subject area studied; by grade point average in all subjects; by student performance on tests designed by a school district to measure attainment of the objectives of the local curriculum; or by standardized tests designed to compare the performance of one group of students with that of all students in the given country (Orozco, M., Orozco, C., Hilliard, D., 2010).

Standard for education and psychological testing (AERA et al., 2014) explains that classroom scores and grading need more information, which leads to a more reliable result and a lower degree of random error. It is therefore helpful to have as many sources of information about student achievement in the course as possible. The continuous assessment in educational institutions is a good example of maximizing reliability. That means the use of multiple grading criteria, such as quizzes, tests, projects, and class participation activities, makes the grading system reliable. Moreover, the practical testing, which covers different topics, provides a more comprehensive coverage of the content, thereby improving validity. Generally, it is understandable that adding more grading criteria not only increases reliability but also increases validity.

3.4.Target population

The study targeted the 2nd-year English language and literature department students from Wolaita Sodo University (WSU) and Kottebe University of Education (KUE). That means the students who were enrolled in the Spoken English Course are the participants in the study. WSU was selected because the researcher is a colleague/staff at the university, which this preliminary contact indicated administrative willingness to support the quality of data collection. On the other hand, KUE was selected because of its proximity to the researcher's attending university making data collection feasible within time and budget constraints. Recently, in light of the country's diverse field of study, it is evident that the number of students voluntarily enrolling in the English language and literature department is decreasing. In other words, few students choose the English language and literature department as a field of study. As a result, all second-year English language and literature students at WSU and KUE were the target population of the study. There were 27 and 19 students in the WSU and the KUE English language and literature departments, respectively. Thus, the researcher believed that the number of participants is manageable, and the data collected from the target population can be controlled. Thus, all students in the department were participants in the study.

3.5. Sample size and Sampling Technique

The population of the current study was 2nd year English language and literature department students of WSU and KUE. There are about 27 students in WSU who joined the university last year. Among these participants, about 22 are males, and the remaining five respondents are female students. Moreover, there are about 19 students in KUE: males are 13 and females are 6. The researcher believed that this sample is enough based on the sample size limit for a correlational study, which was selected by using an acceptable sampling method, and a minimally acceptable sample size is generally 30 participants (Gay et al., 2012). As this figure shows, the sample size of the participants was manageable, and the quantitative data that was collected is easy to control during analysis. Thus, the census (availability) sampling technique was employed in order to involve all aforementioned second-year English language and literature department students for the questionnaire; self-report questionnaire, testing, interview, and observation tools. For the qualitative data, classroom observation and semi-structured interviews were conducted with approximately seven participants out of the total sample, selected based on their classroom performance: three fluent, two medium, and two low speakers, using a simple random sampling technique to maximize inferences and validity.

3.6. Data Collection Instruments

To gather valuable information for the current study, the researcher employed various data collection tools, including a questionnaire, a self-reporting questionnaire, an achievement test, an interview, and classroom observations. Evidence from the literature showed that multiple instruments increase the validity and generalize-ability of the result (Dorney, 2007). According to Mills & Gay (2019), it is possible to administer standardized instruments, either by adopting or adapting them, as well as to develop self-instruments during data collection. Hence, the current researcher also administered standardized instruments, adapting them to the nature of the study, and developed additional instruments based on the study's requirements, drawing on various scholars' ideas and works. For instance, questionnaires and self-reporting instruments were adapted from standard scales, whereas semi-structured interviews, classroom observations, and achievement tests were developed based on existing literature.

Researchers into SE have frequently used questionnaires and self-report questionnaires. In line with this, the most widely used instruments in academic self-efficacy studies are adapted from

the pioneers of SE (Bandura, 1990). Bandura (2006) provided guidelines for designing SE measurement addressing content validity and domain specification. It is possible to say that Bandura's SE measurement guideline is a foundation for some of the current designed general and domain-specific SE instruments, which other researchers readapted from while they were doing their academic research (Bandura, 2024; Chen, Gully & Eden, 2001; Cook, 2013; Khatib et al., 2021; Khatib&Maarof, 2015; Kutuk et al., 2023; Mikulecky et al., 1996; Panc et al., 2012; Saimovna Sirazova, 2019; Schwarzer& Jerusalem, 1995).

In the field of foreign language learning, most questionnaires have been adapted from those that belong to general academic measurements (Rubio, 2007). This is important as a researcher suggests: Researchers interested in self-efficacy in particular subjects are advised to use self-efficacy scales specific to those subject areas in addition, perhaps, to other measures of academic self-efficacy' (Marsh, 1990). Different scholars believe that Bandura has demonstrated the importance of SE within education through his discussion of assertion explaining that people's belief in their efficacy affects their extension of endeavor during difficulties and delays, their aims, to what extent they activate their endeavor, and the choices they make (Bandura, 1991); cited in (Chen et al., 2001). Generally, to ensure accuracy and methodological rigor, the study also involved instrument adaptation, expert validation, pilot testing, and reliability analysis.

3.6.1. Questionnaires

The most widely applied research instrument, the questionnaire, is used to gather both quantitative and qualitative data. The popularity of questionnaires stems from their relative ease of construction, versatility, and unique capability to gather a large amount of information quickly in a form that is readily accessible (Dorney, 2007).

As stated above, the initiative for the SE scale design is attributed to Bandura's work, from which scholars derive the idea. Two questionnaires were adapted from different scholars: one focused on speaking skill self-efficacy and the other on students' self-report questionnaires (including participation, feedback, peer modeling, and making choice behavior) for two distinct purposes. The purpose of measuring students' speaking skill self-efficacy was to identify the language students' beliefs in their abilities and confidence in performing speaking skill tasks and activities. On the other hand, the purpose of measuring students' participation, feedback, peer modeling,

and forming choice habits in the spoken course classroom is to assess whether they believe that these self-efficacy sources help them improve their abilities and confidence in performing speaking skill tasks.

Speaking skill SE measurement, was adapted and compiled together from two scholars SE scale sources which was designed by (Sağlam&Arslan, 2018) English Language Skills SE Scale for Higher Education Students (SESHES) and the SE measurement which was adapted by (Idrus&Salleh, 2007) from (Bandura, 1990 & Mikulecky, 1996) (see appendix A). Some parts of the items were modified in the context of the study setting. For instance, mostly (be) able to... is modified to ...believe can..., the item I have no problem learning speaking skills, adapted to I believe I can solve any problem facing me in the spoken English course, etc.

Therefore, although developers have proved the validity and reliability of the instrument, the present researcher modified the whole and/or some parts of the questionnaire's items to the current nature of the study to ensure validity. According to these scholars, the reliability test of the measurements showed that alpha levels of (changes between 0.87 and 0.93, and 0.92) respectively (Idrus&Salleh, 2007; Sağlam&Arslan, 2018). The students' speaking skill self-efficacy questionnaire typically contains 29 items, which are divided into four Basic English language skills. Thus, among the four divisions, the researcher adapted from the part that measures students' speaking skill SE. This part contains seven items, all of which are positively expressed; however, the researcher adapted only six of them. Whereas the former scholars' students' speaking skill SE scale contain 24 items, the researcher adapted only 18 items of it. Then, the researcher stated the questionnaires in both positive and negative terms to ensure validity and reliability. The items in the odd numbers are positively stated, whereas the items in the even numbers are negatively stated. Generally, the study questionnaire consists of 32 items in total (See Appendix A).

The current researcher has also conducted a reliability test of the adapted measurement using Cronbach's Alpha, which yielded an alpha level of 0.76. According to Muijs (2004), the cut-off or acceptable Cronbach's alpha level in education, in general, and English language teaching, in particular, is 0.7. In this case, the above Cronbach's alpha level is higher than the cut-off level. The result shows that each item of the scale's internal consistency is acceptable.

The questionnaire's items were designed using a 5-point Likert scale, where respondents indicated their agreement or disagreement with each statement, ranging from "strongly agree" (scored 5) to "strongly disagree" (scored 1). 5-point Likert scale was chosen for the original questionnaire was designed in similar scale range, and when measuring constructs like self-efficacy that vary continuously a 5-point scales captures more progressions in beliefs, which can improve reliability and validity. Thus, the respondents' value was determined by adding the point value of all statements in the questionnaire. The values of the positive statements are added as stated in the questionnaires to determine the total points for all respondents. On the contrary, the point values of the negative statements are first reversed, that is, SA = 1, A = 2, N = 3, D = 4, and SD = 5, and then added to obtain the total value (Mills & Gay, 2019).

Similarly, students' self-report questionnaire items adaptation, validation, and reliability were undertaken to ensure the clarity, context, and appropriateness of the measurement tools. The adaptation process for this instrument included construct refinement, linguistic modification, content validity assessment, pilot testing, and reliability testing. Four different original instruments were used as the basis for the adaptation, considering items that used to elicit speaking skill self-efficacy regarding classroom engagement behavior, from researchers (Lilya, 2022; Lu, Cheng & Chahine, 2022; Mostafaei Alaei & Hosseinneshad, 2020; and Ogden, Daniells & Barnett, 2008), a widely validated instrument. The adaptation is processed for clarity, relevance, and appropriateness to the present study (see Appendix B)

The adapted self-report questionnaire consisted of 42 items, which were positively and negatively stated. The items 1-12, only six positively stated items were adapted from Lu, Cheng & Chahine (Self-evaluation scale for English language proficiency questionnaire), which consisted of 29 items. For instance, the item "feedback makes me try harder" was modified to "I believe feedback will increase my capability to achieve better results in the spoken English course", and "I look at feedback to know what I did wrong" was modified to "I believe I have the capability to enhance my feedback perception in improving my speaking abilities" etc. The items 13-24, only six positively stated items were adapted from Mostafaei Alaei & Hosseinneshad (Peer support Questionnaire), including construct reframing and linguistic modification. For instance, throughout the items, "support, performance, and academic" were changed to "model, achievement, and speaking," respectively.

The items 25- 32 were adapted from Ogden, Daniells & Barnett (Making choice questionnaire). Some constructs were changed; structural alignment and linguistic modification were made. For instance, the constructs treat, kind of person, and health were changed to believe, I am, and speaking skill, respectively. The current making choice questionnaire items format, number of items, and response options were adjusted to match the speaking skill construct. Finally, the items 33 – 44 were adapted from Lilya (Willingness to Communicate). The current items were adapted from section 3, L2 speaking skill questionnaire, among the four sections of the original questionnaire (these are prepared for the native speakers). Some sorts of modification were applied to the items in accordance with the current study context. For instance, "am willing" modified to "can", "language" to "speaking skill, and "am willing" to "believe". Alongside this, to ensure its validity, the adapted items were reviewed by three language education experts and piloted prior to full implementation. Furthermore, the reliability of the items was also checked using Cronbach's Alpha, which showed higher than the cut-off level with an alpha level of 0.75. Hence, the result demonstrated that the internal consistency of the items was acceptable.

The questionnaire was rated on a 3-point Likert scale, where participants indicated their agreement or disagreement with each statement that ranged from agree, which scored 3, to disagree, which scored 1. In this case, a 3-point scale was chosen for clarity and simplicity purpose because participants may have limited experience with this type of research instruments. Therefore, the respondents' value was determined by adding the point value of all statements in the questionnaire. The positive statements' values are added as stated in the questionnaires to find the total points of all respondents. On the contrary, the point values of the negative statements were reverse coded, that is, A=1, N=2, and D=3 during analysis.

Generally, the instruments were significantly adapted for the purpose of simplifying the items' language, reshaping items to the study objectives, and suiting the overall content of the instruments to the present research context. The items were also positively and negatively stated to reduce response bias by checking participants' response consistency and to enhance the construct validity of the instruments. In short, the reverse coding technique was employed.

3.6.2. Speaking skill achievement test

A test is a structured and standardized method of gathering information about people's cognitive, social, behavioral, and affective traits. Cognitive traits are related to intellect, such as achievement, like the current study case, while affective traits are related to emotions, such as attitude or feeling. Tests usually yield numerical scores (Mills & Gay, 2019). An achievement test measures an individual's current proficiency in their speaking skills performance. Therefore, to collect information about how well 2nd year ELL students have learned the Spoken English Course material introduced by the teacher, the researcher adopted four publicly published IELTS videos (British Council, 2014a; British Council, 2014b; British Council, 2018a & British Council, 2018b) (See appendix E). The researcher attempted to use a standardized language assessment test in alignment with the current Spoken English Course content (Bachman, 2010; Douglas, 2003; Fulcher, 2003; Luoma, 2004; Sahanaya&Lindeck, 1999) to assess the participants' speaking skill accuracy, fluency, and sociolinguistic competence. Hence, it was adopted considering the content of the test represents the content of the material, which ensures content validity depending on the availability of the test content (Trochim, Donnelly & Arora, 2016). Students' performance can be determined by comparing it to the norm, the performance of the classroom group of students in the individual's grade or age level who took the same test. Thus, this test can provide a comparison of a given student to similar students in university (Mills & Gay, 2019).

The speaking test general guidelines are set by the rationale behind the achievement test and the actual state of affairs. This is to say that test items and tasks depend on what the test users need to know about the examinees' speaking skills (Luoma, 2004). For instance, in the present study case, the researcher conducted a speaking skill test for research purposes, and the researcher wanted to know the students' speaking skill achievement level so that he could identify the relationship between their confidence and speaking skill abilities. Accordingly, oral presentation, describing a picture, talking about yourself, and discussion-based tests were selected to elicit different communication functions such as use of lexicon, pronunciation, fluency, and accuracy of the participants.

Walvoord& Anderson (2009) also state that students' result in higher education serve for at least four important roles: to evaluate the quality of a student's achievement; to communicate to the

student, and to graduate schools, employers, and other interested parties about the achievement; to motivate the students; and to demarcate the transition from the course to a future course or role in society. To advance in any program of study, a student usually requires a passing grade. Failing a course of study may eliminate a student from a program.

Some achievement tests focus on achievement in a specific subject area. Single-subject tests are sometimes used as diagnostic tests. A diagnostic test yields multiple scores to facilitate the identification of a student's weak and strong areas (students' ability) within the subject area (Mills & Gay, 2019). Hence, for the data collection as input materials for the speaking skills test, the researcher used four International English Language Testing System (IELTS) speaking practice videos published by the British Council on its official YouTube channel. For construct validity, the contents of the videos are selected in alignment with the contents of the participants' Spoken English Course outline such as *oral presentation* (British Council, 2018a), *describing a picture* (British Council, 2014a), *talking about yourself* (British Council, 2014b) and *discussion* (British Council, 2018b), which are performance-based tests. These videos are intended for educational and practice purposes, and were not used exclusively for non-commercial academic reasons. Thus, no part of the videos' contents is redistributed or altered. To assess speaking skill achievement, the students' spoken responses were recorded and analyzed anonymously. Generally, the participants responded to the tasks inspired by the contents.

The tests were adopted and administered by controlling the questions part by part: by pausing and playing the videos. A standardized assessment criterion and rubrics were also adopted for scoring purposes from IELTS (see Appendix U & V). Students were assessed for a minimum of 11 minutes, including an individual test for oral presentation (2.55 minutes), describing a picture (2 minutes), a test based on talking about themselves (3 minutes), and a discussion-based test (3.05 minutes). The length of the speaking sample selected is believed to be acceptable according to the globally recognized assessment of English proficiency, which ranges between 11 and 15 minutes (IELTS, 2023; British Council, 2023).

The speaking skill test sessions were controlled, and participants were monitored by both the classroom spoken English language teacher and the researcher. The examiners had repetitively practiced how to conduct the tests and how to mark students' responses before the students sat for the exam. Every speaking skill test accounts for 25% (1-9 score scale) (Ulker, 2017).

Immediately after their responses, the researcher and a trained classroom teacher marked their answer using the criteria and standardized rubrics as a guideline (see Appendix U & V). The average of the two raters' scores was calculated for each participant to ensure objectivity and reduce bias. Finally, the averaged scores were added, changed to 100% and used in subsequent correlational analysis with self-efficacy and speaking skill sources scores (see Appendix T).

Generally, the researcher collected data from English language major students, assessing their speaking skill achievement, and correlating their Spoken English Course with the corresponding speaking skill SE and components of speaking skill SE (participation level, feedback frequency, imitation behavior, and learner autonomy).

3.6.3.Semi-Structured Interview

An interview is a dynamic tool for data collection, which enables the use of various channels, including verbal, non-verbal, spoken, and written. The sort of interview may be managed while still giving freedom for its naturalness, and the interviewer can initiate not only for intended answers but also for responses about multifaceted and profound issues. In short, the interview is a great tool for researchers (Cohen, Manion& Morrison, 2007).

Interviews can often fetch detailed information from qualitative research (Brent &Leedy, 1990). A semi-structured interview is a qualitative research method that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further and elicit in-depth (Cohen & Crabtree, 2006).

Kitwood (1977), as cited in Cohen et al (2007), clearly notes that an interview as an instrument in research is a potential means of pure information gathering, that of a transaction which inevitably has bias that can be controlled by the interviewer, and can share many of the features of students' everyday life. Thus, an interview is selected as an instrument to gather deep, natural, and convenient information in line with the objectives of the study.

The researcher prepared the semi-structured interview from the existing literature, focusing on the objectives of the study (Merriam &Tisdell, 2016; Patton, 2015). It is structured in a way that can elicit the students' English language learning, their speaking skill self-efficacy, their experience and behavior regarding the sources of speaking skill self-efficacy (participation,

feedback, peer-modeling, and making choices), and speaking skill achievement (Patton, 2015) (see Appendix D). For the interview session, seven interviewees were selected randomly from the participants of the study. Three active participants and best achievers, two medium achievers, and two low achievers among the whole class of students were selected. It is a customary that teachers categorize students based on their previous/current measurement (Webb-Williams, 2021). Therefore, the participants' categorization was designed based on both previous and current course achievement. For instance, who scored above 84 are best achievers, between 65 and 84 are medium achievers and below 65 are taken as low achievers. Accordingly, the interview was conducted by the researcher with the seven interviewees. The interview data were transcribed word for word (see Appendix G). The researcher thoroughly read the transcribed data for familiarity and a deep understanding. NVivo version 10 was used to analyze the interview data (see Appendix M-S). Generally, the transcribed data were inserted into the NVivo software, open-coded using nodes, themes were categorized, thematically analyzed, and interpreted (Rosairo, 2023).

3.6.4. Classroom Observation

One of the most challenging and standard methods for qualitative data collection is observation. It requires that the researcher become a participant in the culture or context being observed. Observation often requires intimacy of intensive work, because the researcher needs to become accepted as a natural part of the classroom culture to ensure that the observations are of the usual incident (Trochim et al., 2016).

Classroom observation is an incident where researchers physically observe what goes on in the actual foreign or second language classroom sessions between teachers and learners. It realizes classroom practices and events, including the content of instruction and how it is organized and delivered. Here, the researcher gets a chance to describe the kind of language that teachers and students use and the nature of the linguistic communications that take place between them. Classroom observation also shows how teachers and learners are generally organized into different groups (e.g., whole class, pairs), the dynamics of the groupings, and the type of tasks that take place within the classroom (Spada, 2019). Accordingly, classroom observation was selected as a tool because it helps to gather real data by observing the actual students and teachers' interaction and overall activities through taking field notes (to record additional related

information and for refreshing data which may eliminate after the classroom observations) and filling out checklists.

Thus, to triangulate with the quantitative data, which was collected through questionnaires, the researcher also observed the classroom session ten times to ensure data reliability and consistency (see Appendix F). To ensure trustworthy data, multiple observations are recommended in educational research (McMillan & Schumacher, 2014). Each session lasted approximately 90 minutes and focused on students' participation level, feedback, peer learning behavior, and making choice habits. Generally, the researcher observed Spoken English Course classroom sessions ten times because multiple observations allow the observer to gather improved data on various aspects of classroom life, like student behavior.

McMillan & Schumacher (2014) explained that it is possible to derive observation checklists from rating scales and questionnaires when the behaviors are observable. Notably, it is believed that researchers can use multiple instruments to measure the same construct or variables (Creswell & Creswell, 2018). Hence, the researcher adapted classroom observation checklists from existing literature (Lilya, 2022; Lu, Cheng & Chahine, 2022; Mostafaei Alaei & Hosseinnezhad, 2020; and Ogden, Daniells & Barnett, 2008) and used them during each actual classroom observation (see Appendix J). The observation checklist was adapted from the original questionnaires by changing self-report items into observable classroom behavior indicators following the standard procedure for instrument adaptation, identifying constructs, and rewording items (Devellis & Thorpe, 2021; McMillan & Schumacher, 2014). All items are reframed, changing some words and the scale options from a 5-point Likert scale to observed (yes) and unobserved (no) options.

The checklist has four sections: the participation checklist was adapted from Lilya (Willingness to communicate questionnaire), rewording some parts of the original items. For instance, "I am willing to ask questions in class at university" was restated as "students ask their teacher questions during speaking skill activities," etc (see Appendix C). Likewise, the feedback checklist was adapted from Lu, Cheng, and Chahine (Self-evaluation scale for English language proficiency questionnaire). For instance, the construct "writing" to "speaking", the item "feedback my teacher gave me makes clear how to improve" was reframed to "students receive feedback from the teacher when they make mistakes", etc. In a similar way, the peer modeling

checklist was adapted from Mostafaei Alaei & Hosseinezhad (Peer support questionnaire), and the choice checklist part was adapted from Ogden, Daniells & Barnett (Making choice questionnaire) (see Appendix C).

In addition to the observation checklist, the researcher also recorded field notes that were added to the transcription, which may help to gain a deep insight into the teaching and learning environment. A professional cameraman was also employed to record a video of the actual classroom session. This video record helped the researcher to observe repetitively and grasp meaningful information from it (Spada, 2019). It provided rich and detailed data on classroom interactions. Before the data collection of the main study, the validity of the classroom observation checklists' items was checked by experts, and some items were revised based on comments. Equally importantly, the items were proven by conducting a pilot test that indicated the items were reliable for collecting classroom observation data using the checklist.

3.7 Procedure of Data Collection and Method of Data Analysis

3.7.1 Procedure of Data Collection

A mixed-method research approach helps to conduct quantitative and qualitative data collection simultaneously. Hence, in order to answer the research questions through analyzing data side by side, both quantitative and qualitative data were collected in the same time frame.

Initially, the university administrative staff and the department heads were informed about the study in order to get permission to conduct the research. Following the granted permission from the administrative staff, the researcher also informed classroom teachers and students about conducting the research, the purpose of the study, and the overall instruments used to collect data, and finally obtained consent from the Spoken English Course teachers and students at each university. Accordingly, the researcher introduced teachers and students clearly and commenced the data collection. First of all, for the purpose of intimacy, the researcher started classroom observations with a checklist and a notepad in hand for some different classroom sessions - a video was recorded sometimes. Meanwhile, all students were given codes to avoid confusion or mismatch with one another's questionnaires and their achievement test results. Their codes were written on the top of their speaking skill SE questionnaire, their self-report questionnaire, and during their overall assessments. Next, students were instructed about the questionnaires and

how to fill out each questionnaire one after the other. All participants in the study were given two questionnaires consecutively: the second self-report questionnaire was administered immediately after they completed the first questionnaire. The researcher was there to follow up and assist the students in case of any ambiguity. Then, classroom observation data were collected for 10 consecutive days using a checklist and a note pad (for field notes). A video was also recorded on every classroom observation day.

The speaking skill achievement tests are given thoroughly, with a convenient schedule, one after the other, immediately after they have completed the overall course contents. For validity and reliability purposes, the tests were downloaded from IELTS, the native speakers' tests with their marking criteria and rubrics (British Council, 2014, Oct 17; British Council, 2014, Oct 27; British Council, 2018, April 3 & British Council, 2018, April 16) (see Appendix E, U & V). Describing a picture was given in the first day morning, and talking about yourself was given on the same day in the afternoon. Then, the students sat for an oral presentation test the next morning, and they took the pair discussion test in the afternoon. The tests were completed in two days. Finally, a semi-structured interview was conducted with the interview participants.

To sum up, first consent was secured with all concerned admin staff, instructors, and students, and the data were collected after the researcher created a smooth relationship with the participants.

3.7.2. Methods of Data Analysis

The general objective of the study is to assess the correlation between students' speaking skill SE, sources of SE (participation, feedback, peer modeling, and making choices), and speaking skill achievement. Both quantitative and qualitative data were collected and analyzed simultaneously.

3.7.1.1. Quantitative Data Analysis

The quantitative data which were collected through questionnaires and speaking skill achievement tests were analyzed using descriptive and inferential statistics (percentage, frequency, mean, standard deviation, correlation, and regression) via SPSS software version 25. Descriptive and inferential statistics were used to answer the research question concerning the level of students' self-efficacy, the relationship between students' speaking skill SE, sources of

SE (participation, feedback, peer-modeling, and making choices), and speaking skill achievement, and the strongest predictor of speaking skill achievement.

The questionnaires and speaking skill achievement test data were analyzed using different analysis methods, such as mean, standard deviation, frequency, and percentage, to answer question number 1, and a correlation matrix that allows us to compute two continuous variables (Pearson correlation coefficient) was used to answer questions number 2, 3, and 4 (Asakereh&Dehghannezhad, 2015). The students' speaking skill SE scores and their classroom speaking skill achievement test results are continuous variables. Then, multiple regression analysis was employed in order to identify the most significant predictors of students' speaking skill achievement (to answer question number 5). Generally, the quantitative analysis identified the level of self-efficacy, the relationship between self-efficacy and speaking skill achievement, classroom engagement, and the predictive relationship with speaking skill achievement.

3.7.1.2. Qualitative Data Analysis

The qualitative data, classroom observation (field notes), and semi-structured interview data were analyzed thematically using NVivo version 10, to store, manage, and analyze qualitative data. NVivo is the core feature for handling data coding, linking, searching for patterns, and exporting data for reporting (Jackson & Bazeley, 2019). Accordingly, the two qualitative transcripts were uploaded into NVivo version 10 software, coded using nodes, categorized into parent nodes (themes), and thematically interpreted. The version enhanced the credibility, dependability, and confirm-ability of the qualitative findings. The details were described as follows.

Initially, the classroom observation field notes were written up, a transcript was created, and the interview recordings were also transcribed verbatim (word for word). Both were uploaded into NVivo 10 software and read and re-read the transcripts thoroughly for familiarization and to gain an overall sense of the data. During this stage, keywords were identified, initial impressions and reflections were recorded as memos in Nvivo to capture emerging ideas related to participants' speaking skill self-efficacy perception, classroom engagement level, and speaking skill achievement expectation in the context of spoken English courses (Naem, Ozuem, Howell & Ranfagni, 2023).

Then, the researcher systematically coded meaningful statements or phrases that confirmed an important feature of the participants' experience, using Nvivo's node to store and organize these codes (Braun & Clarke, 2006) (see Appendix H-S). For instance, codes such as *self-confidence*, *teacher encouragement*, *independent learning habits*, etc. Both implicit and explicit meanings were considered (see Appendix X). After that, related codes were grouped into broader categories and themes using a hierarchical node structure. For example, codes referring to self-confidence and teachers' encouragement were grouped under the self-efficacy level theme, while answering questions and keeping silent were grouped under the level of participation, etc. Subsequently, to ensure the codes were placed accurately, themes were reviewed, and codes wrongly placed were refined, reshuffled, and merged.

Later, all themes were defined and named to represent their core meaning. To capture specific features of sources of speaking skill theme, subthemes including level of participation, teacher and peer feedback, peer modeling, and making choices were developed. Finally, in the discussion section, identified themes were interpreted in relation to the research objectives and integrated with the quantitative findings. The result of the classroom observation, field notes, and interview data helped to triangulate with the result of the speaking skill self-efficacy and sources of the speaking skill self-efficacy questionnaire.

3.8. Reliability and Validity of Instruments

To ensure the reliability of the data gathering tools, a preliminary pilot test was conducted. During this test, various aspects were evaluated, including the intelligibility of the items, the appropriateness of the content, the time required to complete the tests, and the content and appropriateness of the questionnaire. Importantly, any problems encountered during the data collection process were identified. The instruments were further reviewed for content and face validity by three ELT and two Psychology scholars who possessed extensive experience in teaching English language and psychology courses and conducting research in various areas.

3.8.1. Reliability analysis of the instruments

To assess the main study, the researcher conducted a pilot study to check whether the research methodology is in the correct design. Consequently, the pilot test examined the reliability and validity of the samples, data collection tools, data gathering procedures, and data analysis

methods. The participants involved in the present study have a similar level of education to those who took part in the pilot study. Therefore, the samples of the main study were taken from similar universities and similar colleges, and they have nearly similar background or awareness, but they were selected from different academic years. Generally, the pilot study participants were not included in the present study.

In addition, after a revision was made based on the pilot study result, the internal consistency was checked for the items of the speaking skill self-efficacy questionnaire and the self-report questionnaire items to check reliability. Overall, Cronbach's alpha values of the speaking skill self-efficacy and self-report questionnaires were checked, which were 0.76 and 0.75, respectively, showing acceptable internal consistency. Furthermore, the inter-rater reliability of the speaking skill achievement result was checked as reported in Table 3 below.

Table 1 *Reliability Statistics for the speaking skill SE questionnaire*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.76	.77	32

The speaking skill self-efficacy questionnaires consisted of 32 items. All items were adapted to assess if participants' beliefs in their speaking skills and abilities to do tasks and activities while they were attending a spoken English course. The Likert scale questionnaire has five response choices that range from "strongly agree" to "strongly disagree". Students rated one among the given options depending on their belief in their capability by reading about every item.

Furthermore, Cronbach's alpha coefficient was computed to measure the internal consistency of the inter-correlation of the items of the questionnaire and hence the consistency in the measurement of the expected construct. The Cronbach's alpha value is estimated to be not less than 0.70 to designate acceptable internal consistency of a specified questionnaire.

The above table showed that the speaking skill self-efficacy questionnaire's items were reliable in assessing the students' belief and confidence to do tasks since the alpha value was computed with the value of 0.76, which is acceptable. Therefore, it is possible to say that there was a consistency of ideas within the speaking skill self-efficacy items.

Table 2 *Reliability statistics for students' self-report questionnaires*

Reliability Statistics	
Cronbach's Alpha	N of Items
.75	44

As stated in the above table, Cronbach's alpha value is estimated to be not less than 0.70 to designate acceptable reliability of students' self-report questionnaire which is composed of the sources of self-efficacy (participation, feedback, peer modeling, and making choices) questionnaire. The above figure shows that students' self-reports concerning their beliefs and confidence in participation, feedback, peer modeling, and making choices improve their self-efficacy questionnaire; the alpha value was computed with a value of 0.75, which is acceptable. In other words, the items were reliable for administering the students' self-report questionnaire.

A standardized interview protocol was applied to improve interview reliability. Besides, consistent wording of questions and follow-up prompts was fairly applied. Lincoln & Guba (1985) stated that the reliability of qualitative research is addressed through dependability and consistency of procedures. Generally, to maintain consistency, the interview session followed the same sequence and procedure.

Table 3 *Inter-rater Reliability for the Speaking Achievement Test (N=46)*

Intraclass Correlation Coefficient							
	Intraclass Correlation	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.217 ^a	.124	.345	3.212	45	315	.000
Average Measures	.689 ^c	.531	.808	3.212	45	315	.000
Two-way mixed effects model where people's effects are random, and measures' effects are fixed.							
a. The estimator is the same, whether the interaction effect is present or not.							
b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.							
c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.							

Note: *The speaking test consisted of four tasks scored by two independent raters using a 0-9 scale based on four criterion (Ulker, 2017) (See Appendix V).*

The above Table 3 demonstrates that the Intra-class Correlation Coefficient (two-way mixed model, consistency type) results, which were computed to assess the speaking test tasks' inter-

rater reliability. The obtained ICC was 0.689% (95% CI [0.53 – 0.80]), indicating moderate agreement between raters. Cronbach's Alpha was also run for the four tasks to check internal consistency; the result yields 0.76, indicating the tasks reliably measure the overall speaking proficiency.

Overall, the IELTS is a globally recognized and widely used standardized language proficiency assessment, developed by the British Council, and it is extensively reliable and valid. For example, Ashemi&Daneshfar (2018) state that IELTS writing and speaking exams are reported at 0.95, indicating excellent reliability.

3.8.2. Validity and trustworthiness of Instruments

To check the validity of instruments: two psychology experts (reviewed all instruments except the speaking skill test items) and three English language and literature experts were invited to review the content of the questionnaires, classroom observation, and interview checklists, and the speaking skill tests with respect to the content of the research objectives and spoken English courses. The experts reviewed the content span of the questionnaire to determine whether it covered applicable content regarding the objectives of the study. They also checked whether the instrument measures what it is intended to measure. The experts reviewed the content of the instruments using a validity checklist in addition to their expertise. The researcher adapted the validity checklist based on the existing literature (Cohen et al., 2007; Gaur & Gaur, 2009; Muijs, 2004) (see Appendix W). Besides, a pilot test was conducted on 2nd year WSU and WCU students who were at a similar level to the participants of the main study. The students' speaking skill test was carefully adopted from the standardized speaking skill test practice, IELTS which were publicly published by British Council on YouTube (British Council, 2014a; British Council, 2014b; British Council, 2018a&British Council, 2018) which ensure construct validity, reliability and more applicability than tests adapted or developed by the researcher (IELTS, 2023). Additionally, to ensure the reliability and validity of the IELTS speaking skill tests, marking criteria and rubrics were used for the marking system (see Appendix U &V). Besides, the researcher, with the classroom teacher, monitored the participants for marking and control purposes. The content validity of the test was ensured through selecting the IELTS topics similar to the classroom Spoken English Course content. Therefore, based on this validity evidence, the

IELTS speaking test was used as an appropriate instrument for the assessment of participants' proficiency in the context of the present study.

Furthermore, to ensure the dependability, confirm-ability, and credibility of the qualitative data, the classroom observation items were validated through expert review, field notes, and pilot testing. Similarly, trustworthiness was ensured by conducting a pilot test of the interview items, using inter-rater consistency checks, keeping detailed field notes, and providing a rich description of the context (see Appendix F).

In general, based on the experts' overall comments and feedback on all instruments, unclear items were clearly rewritten, irrelevant items were deleted, and a few items were added, and these added items were pilot tested before the main study.

3.9. Ethical consideration

Consent was reached between the researcher and the participants of the present study before data collection. All participants in the study were fully informed about the purpose of data collection before the beginning of the process. They were informed that there wouldn't be any problem that they face as a result of the data they provide, in any way. They were also informed that the information they provided is used only for research purposes and that this information wouldn't be disclosed to anyone except the researcher. Thus, prior to participation, participants gave informed consent and were informed of the purpose of the participation.

In order to make them feel free and provide real information, the researcher gave them code like S1, S2, S3, etc. The researcher informed them that in the report, anonymous names like the students, the interviewees, the participants, etc, were used not to identify who the participants are. Thus, all participants who participated in any of the data collection processes were free from pressure. They participated of their own free will up to the end of the process, though they were informed that they have the right to withdraw from participating in the data collection process safely.

Regarding the IELTS proficiency test, no part of the speaking video content was shared beyond classroom use, and the tasks were used based on publicly available IELTS practice. Although tests were originally designed for practice purposes since the format and tasks closely reflect

those used in standardized assessments, all tests support appropriateness for measuring speaking proficiency for the present study.

Generally, the ethics of the present study participants were secured based on the discussion made with the students, and then an agreement was reached.

3.10. Findings and Lessons Learned from the Pilot Study

3.10.1. Findings

All 33 Wolaita and Wachamo Universities' 2nd-year English language and literature students participated in the pilot study. Data-gathering tools such as questionnaires, classroom observation, speaking skill test, and interviews were used. The classroom was observed 5 times while students were attending the Spoken English course. Three purposefully selected students were interviewed, and two of the eligible interviews were analyzed. Data were analyzed quantitatively and qualitatively using SPSS and NVivo software, respectively, to answer the following fundamental research questions.

1. What are the beliefs of undergraduate students about their speaking skill self-efficacy and their speaking skill achievement in tests of their speaking skill?
2. What are the beliefs of WSU and WCU undergraduate students in the sources of self-efficacy (participation, feedback, peer modeling, and making choices), enhancing their speaking skill self-efficacy?
3. What is the relationship between students' speaking skill self-efficacy and students' speaking skill achievement?
4. To what extent are sources of speaking skill self-efficacy associated with students' speaking skill achievement?
5. To what extent are sources of speaking skill self-efficacy associated with students' speaking skill self-efficacy?
6. What is the level of students' speaking skill self-efficacy in the English language classroom?
7. To what extent do speaking skill self-efficacy and sources of speaking skill self-efficacy predict students' speaking skill achievement?

From descriptive statistics, data analysis tools such as frequency, percentage, mean, and St. Deviation were used. On the other hand, from inferential statistics data analysis tools, such as alpha value, Pearson correlation coefficient and regression were used. The major preliminary findings were forwarded as follows:

- The descriptive statistics mean, frequency, and percentage indicated that undergraduate university students pursuing a spoken course believe that their speaking skill self-efficacy positively influences their speaking skill achievement.
- Mean value and regression showed that students believe that their participation level, feedback, peer modeling, and making choice habits fairly and positively influence their speaking skill self-efficacy.
- The value of Pearson correlation indicated that the relationship between students' speaking skill self-efficacy and their speaking skill achievement was significant. That means the increase in one variable leads to an increase in another variable, and the decrease in one variable leads to a decrease in another variable. The relationship between the variables was strong.
- The Pearson correlation coefficient value also communicated that there was a moderate relationship between sources of students' speaking skill self-efficacy (participation, feedback, peer modeling, and making choices) and students' speaking skill achievement.
- Pearson correlation coefficient also indicated that there was a relationship between students' speaking skill self-efficacy and sources of speaking skill self-efficacy (participation level, feedback, peer-modeling, and making choices). That means, the increase or decrease in the students' speaking skill self-efficacy leads to the increase or decrease of the sources of students' speaking skill self-efficacy. Besides, the result showed that students' participation level is highly associated with their speaking skill SE, which leads to the improvement of students' speaking skill achievement, whereas the rest are moderately associated with students' speaking skill self-efficacy.
- Descriptive statistics mean, and standard deviation, and classroom observation field notes and interview analysis showed that the majority of the students have a low level of speaking skill self-efficacy. The quantitative and qualitative analysis communicated that students' speaking skill self-efficacy varies depending on the level of participation, the

frequency of feedback they receive, the behavior of their peer modeling, and the habits of making choices.

- Finally, the Regression result revealed that students' speaking skill self-efficacy has a significant and positive prediction on students' speaking skill achievement. In another way, the regressed coefficient results show that components of speaking skill self-efficacy (participation level, feedback, peer modeling, and making choices) have a weak influence on students' speaking skill achievement. Therefore, students' speaking skill self-efficacy is the most predictive independent variable of students' speaking skill achievement.

3.10.2. Lessons learned from the pilot test

The purpose of this pilot test was to get convenient, suitable, and useful ways from the methodology, such as sampling, data collection tools, data collection procedures, data analysis, and overall activities to do the main research. Thus, several lessons were taken as inputs for the main study, which was to have a good research finding that could be applicable to the existing literature.

3.10.3. Lessons learned from the questionnaires

Speaking skill self-efficacy and a self-report questionnaire were adapted from the existing literature and distributed to the participants. The former was rated on a 5-point Likert scale, and the latter was rated on a 3-point Likert scale. During the data collection, students were a little bit confused about how to answer each questionnaire, which was given one after the other. Thus, the researcher learned that a detailed explanation about self-efficacy, a 5-point Likert scale, and a 3-point Likert scale is needed. This was applied during the main study data collection.

3.10.4. Lessons learned from the speaking skill test

The speaking skill test was adopted from Cambridge IELTS based on the availability and the content of students' spoken course II. The test was administered immediately after the total course content lessons were completed. The researcher learned from this that the students may not stay in a good mood to complete the test. Thus, the test should be given immediately after the test-related lessons are completed. Another, the researcher learned from the marking system that students' responses should be recorded, which can be used as a marking reference after the test is

completed. Furthermore, the researcher has also learned that the video question should be transcribed and the classroom teachers should be monitored by their own voice for validity and reliability. The tests should have been adapted to the present context of speaking skill testing. Finally, even though it is difficult to find a speaking test covering all the contents of the Spoken Course II course outline, the test should cover the content of the course. These discrepancies was tried to fill during the main study.

3.10.5. Lessons learned from classroom observation.

Classroom observation was conducted 5 times using a checklist. However, at least half of the total offering schedule should have been observed for deep insight and understanding of all students' classroom behavior in participation, feedback, peer-modeling, and making choice habits. A video was also recorded for rechecking the checklist data. Field notes were also taken to fill gaps in the checklist data. The field notes, which were used as qualitative data, were shortly recorded and explained after class. Therefore, instances and some activities may be forgotten unless they are written up immediately. This is a point the researcher learned from classroom observation data collection.

3.10.6. Lessons learned from the interview

The interview data collection was conducted at the end of the course. Three students were interviewed in English. To collect depth data, the interview questions should be translated into the Amharic language. Besides, detailed probing should follow the main interview questions for clarification. These were lessons the researcher considered to improve during the main study data collection.

3.10.7. Lesson learned from the process of data collection

Some students were not clear on what a research meant and what the purposes of the self-efficacy and self-report questionnaires were. Thus, it would be good to explain what it is and what the purpose of the questionnaires is. On the process of distributing the questionnaires at least a week gap should be given not to confuse the students assimilating the questionnaires each other. The medium of instruction to collect the interview questions was English. However, the

researcher believed that if participants were interviewed in their mother tongue, it would be easier for them to provide detail information.

3.10.8. Lesson learned from the process of data analysis

Data was analyzed using descriptive and inferential statistics. Descriptive statistics, mean, standard deviation, frequency and percentage was used. Form these frequency and percentage analysis revealed a bit wider data with tables that may make reading less precise. Thus, this will be tried to correct in the future main study data collection and analysis.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0. Introduction

This chapter presents the results of the study, which employed a convergent mixed-methods design combining quantitative and qualitative approaches to examine the relationship between student self-efficacy and sources of speaking skill self-efficacy (participation, feedback, peer modeling, and making choices), as well as speaking skill achievement. The analysis was guided by the research objectives such as identify level of students' speaking skill self-efficacy, examine alignment between students' self-efficacy belief and speaking skill achievement, explore association among belief about speaking skill self-efficacy in participation, feedback, peer-modeling and making choice, self-efficacy and speaking skill achievement, and find out to what extent self-efficacy and sources of speaking skill self-efficacy predict speaking skill achievement.

In general, this chapter is organized into five main sections. The first section presents the overall analysis methods of the quantitative and qualitative data. The second section presents the details of quantitative data analysis. As mentioned above, the quantitative data were analyzed using descriptive statistics to provide the distribution patterns of the key variables, and inferential statistics, including the correlation coefficient, were used to determine the nature and strength of the relationships between variables. The third and fourth sections present data from classroom observation and interviews. The final section presents a discussion of the findings, synthesizing both data strands and offering an integrated interpretation of the results in alignment with the principles of mixed-methods research. Generally, this chapter presents the analysis of data collected through various instruments and their interpretation, aiming to answer the five research questions.

4.1. Data from the Instruments

This section of the chapter presents data from various tools, including questionnaires, speaking skill achievement tests, classroom observations, and interviews. As implied in Chapter Three, it employed a mixed-methods research approach, and a correlational design.

The study was designed to assess the correlation between students' self-efficacy, sources of speaking skill self-efficacy, and speaking skill achievement. The data for this study were collected through a combination of questionnaires, speaking skill tests, observation, and interviews administered to a sample of 46 students of WSU and KUE universities.

The quantitative sources employed a correlational design to explore the relationship between students' self-efficacy, participation, feedback, peer modeling, choice-making, and speaking skill achievement. Descriptive statistics, correlation coefficient, and regression analysis were computed to answer Research Questions 1 through 5. As indicated in Chapter Three of this study, SPSS version 25 and NVivo version 10 were used for the analysis of both quantitative and qualitative data obtained from the questionnaires, speaking skill test, classroom observation, and interviews, respectively.

The quantitative data obtained from questionnaires and speaking skill tests were descriptively and inferentially analyzed using Pearson's correlation coefficient, regression, mean, standard deviation, frequency, and percentage. To check whether the assumptions of the statistical model were met, diagnostic tests for the assumptions of Pearson's correlation coefficient and regression were conducted. In alignment with this, the linearity test suggested the relationships between the variables are linear, as regression does not assume non-linearity. To ensure normal distribution of error, the normality of the data distribution was also assessed. The histogram illustrated that the distribution of the residuals approximated a normal distribution. A Shapiro-Wilk test was also conducted to confirm the normality assumption. Moreover, no outliers were detected.

Additionally, the multicollinearity test confirmed that the variables exhibit low correlation. Furthermore, since unequal variance can bias standard errors, the heteroscedasticity test indicated that the assumption of constant variance is satisfied. Finally, the Durbin-Watson value of the autocorrelation test, which falls within the range of 0 to 4, indicates that there is no evidence of autocorrelation violation.

To gain a deeper insight into the participants' beliefs and experiences, and triangulate with the quantitative findings, the qualitative data resulting from classroom observations and interviews were used, which may have influenced the patterns observed in the quantitative data. To enrich the interpretation of the findings, these data were analyzed thematically and integrated

throughout the chapter. Therefore, both quantitative data analyses and qualitative findings were used to triangulate the results, enhancing the validity of the findings and supporting the interpretation of the results.

4.1.1.Data from the questionnaires

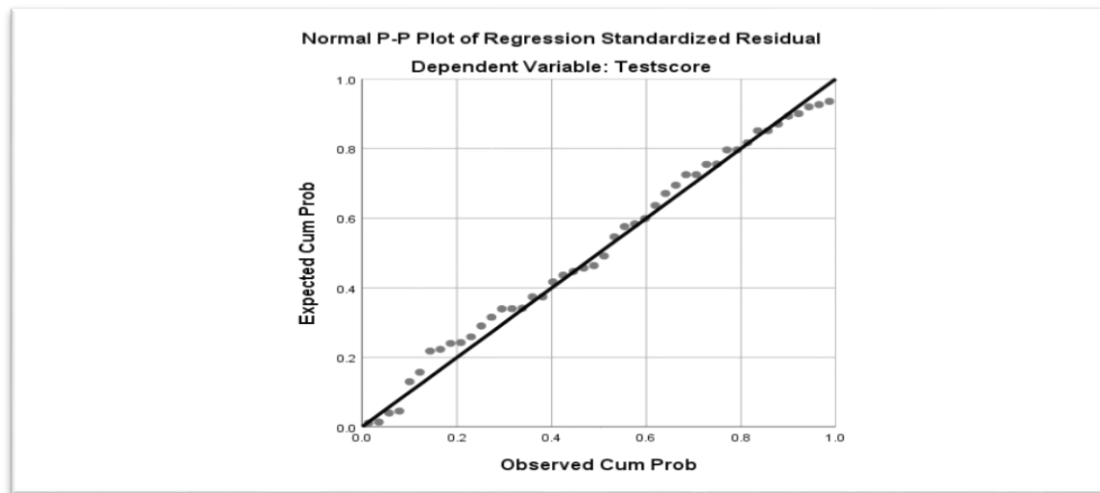
The quantitative data for this study were collected using structured self-efficacy and components of speaking skill self-efficacy questionnaires, designed to assess variables aligned with the research questions. The questionnaires analysis consisted of seven sections: diagnosis tests to check outliers and normality distribution, descriptive analysis of students' self-efficacy level, correlational analysis of students' self-efficacy belief and speaking skill achievement, correlational analysis of students' classroom engagement level and speaking skill achievement, correlational analysis of students classroom engagement level and self-efficacy belief, regression analysis to find out the strongest predictor of speaking skill achievement and fitted regression model to clearly determine the strength, direction and relationship between the variables.

Quantitative data were collected from 46 participants. Data were coded and entered into SPSS version 25, where diagnostic tests were computed to check for missing values, outliers, and normality. Overall, the aforementioned quantitative data analysis was presented and analyzed as follows.

4.1.1.1. Diagnosis test about the assumption of correlation and regression analysis

Some tests were computed and described to ensure the appropriateness of the data and the reliability, validity, and interpretability of the results in relation to the assumptions of correlation and regression analysis, as follows. A regression is a statistical method used to examine the relationship between one or more independent variables (predictors), SE, P, FB, PM, MC, and one dependent variable (outcome), SSA. In short, correlation indicates whether two variables are related or not, whereas regression calculates the strength, direction, and predictive value of the relationship, controlling for other variables (Sen & Srivastava, 1990). Pearson's correlation is a special case of simple linear regression, which shares the following assumptions with correlation, although regression has a few additional assumptions (Field, 2024).

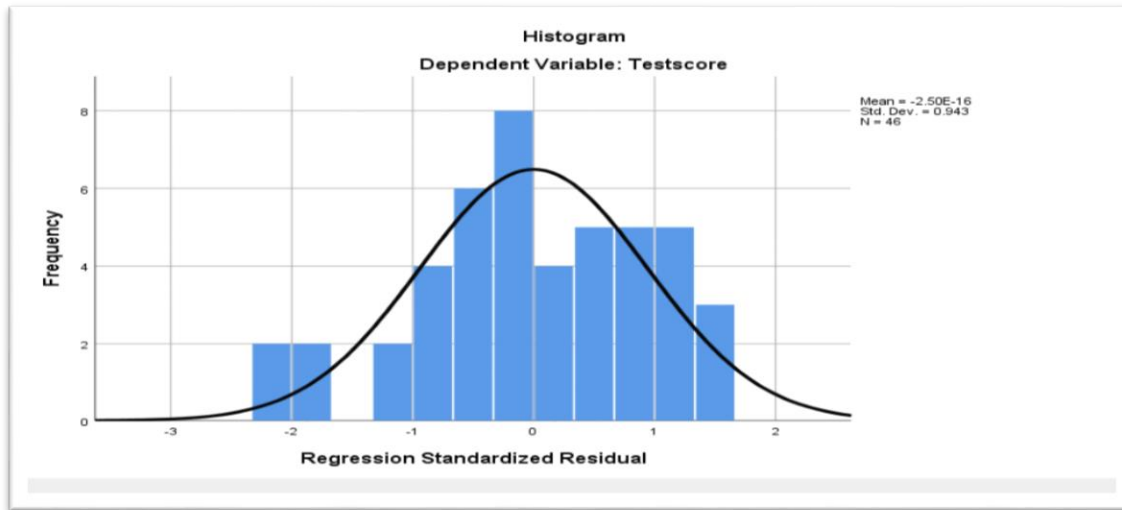
Figure 3: Linearity test



Linearity refers to the variance of the criterion variable being a linear combination of the parameters (regression coefficient) and the predictor variables, in which the change in the independent variable is related to the change in the dependent variable. The relationship should be a straight line (linear) rather than curved (non-linear) (Field, 2024). To determine whether the relationship between the independent variables, self-efficacy and sources of speaking skill self-efficacy (P, F, PM & MC) and the dependent variable, speaking skill achievement, is linear, where plots of the regression residuals were analyzed using SPSS version 25.

As one looks from left to right in the above graph, the P-P plot of standardized residuals shows no significant difference in the spread of the residuals (Hicks, 2020). This result suggests that the relationships we are trying to predict are linear in nature. Note that residual is the difference between the actual and the predicted value of a given variable. For instance, in this case study, the residual is the difference between the actual speaking score and the predicted speaking score (i.e., the actual speaking score minus the predicted speaking score).

Figure 4: Normality



The normality of the errors or residuals (actual speaking score-predicted speaking score) was assessed using a histogram (Osbourne & Waters, 2002). The histogram (see Figure 2) visually depicts the distribution of the residuals. It shows the frequency of the residuals on the y-axis and the range of values on the x-axis.

Upon visual inspection, the histogram suggests that the distribution of the residuals approximates a normal distribution. The data appear to be symmetric and bell-shaped, indicating that the assumption of normality is reasonably met. Besides, further statistical tests were conducted to confirm the normality assumption. A Shapiro-Wilk test is used to check the normality of an analysis of variance test. A Shapiro-Wilk test is used to determine whether the errors in our model are normally distributed (Shapiro & Wilk, 1965), as shown below.

Table 4A *Shapiro-Wilk test that confirms the residuals' normality*

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Testscore	.097	46	.200*	.944	46	.260
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

As shown above, the Shapiro-Wilk test yielded a p-value of 0.260, which is greater than 0.05, indicating that the distribution of the residuals is not significant and is normally distributed. Consequently, the assumption of normality for the residuals is not violated.

Table 5 *Multicollinearity Test for regression only*

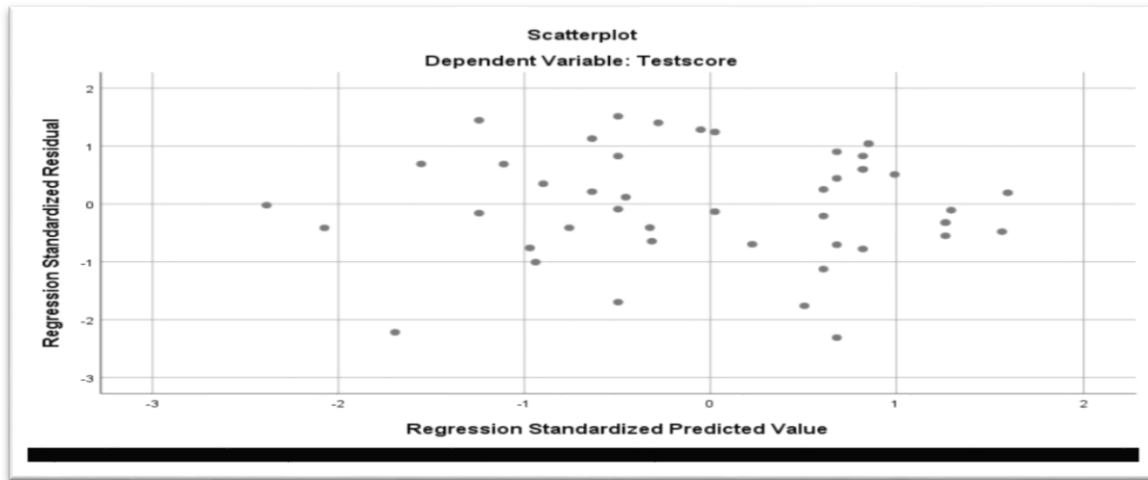
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Self-efficacy	.680	1.471
	Participation level	.607	1.647
	Feedback	.687	1.456
	Peer-modeling	.791	1.264
	Making choice	.797	1.255

Multicollinearity occurs when two or more predictors (self-efficacy, participation, feedback, peer modeling, and choice) in a regression model are highly correlated with each other (Hicks, 2020). Linear regression assumes that there is little or no multicollinearity in the data. Therefore, we can evaluate this assumption using the following criteria:

- 1. Tolerance:** The tolerance measures the influence of one independent variable on all other independent variables. It is calculated during the initial linear regression analysis, and it is defined as $T = 1/VIF$ (Variance Inflation Factor). In our analysis, we found that all the tolerance values were less than one (Field, 2024).
- 2. Variance Inflation Factor (VIF):** The VIF is a measure of the multicollinearity in linear regression. It is calculated as $VIF = 1/Tolerance$. The standard threshold values for VIF and Tolerance, as suggested by Byrne (2010) and Kline (2011), are typically less than five and greater than 0.2, respectively. In our study, the maximum VIF value was 1.64, and the minimum tolerance value was 1.25. These values indicate that there are no significant violations of multicollinearity among the independent variables (Field, 2024).

Based on these findings, there is little or no multicollinearity issue among the variables in our study. The variables exhibit low correlation power, further supporting the absence of multicollinearity (ibid).

Figure 5: Heteroscedasticity Test



The fourth assumption of multiple linear regression is that the error terms should exhibit constant variance, referred to as homoscedasticity. If this assumption is violated, it indicates a problem of heteroscedasticity, which must be addressed before proceeding with data analysis (Field, 2024). To check for homoscedasticity, a scatter plot of standardized residuals against standardized predicted values was generated (Hicks, 2020). To meet this assumption, the points on the graph should exhibit a random distribution or scatteredness. As depicted in Figure 3 above, the points display a random distribution without any discernible pattern, indicating that the assumption of constant variance is satisfied.

Table 6 Autocorrelation Test

Model Summary^b						
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.484 ^a	.234	.139		4.361	1.857
a. Predictors: (Constant), Making choice, feedback, peer-modeling, Self-efficacy, Participation level						
b. Dependent Variable: Test score						

Notably, in linear regression analysis, it is important to have minimal or no autocorrelation present in the data. Autocorrelation occurs when the residuals (errors) exhibit dependence or lack of independence from each other. While a scatter plot can help identify potential autocorrelation, the Durbin-Watson test can be used to test for autocorrelation in the linear regression model formally. The Durbin-Watson test produces a value between 0 and 4, where values around 2 indicate the absence of autocorrelation. In our test, the Durbin-Watson value is approximately 1.857 (refer to Table 6 above). This value falls within the range of $0 < 0.245 < 4$ (see Table 6).

Based on the Durbin-Watson value, which falls within the range of 0 to 4, there is no evidence of autocorrelation violation.

4.1.1.2. Descriptive analysis of students’ self-efficacy level

The descriptive analysis of the speaking skill self-efficacy questionnaire involved 46 participants to identify students' level of speaking skill self-efficacy in their spoken English course. The following tables show the quantified findings.

Table 7 Frequency distribution for students’ self-efficacy responses

The frequency distribution table presents the frequency with which participants responded to the speaking skill self-efficacy. It helps grasp the general outline of responses (ranging from 'strongly agree' to 'strongly disagree'), especially in terms of which the students frequently selected options. Generally, as shown in Table 7 below, 26.1% of the students expressed disagreement, indicating a perceived low level of speaking skill self-efficacy, whereas 47.9% of the participants agreed, indicating a perceived high level of speaking skill self-efficacy.

Table 7		Frequency	Percent
Valid	Strongly disagree	1	2.2
	Disagree	11	23.9
	Neutral	12	26.1
	Agree	22	45.7
	Strongly agree	1	2.2
	Total	46	100.0

Table 8 Descriptive statistics for students’ self-efficacy score

The descriptive statistics table provides a summary of the central tendency and variability of the students' self-efficacy in speaking skills. This includes the minimum, maximum, mean, and standard deviation. The statistics give us a clear picture of the general level of self-efficacy and how these responses are distributed.

Table 8: Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students Self efficacy	46	1	5	3.217 4	.9168
Valid N (listwise)	46				

Table 9 *Reliability Statistics for the Speaking Skill Self-Efficacy Scale*

The Cronbach's Alpha coefficient demonstrates the internal consistency or reliability of the speaking skill self-efficacy scale, which helps determine whether the items on the scale are consistent in measuring speaking skill self-efficacy.

Table 9: Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.76	.77	32

To determine the students' perception of their self-efficacy, how these perceptions vary, and to assess the internal consistency of self-efficacy items, frequency distributions, descriptive statistics, and Cronbach's Alpha values were computed. The frequency distribution (Table 7) demonstrated that 26% of the students expressed disagreement with their self-efficacy in speaking skills, indicating they have low confidence in their speaking abilities. A few participants (26.1%) stated feeling 'unsure' or neutral about their speaking skill self-efficacy. In contrast, the majority of participants (47.9%) agreed, indicating a positive and high level of speaking skills self-efficacy. The descriptive statistics (Table 8) further supported this, with a mean score of 3.2, indicating moderate confidence in speaking skills, and a standard deviation of 0.91, suggesting moderate variability in responses. The minimum score recorded was 1, suggesting that the lowest self-efficacy level in the sample was relatively low.

In contrast, the maximum score of (5) reflects a high level of self-confidence in speaking skills. Moreover, the reliability analysis (Table 9) showed that speaking skill self-efficacy had a good Cronbach's Alpha of 0.76, indicating acceptable internal consistency and reliability of the scale. Generally, these findings suggest that students perceive themselves as being confident in speaking skills tasks, with levels ranging from low to high. The scale used to measure this construct is reliable and consistent.

4.1.1.3. A correlational analysis of students' self-efficacy and their speaking skills achievement

Question two of the speaking skill self-efficacy questionnaire aimed to establish any association between students' belief about speaking skill self-efficacy and their actual speaking skill achievement. To this end, descriptive statistics and a Pearson correlation coefficient were computed to summarize the data and to examine if an increase in one variable leads to an increase in another variable. The quantified findings are shown in the following tables.

Table 10: *Descriptive statistics for student' self-efficacy and actual speaking skill achievement scores*

The descriptive statistics Tables provide a summary of the central tendency and variability of the students' beliefs about speaking skill self-efficacy and their actual speaking skill achievement. This includes the minimum, maximum, mean, and standard deviation. The statistics illustrate the overall students' belief in speaking self-efficacy and their actual speaking skill achievement.

Table 10: Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self-efficacy belief	46	1	5	3.2174	.9168
Actual achievement	46	38	58	51.52	4.699
Valid N (listwise)	46				

To examine the correlation between students' beliefs about speaking skill self-efficacy scores and their actual speaking skills achievement, descriptive statistics were first computed for 46 participants, which assisted summarize the data. Table 10 above shows that the mean score of students' speaking skills self-efficacy was found to be 3.2 with a standard deviation of 0.91, indicating a moderate level of self-reported confidence in their speaking abilities. The mean speaking skill achievement test score (51.5) with a standard deviation (4.6) also revealed the difference in students' actual speaking performance.

Table 11 *Correlation between students' self-efficacy and actual speaking skill achievement*

The correlation Table provides the relationship between students' beliefs about self-efficacy and their actual speaking skill performance.

Table 11 Correlations			
		Self-efficacy belief	Student's actual achievement
Self-efficacy belief	Pearson Correlation	1	.076
	Sig. (2-tailed)		.614
	N	46	46
Student's actual achievement	Pearson Correlation	.076	1
	Sig. (2-tailed)	.614	
	N	46	46

Following Table 10, Pearson's correlation coefficient was computed, as shown in Table 11, to assess the relationship between speaking skill self-efficacy belief and speaking skills achievement. The results showed a very weak positive correlation ($r = 0.076$, $P = 0.614$), indicating that students who rated themselves as having higher self-efficacy in speaking tend to achieve lower scores in their speaking performance. The P-value also indicates that the

relationship between students' self-efficacy beliefs and actual achievement is not statistically significant (i.e., a very likely insignificant relationship); this means that there is no substantial evidence to suggest a real relationship between the variables.

4.1.1.4. A correlational analysis of students' beliefs in participation, feedback, peer-modeling, and making choices, and their speaking skill achievement

Question three was designed to establish any association between students' beliefs about speaking skill self-efficacy in terms of participation level, feedback frequency, peer-modeling behavior, and making a choice habit, and their actual speaking skill achievement. Both descriptive statistics and a Pearson correlation coefficient were used to explore the basic characteristics of the data for all variables and to determine whether an increase in one variable is associated with a corresponding increase in another variable. The following tables show the quantified findings.

Table 12 *Descriptive statistics for students' speaking skill self-efficacy in participation level, feedback frequency, peer-modeling, making choices, and speaking skill achievement*

Table 12: Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Participation level	46	1.00	3.00	2.5000	.58689
Feedback	46	1.00	3.00	2.4565	.50361
Peer-modeling	46	1.00	3.00	2.5217	.62322
Making choice	46	1.00	3.00	2.2609	.68101
Student achievement	46	38	58	51.52	4.699
Valid N (listwise)	46				

Table 12 above presents the characteristics of students' beliefs regarding speaking skill self-efficacy in terms of participation level, feedback, peer modeling, and choice scores, as well as their speaking skill achievement. The table indicates the mean scores of students' participation, feedback, peer modeling, and making choices were (2.5, 2.4, 2.5, and 2.2) with standard deviations (0.5, 0.5, 0.6, and 0.6) respectively, reflecting a higher to moderate level of belief regarding their classroom interaction and overall classroom environment. The minimum (1) and maximum (3) showed that there were no outlier data. Likewise, the mean speaking skill achievement score (51.5) with a standard deviation (4.6) indicates the variation in students' actual speaking performance.

Table 13 Correlation between students' speaking skills self-efficacy in participation level, feedback frequency, peer-modeling, making choices, and speaking skill achievement

Table 13 Correlations						
		Participation level	Feed back	Peer modelin g	Making choice	Students achievement
Participation level	Pearson Correlation	1	.489*	.182	.334*	.435**
	Sig. (2-tailed)		.001	.225	.023	.003
	N	46	46	46	46	46
Feedback	Pearson Correlation	.489**	1	.357*	.228	.310*
	Sig. (2-tailed)	.001		.015	.127	.036
	N	46	46	46	46	46
Peer modeling	Pearson Correlation	.182	.357*	1	.300*	.042
	Sig. (2-tailed)	.225	.015		.042	.784
	N	46	46	46	46	46
Making choice	Pearson Correlation	.334*	.228	.300*	1	.144
	Sig. (2-tailed)	.023	.127	.042		.340
	N	46	46	46	46	46
Students achievement	Pearson Correlation	.435**	.310*	.042	.144	1
	Sig. (2-tailed)	.003	.036	.784	.340	
	N	46	46	46	46	46
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Next to Table 12, Pearson's correlation coefficient was computed, as shown in Table 13, to assess the relationship between students' participation, feedback, peer modeling, and their choice belief and actual speaking skills achievement. The results showed a moderate positive correlation between participation, feedback, and speaking skill achievement ($r = 0.435, 0.310, P = 0.003, 0.36$), indicating that students who rated higher participation and feedback in the spoken course classroom tend to achieve higher speaking performance. The P-value also indicates that the relationship between the variables is statistically significant. On the other hand, the correlation Table shows that there was almost no correlation and very low correlation between peer-modeling behavior, making choices, and students' achievement ($r = 0.042, 0.144, P = 0.784, 0.340$). The P-value also indicates that the relationship between students' peer modeling, choice belief, and actual achievement is not statistically significant, suggesting that there is no substantial evidence to support a real relationship between the variables.

4.1.1.5. A correlation between students' belief in participation, feedback, peer-modeling, and making choices, and self-efficacy

Question four was designed to investigate the association between students' beliefs about speaking skill self-efficacy in participation, feedback, peer modeling, and making choices, and their self-efficacy. Therefore, similarly, both descriptive statistics and the Pearson correlation coefficient were computed to clarify the data and explore the relationship between students' beliefs about speaking skill self-efficacy in participation, feedback, peer modeling, and making choices, and self-efficacy. The subsequent tables show the results consecutively.

Table 14 *Descriptive statistics for students' the participation level, feedback frequency, peer modeling, and making choices, and their self-efficacy score*

Table 14: Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Participation level	46	1.00	3.00	2.5000	.58689
Feedback	46	2.00	3.00	2.4565	.50361
Peer modeling	46	1.00	3.00	2.5217	.62322
Making choice	46	1.00	3.00	2.2609	.68101
Self-efficacy	46	1.00	5.00	3.2174	.91683
Valid N (listwise)	46				

Similarly, to explore the relationship between students' beliefs in participation, feedback, peer modeling, making choices, and self-efficacy, both descriptive statistics and Pearson's correlation coefficient were computed. The descriptive statistics table presents a summary of the data's key characteristics. It helps to understand the distribution and variability of the variables. Accordingly, Table 14 showed higher and moderate agreement in participation and peer modeling, feedback, and making choice habits with mean scores (2.5, 2.5, 2.4, 2.2). It indicated lower and slightly higher variability in students' responses with standard deviations (0.5, 0.6, 0.5, 0.6), respectively.

Table 15 *Correlation between students' speaking skill self-efficacy in participation level, feedback frequency, peer modeling, and making a choice, and self-efficacy score*

Table 15 Correlations		Participation level	Feedback	Peer modeling	Making choice	Self-efficacy
Participation level	Pearson Correlation	1	.489**	.182	.334*	.496**
	Sig. (2-tailed)		.001	.225	.023	.000
	N	46	46	46	46	46
Feedback	Pearson Correlation	.489**	1	.357*	.228	.310*
	Sig. (2-tailed)	.001		.015	.127	.036
	N	46	46	46	46	46
Peer modeling	Pearson Correlation	.182	.357*	1	.300*	.303*
	Sig. (2-tailed)	.225	.015		.042	.041
	N	46	46	46	46	46
Making choice	Pearson Correlation	.334*	.228	.300*	1	.370*
	Sig. (2-tailed)	.023	.127	.042		.011
	N	46	46	46	46	46
Self-efficacy	Pearson Correlation	.496**	.310*	.303*	.370*	1
	Sig. (2-tailed)	.000	.036	.041	.011	
	N	46	46	46	46	46
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

The correlation results also revealed a moderate positive relationship between students' belief in self-efficacy and participation ($r = 0.496$, $P = 0.000$), feedback ($r = 0.310$, $P = 0.036$), peer-modeling ($r = 0.303$, $P = 0.040$), and making a choice ($r = 0.370$, $P = 0.011$), all statistically significant. These findings suggest that students' participation, feedback, peer modeling, and making choices influence their self-efficacy, improving these sources of speaking skill self-efficacy may enhance students' self-efficacy.

4.1.1.6. Regression Analysis

Regression is a statistical analysis technique used to model the relationship between a dependent variable, speaking skill achievement, and one or more independent variables, self-efficacy, participation level, feedback frequency, imitation behavior, and learner autonomy habit. It is a predictive modeling method that aims to understand how changes in the independent variables

are associated with changes in the dependent variable. In regression analysis, the dependent variable is the variable of interest that we want to predict or explain. In contrast, the independent variables, also known as predictor variables or regressors, are the variables that are believed to have an impact on the dependent variable (Sen & Srivastava, 1990).

The goal of regression is to estimate the parameters of a regression equation that best fits the data and can be used to make predictions or draw inferences about the relationship between the variables. The regression equation represents a mathematical formula that describes the expected value of the dependent variable in terms of the values of the independent variables. Regression can be used for various purposes, such as predicting future outcomes, understanding the strength and direction of relationships between variables, identifying significant predictors, assessing the impact of independent variables on the dependent variable, and testing hypotheses about these relationships.

Generally, multiple linear regression models were also employed in the current study to verify the independent variables, self-efficacy, participation, feedback, peer modeling and making choice, which may have the most significant influence on the dependent variable, speaking skill achievement. Explicitly, the study aimed to assess the influence of self-efficacy and sources of speaking skill self-efficacy, P, F, PM, and MC, on students' speaking skills achievement. To address the prediction of the independent variables, the researcher employed regression analysis to examine the most significant predictors of students' speaking skill achievement, a dependent variable. Furthermore, the value of R^2 was utilized to evaluate the study models and ascertain the extent to which the independent variables explain the variance in the dependent variable (Babbie, 2016). Therefore, the regression analysis, which generated a model summary for the variance, the ANOVAs for the overall independent variables prediction sizes, and the regression model coefficients to identify the most predictive variable, is presented in Tables 15, 16, and 17, respectively.

Table 16 *Model summary*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.484 ^a	.234	.139	4.361
a. Predictors: (Constant), Making choice, feedback, peer-modeling, Self-efficacy, Participation level				

The regression coefficient table shows $R^2 = .234$, which indicates that the model overall explains (23.4%) of the variance in students' speaking skill achievement, indicating (76.6%) of their achievement was influenced by other factors. In simple terms, the dependent variable, students' speaking skill achievement, was explained (23.4%) by students' self-efficacy, participation level, feedback frequency, peer modeling behavior, and making choices.

Table 17 *ANOVA Table*

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	232.831	5	46.566	2.449	.050 ^b
	Residual	760.648	40	19.016		
	Total	993.478	45			
a. Dependent Variable: Test score						
b. Predictors: (Constant), Making choice, feedback, peer-modeling, Self-efficacy, Participation level						

Table 17 demonstrates that students' speaking skill achievement was regressed on the predicting variables of students' self-efficacy, participation, feedback, peer modeling, and making a choice habit. The independent variables significantly predict students' speaking skill achievement, $F(5, 40) = 2.44$, $p = 0.05$, indicating that all factors under study have a significant impact on students' speaking skill achievement. Therefore, the ANOVA table demonstrates the overall model significance, and this broadly helped us to ensure the result of the above (model summary table) is a statistically significant predictor of the outcome for $p = 0.05$.

Table 18 *Regression coefficient*

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	42.385	3.961		10.701	.000	34.380	50.390
	Self-efficacy	-1.010	.860	-.197	-1.175	.247	-2.748	.728
	Participation level	3.592	1.421	.449	2.527	.016	.719	6.464
	Feedback	1.492	1.558	.160	.958	.344	-1.656	4.641
	Peer-modeling	-.389	1.172	-.052	-.332	.742	-2.758	1.981
	Making choice	.319	1.069	.046	.298	.767	-1.842	2.481
a. Dependent Variable: Test score								

Alongside this, regression coefficients were further assessed to determine the influence of each factor on the criterion variable (students' speaking skill achievement). Question number 5 was designed to evaluate which independent variable (students' self-efficacy, participation level, feedback frequency, peer-modeling behavior, and making choice habit) most predicts the dependent variable (students' speaking skill achievement). The result revealed that students' participation level has a significant and positive prediction on their speaking skill achievement ($B = 3.592$, $t = 2.527$, $p = .016$). Nevertheless, the regressed coefficient result show that students' self-efficacy and the other components of speaking skill self-efficacy (F, PM, & MC) rather have weak influence on students' speaking skill achievement ($B = -1.010$, $t = -1.175$, $p = .247$), ($B = 1.492$, $t = .958$, $p = .344$), ($B = -.389$, $t = -.332$, $p = .742$) & ($B = .319$, $t = .298$, $p = .767$) respectively.

4.1.1.6.1. Fitted Regression model

A multiple linear regression analysis was carried out to predict the values of speaking skill achievement. In multiple linear regressions, there are explanatory variables, and the relationship between them. The following equation represents the dependent variable and explanatory variables. Based on the above table findings, we can develop the following estimated regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

$$\text{Students' speaking skill achievement} = 42.385 + (-1.010 * \text{self-efficacy}) + (3.592 * \text{participation}) + (1.492 * \text{feedback}) + (-0.389 * \text{peer modeling}) + (0.319 * \text{making choice})$$

4.1.2. Data from classroom observations

This section presents the findings from the qualitative analysis of classroom observations collected over ten days from 46 2nd-year English language and literature major undergraduate students, using a structured checklist (see Appendix C). The purpose of classroom observation is to collect legitimate data and evaluate students' self-confidence in their participation, feedback, peer modeling, and developing choice habits. The classroom was observed for ten days to assess students' actual classroom engagement, noting their participation level, feedback dynamics, peer-modeling behavior, and choice habits (see Appendix F). The data was collected through detailed field notes and video recordings. Then, the data were analyzed qualitatively using NVivo 10. Before importing the data into NVivo, the researcher thoroughly read through each transcript to understand its content and noted any initial thoughts or patterns that arose. Finally, thematic analysis was applied to identify key patterns and themes in classroom dynamics, in that data was open-coded, thematically organized, and analyzed. The findings of this data helped triangulate with the quantitative data, and they helped determine the students' actual classroom engagement. Therefore, this report examines students' actual self-efficacy in terms of their participation level, feedback activities, peer modeling behavior, and habit formation.

Thematic coding of the observations revealed several important themes: *student self-efficacy*, which is signaled by students' engagement, gestures, and facial expressions, indicating their belief in their ability to perform speaking skills activities. *Student participation* demonstrated how students engage in discussions of speaking skills. *Teachers' and peers' feedback* reflects the provision of feedback about students' engagement situations by teachers and peers. *Students' peer-modeling behavior* examines the students' actual peer-modeling behavior, identifying actual models and near-peer learners. Moreover, *students make choice habits*, which evaluate learners' opportunities to make choices during classroom discussions and assignment presentations. In general, the data emerged from the classroom observations were presented and analyzed as follows.

4.1.2.1. Theme of students' self-efficacy level from classroom observation

Table 19 *Theme of students' self-efficacy level*

Data Excerpt	Coding	Meaning/Interpretation
Few students practice pronouncing the words with confidence and ease. Few showed self-confidence	Self-Confidence	Some students exhibit confidence in pronunciation.
Students who feel confident participate; the majority lack confidence.	Participation/lack of confidence	Confidence is linked to participation levels.
A few students raised their hands and answered with short or long vowel sounds after they heard the sound.	Participation/Confidence	A connection between willingness to participate and confidence.
For instance, a female student freely practiced the minimal pair words without struggling.	Self-Confidence	This is an example of high self-confidence in practice.
Students who have confidence in pronouncing the words practiced all words; the ability to do tasks influences performance.	Confidence	Links confidence directly to task performance and ability.
The more confident the students were, the more they initiated discussions.	Independent Performance	Discussions are tied to confidence levels.
The other students depended on the teacher's encouragement, indicating a low level of confidence.	Dependency/Low Confidence	Lack of confidence enforce to reliance on external encouragement.
A few students were confident and volunteered to practice, where they may serve as models for others.	Independent Motivation/confidence	Clue that confident students can inspire their peers.
Few students answered questions.	Independent Participation	Indicates limited student engagement.
Some students participated by answering and demonstrating points by writing on the whiteboard.	Active Participation/Low Confidence	Active behavior from a subset of students.
Some students wrote their suggestions on the board, indicating limited participation due to a lack of self-confidence.	Limited Participation/low self-efficacy	Reluctance to participate fully among some students.
Few students initially actively participated by answering questions; the majority lacked confidence.	Low Participation/Confidence	A correlation between participation and low confidence.

The theme of students' self-efficacy, as shown in Table 19 above, emerged strongly during the seven-day classroom observations, including days one, two, three, six, seven, nine, and ten (see Appendix H). It was noted that few students tried to pronounce minimal pairs with confidence and with ease when the teacher used open-ended questions. For example, in the first day's session, the teacher asked them to practice the minimal pairs after they learned from the native speakers' presentation. Then, only a few students volunteered to practice the words without the teachers' encouragement (see references 1, 2, and 3). For instance, a few students raised their hands and answered with short or long vowel sounds after they heard the sound. For instance, the words: "his Vs *he's*, hit Vs *heat*, and fill Vs *feel* short and *long* vowel sounds" respectively.

Additionally, the same-day observation revealed that the student freely practiced the minimal pairs without struggling with pronunciation techniques. Furthermore, when the teachers provide students with a list of minimal pairs to practice after selecting the ones that interest them, the majority of the students hesitate to do so. On the contrary, a few students practiced all the minimal pairs (see references 4 and 5). This indicates that few students were independent and self-assured during the discussion of speaking skills.

References 7 and 8 of Node A indicate that the majority of students rely on their teachers' encouragement to practice word stress. For instance, on day two of observation, after the teacher revised the previous discussion and explained the day's lesson, he informed students to practice identifying stressed and unstressed words and syllables. A few students were concerned about identifying first and second-syllable stressed and unstressed words. For instance, the students loudly pronounced the following words standing in the classroom. First, they practiced one syllable words: "pose /oʊ/ late /eɪ/ race /eɪ/ cord /ɔ/ etc" ... then, first syllable unstressed words: "advice /ə/, lagoon /ə/, podiatrist /ə/ etc" ... and second syllable unstressed words: "purpose /ə/, terrace /ə/, chocolate /ə/ etc".... In contrast, the teachers roam among the other students and encourage them to pronounce the words, emphasizing their patterns. Therefore, only a few students demonstrated that they believed in their ability to perform tasks in the speaking skill classroom.

Day three classroom observation also indicated that only a few students seemed ready to interact with questions and engage in discussion. When the teacher asks questions, above-average students remain silent at the beginning of the discussion, allowing others to interact.

Observations from the previous days, such as days six, seven, and nine, also proved that a few students actively engaged in discussions with the encouragement of the teachers. Based on these observations, the students were seen recalling the previous lesson and answering questions. Student 1 noted, *"Debate is an argument between two individuals."* Student 2 said that *"debate is the discussion that two opposite groups..."* Student 3 added that *"debate is the talk between two persons"*. Besides, students mentioned some debate phrases: *"I agree with you, I don't accept this idea, in my view, as to me, and I disagree this idea"*. This suggests that students with below-average academic performance were generally seen as actively engaging in the classroom dynamics.

Finally, the tenth-day observation signified that some students demonstrated their participation by writing on the blackboard. The students wrote answers on the blackboard without the teacher's encouragement. They were confident as they wrote their answers on the board. For instance, the teacher asked the students to suggest solutions for the following situations. Then, a few students wrote their suggestions on the board. Some students guessed expressions used for accepting and declining an offer. *"Teacher: I am exhausted Students: You should take a rest for a minute. Teacher: I think you are free. Student: Shall we have class today? Teacher: I am hungry.... Student: You should eat the food"* (see Appendix I- Observation Day 10 under the Student Participation Theme). Generally, the report showed that few students engage in classroom discussion with confidence. The majority of the students interact only when the teacher encourages them. The analysis indicates that above-average students do not believe in their ability to do speaking skills tasks.

4.1.2.2. Theme of students' participation level from classroom observation

Table 20 *Theme of students' participation level*

Data Excerpt	Coding	Meaning/Interpretation
They discussed topics of interest to them in pairs and small groups.	Engagement/Active Learning/Participation	Active collaboration in discussions.
The video demonstrated words like "fit" and "feet," showing phonemic transcription like /fɪt/ and /fi:t/.	Phonemic Awareness	Awareness of pronunciation through visuals.
Following, they practiced the minimal pairs.	Participation	Engagement in pronunciation practice.
The majority of students initially hesitated to practice, but with encouragement, they became actively engaged.	Hesitation/Active Participation	Improvement in participation because of teacher encouragement.
Some students struggled, while the majority remained silent.	Low Participation/Struggle	Barriers to engagement, indicating lack of confidence.
All students practiced the presented minimal pairs.	Active Participation	Successful engagement in practice activities.
They helped each other while pronouncing the minimal pairs turn by turn.	Collaborative Learning	Peer support enhances learning outcomes.
The teachers provided guidance by asking students to repeat words and practice individually.	Drilling Activities	Repetitive practice as a method to reinforce learning.
All students attentively followed the lesson.	Lesson Engagement	Attentiveness during instruction.
Students practiced pronouncing syllables with stress and unstressed sounds.	Engaged Learning	Participation in focused phonetic practice.
Some students asked questions about unclear syllables, showing active engagement.	Seeking Clarification	An inquisitive attitude towards learning.
Students practiced language in varied scenarios, such as job interviews and social settings.	Active Participation	Practice opportunities enhancing language use.
Students exhibited participation by introducing themselves in simulated scenarios.	Presentation Skills	Engagement through real-life communication activities.
The usual participating students recalled previous discussions actively.	Active Participation	A positive reinforcement through discussions.
At the beginning of the introduction, few students participated actively.	Active Participation	Established limited participation

The theme of student participation level, as indicated in Table 20, emerged during the whole 10-day classroom observations (see Appendix I). The data underscores the crucial role of a few students engaging in the speaking skill tasks. The theme revealed that the majority of students become involved in discussions when inspired by others. In connection with this, the day one observation revealed that most students practiced the minimal pairs after the teacher encouraged them one by one (references 1 and 2). During the lesson introduction, a few students deliberately answered questions. References 3 to 7 of Node B also showed that the majority of students hesitated to participate in the beginning of the class discussion; however, all students were involved in the minimal pairs practice after the teacher prompted them. Although the greater number of students struggle with pronouncing the words, when the teacher encourages them to try their best, all learners decide to practice pronouncing the minimal pairs (see references 8 and 9). For instance, "the students were asked to repeat it many times. The teacher provided much guidance to all students. He repeatedly pronounced the words and invited all students to pronounce the short and long vowel sounds. He also asked to individually say words such as *"pill and peel," "lip and leap, "bin and bean," etc.* (reference 10). The analysis demonstrated that the majority of students' participation levels are very low. Few students were observed answering questions, but most students appeared hesitant to participate in the discussion, despite being attentive to the lesson. Beyond the appreciation of the few participating students, the teacher's inspiration to involve all students in speaking skill activities is instrumental in improving learners' speaking skill achievement.

Day two's observation revealed that students participated attentively, listening to the teacher's explanation and a native speaker's video presentation (references 18 and 19). Following this, the students also practiced pronouncing words with stressed and unstressed syllables individually (reference 20). Reference 21 also signifies that two students actively participated in answering and asking questions. For instance, the students expressed that they did not understand how to pronounce words with unstressed syllables (reference 21). Most other students were keeping silent until the teacher encouraged them to participate (references 22 and 23). A group of students was also seen helping each other during a group discussion by taking turns pronouncing words. For instance, "a student first pronounced the words *fast /æ/, material /ə/, breakfast /ə/ ...* and then, the other students also pronounced following him. This implies that most students attend lessons without asking or answering questions, and they remain silent during discussions.

The following observation day, day three, also provides evidence of student attention towards the classroom discussion, although it does not involve direct participation by asking and answering questions (reference 26). Following the presentation, students were observed pronouncing minimal pairs. For instance, they practiced and identified the pronunciation of some minimal pairs such as “*hut/hət/ vs. hurt / hɜː/, here /ɪə/ vs. her /hɛː/*. Students also tried to identify *REcord /N/ and reCORD /V/, ‘Impɔrt /N/ vs. Im’pɔrt /V/’* as in “Kenenisa’s record is a remarkable vs. the photographer recorded a video for TikTok” (references 27 and 28). Almost all students practiced these (references 31 and 33). Thus, during this day, almost all students practiced ‘minimal pair’ pronunciation after following the lesson attentively. However, no one was seen asking questions.

Day four observation showed that students actively participated, engaging in the discussion. Almost all students mentioned expressions for greeting and parting, both formally and informally, although a few students hesitated to participate (references 33 and 34). For example, many students answered “*good morning and goodbye*”, and some others said “*how do you do and see you later*”. Students have also discussed and presented greeting and parting dialogues in pairs. Below are a few sample dialogues that the students presented. *Meeting the English department head at his office*

S: "Good morning, Mr. Haile?"

S: "Hi/hello, Sir."

T: "Good morning?"

T: "Hello, student."

S: "I am sorry, but I would like to check the exam schedule."

S: "I am looking for our instructor."

T: "Oh! OK. Here you are,"

T: "See her at 224 offices."

S: "Thank you for your time, sir."

S: "Bye, teacher."

T: "My pleasure."

T: "Bye, student."

greeting his/her old

friend: S1: "Hi Belen, how are you?"

S2: "Hi, fine thanks, and you?"

S1: "Catch you later."

S2: "see you later" (references 36 and 37).

Generally, the students were observed to be actively involved in the day's activities. They were interested in the presentation. Although students' direct participation in asking and answering

questions was weak, their involvement in the presentation was so active that it led to the development of their speaking skills.

Day five's observation also revealed that some students showed active participation. Some students demonstrated active participation by answering questions raised by teachers during the revision of the previous lesson. For instance, "the teacher asked what the previous lesson was", then students answered "greeting and parting" with examples like, "Good morning, how are you, Hello, Hi, goodbye, bye, see you later" (reference 38). Some other students also answered another teacher's question, for example, the teacher asked how the students would introduce themselves in a job interview. Then some students replied, "Student 1, I say, hello, my name is ... and I am pleased to work here. Student 2, I say, Hello, my name is ..., and thank you for calling me. Student 3 said, Good morning, my name is ... and I am here for a job interview. Example 2: Meeting a new employee in a company... Student 4: Good afternoon, my name is ..., and I am an accountant. Student 5, how do you do, my name is ... and ... Student 6, hi, my name is... and. Example 3: Meeting at a school event ... Student 7, pleased to meet you. My name is ..., and I am a 2nd-year ELLD student. Student 8, hello, my name is ... and I am a 3rd year psychology department student" (references 39-41). Generally, one can infer that some students actively reacted to the teacher's questions.

Following this, all students discussed different scenarios in pairs, such as "*introducing to your teachers, introducing at a conference, introducing in a social setting, introducing as a guest speaker, and meeting your friend's friend*". Then, the students practiced and presented their work to the class. For instance, Student1: "*Good afternoon, teacher, my name is ...*

Teacher: "*Nice to meet you.*"

Student2: "*Hello, my name is ...*"

Student3: "*Good afternoon, my name is...*"

Student4: "*Pleased to meet you, my name is ...*"

Student5: "*Hello, my name is*"

Scenario 4: "*Hi everyone, my name is... and I am a guest speaker.*"

Scenario 4: "*Hi, welcome, my name is ...*"

Scenario 5: "*How are you? My name is ...*"

Scenario 5: "*how are you, my name is ...*" (references 42 and 43).

In general, few students responded to the teacher's questions, while others only engaged in pair discussions and presentations. Therefore, this implies that students were not deeply involved in classroom interaction by asking their peer mates, which may deteriorate their speaking skills and achievement.

Day six observation demonstrated that students similarly engaged in discussion about introducing others. The teacher provided different scenarios and asked the students how they can introduce others based on the given cases, such as *introducing a new employee in the English language and literature department, colleagues meeting, older men's meeting, business meeting, introducing dorm mates, introducing your sister to your friend* Then the students discussed on the cases and presented as follows:

S1 said, *"Hello everyone, I would like to introduce Mr. Zeyid."* S2 answered, *"Good afternoon, Father? Please meet Mr. Tekola, my dorm mate's father. Mr. Tekola, please meet Mr. Yared, my father."* S3, *"Good afternoon, everyone. Please allow me to introduce Dr. Aman, the new marketing department head."* S4, *"Hello everyone, may I introduce Zerihun?"* S5. *"Hey, this is Sara, my friend. Sara, this is Rahel, my sister"* (reference 44).

Thus, although students were actively involved in learning strategies through discussion and presentations, they did not appear to seek clarification for a detailed understanding.

The teacher also provided students with different scenarios to discuss in pairs and present. The students sat in pairs and discussed how to introduce others based on the following scenarios: *students' presentation: For instance, at a university graduation ceremony, at a university students' cultural exchange event, during university event with local government officials, at University's cafeteria, at a coffee ceremony, during group study session, at sport events* (reference 45). Then, students presented their discussion,

For instance, Pair 1: *"I would like to introduce Dr. Tatek, professor of philosophy at Addis Ababa University."* Pair 2: *"Hello everyone, please meet my friend, Elias."* Pair 3: *"It is my pleasure to introduce Dr. Tamene, the Director of the Ministry of Higher Education."* Pair 4: *"Hey, friends, this is Abriham, my friend"*. Pair 5: *"Hello everyone, this is Mulu, my friend from Hawassa"*. Pair 6: *"Guys, meet my friend, Tadiyos, he is also our department's student."* Pair 7: *"Hey, have you met Moibon, my friend from Wollega, etc ..."* (reference 45). In general, students

actively interact in pairs by discussing the scenarios and presenting their findings. However, students weren't observed while asking and responding to questions.

Day seven observation confirmed that a few students reacted to the teacher's questions. For instance, the teacher asked, *"What is a debate?"* Then, a few students raised their hands and replied. Student 1, for example, said, *"Debate is an argument between two individuals."* Student 2 said, *"Debate is the discussion between two opposite groups."* Student 3 added, *"Debate is the talk between two people."* Besides, students mentioned some debate phrases, such as *"I agree with you, I don't accept this idea, in my view, as to me, and I disagree this idea"* (reference 46). Then, the teacher explained how debate can take place and provided students with motions to debate. The students formed a group and were assigned to argue for and against the motions. Then, after a lengthy discussion, the students presented their debate.

For instance, Group 1: *"University delivers better education than high school.* Supporter: S1, *"I believe education in university is better than in high school because in university there is enough time for student."* S2, Let me add, *"university education is good than high school because there is food."* Opponent: S1, *"I think high school education is good because it give base for me. S2, "Yes, high school education is better because we live with my parents ... so we are free to learn."* Supporter: S3, *"I conclude because university education is good because many doctors, cafeteria, big library and internet for students. And more time ...students are free to learn."* Opponent: S3, *"No, high school education is good why because I learn first high school then come to University. If no learn in high school you don't come. And good teachers, family and other people help me read ... read"* (reference 47). It is possible to deduce from this presentation that students lack primarily due attention, grammar, and linguistic competence. They did not focus on introductory phrases, possibly due to a lack of confidence, and did not use debate-winning techniques because they felt nervous. They also lacked collaboration and failed to ask and answer questions effectively during debates. Therefore, the findings highlight gaps in developing speaking skill confidence, as well as the importance of encouraging collaboration and interaction.

Group 2, *"online teaching is better than on campus"*. Opponent: S1, *"Online teaching is not good because students do not follow. Students can disturb and do not understand the lesson."* S2, *"I agree my friend on campus teaching is good because teachers help more ... when we see*

we understand. There is no network in this country.” Supporter: S1, *“why I say online teaching is good is because time saving, no fear to learn...and I like.”* Supporter S2, *“if network is full online teaching is good. Students learn helping family, working and helping themselves and no disturb because you sit alone.”* Opponent: S3, *“totally, for me on campus is good than online teaching. Teachers see student participation, and help, gives class work and home work, motivates students.”* Supporter: S3, *“Generally, students motivate their own...teachers do not motivate because students sit online and learn and listen very carefully because they are alone”* (reference 47). As can be seen from the above paragraph, most of the students used fragmented sentences without introductory phrases. Students frequently spoke in slow and hesitant speech. This suggests that students are in the early stage of fluency development. These findings underscore gaps in both language proficiency and pedagogical scaffolding provided during oral communication tasks.

“Group 3: *Government must close distance education in Ethiopia.* Opponent: S1, distance education is good for persons who can't learn come to college, go to school. My brother for example is learn distance and working bank with the degree. It is good. S2, government does not close distance because it gives chance for students who want learning with working, and the degree is equal so why not learn distance? Supporter: S1, distance education has no quality like regular so government must close it. S2, yes, now see our country there is many corruption, many car accident and many problems ... this is because maybe distance education. Learners do not correctly learn in distance. Opponent: S3, Learning distance is another opportunity and as my friend says it is equal degree so no problem. It helps to increase number of students. So government must not close it. Supporter: S3, no, government must close distance education in Ethiopia because one as compared to regular education distance gives little, two no quality and quantity also, so distance education should be closed. S4, it should be closed because for economy and good leader regular education is quality for distance not good. So government must close distance education” (reference 47). The students' presentation clearly demonstrated their confidence, speaking skills, abilities, and level of participation. Hence, it can be said that a few students are self-assured in their interactions with teachers,, while other students showed limited participation and speaking skills.

Day eight observation demonstrated the student debate presentation. On this day's observation, all students presented their assignment debate, which was marked. The following is their presentation transcribed word for word. It signifies their speaking skills, presentation skills, language knowledge, and confidence.

“Group 1 motion: social media does more harm than good. For the motion: S1, Does social media do more harm than good? As our group yes... let's be clear before I talk several harms of social media, you need to know that there is benefit of social media ... I didn't mean that there is no advantage of social media. There are so many harms of social media as we all know. For example, it hurts our ethical behavior, and it can damage our mentality. And, it damages our life. So these are disadvantage of social media. Against the motion: S1, thank you for giving me this opportunity. I am against the motion. Social media do more good than harm. We can see the benefit of social media in terms of its connection. That means social media promote global connection. We can get world news using social media. It can create job opportunity. We are moving to digital world which our life based on social media. So provide online educational resources. So, social media do more good than harms, in general. For the motion: S2, thank you for this chance ... social media harms than good. Disadvantages of social media are it is time consuming, affect health well being. Against the motion: S2, I believe that social media is good than harm because it entertains students. It helps to refresh mind. Social media are important for communication. We can see one another using social media. So, I conclude social media do good than it hurts”

...“For the motion: S1, for me social media have more disadvantage than advantage. For example, excessive uses of social media bring depression. It also harms because it reduces your focus. Besides, there is a big problem in our country and the world disseminating fake news via social media. Listening to fake news, hurts a lot by confusing readers or listeners. Generally, social media have more disadvantage than advantage. Against the motion: S1, social media do more good than harm. For example if we properly use social media, we save our time, human sources and others. I say social media do more good than harms. Question from audiences: you said a lot but, can you clearly tell us the disadvantage of social media? From for the motion: as I mentioned using different platforms such as Telegram, Instagram and Facebook etc for a long time brings mental health damage” (reference 49).

“Group 2’s motion: Should schools eliminate dress code? For the motion: S1, yes, dress code should be eliminated because for development. Fashion followers buy a lot if they get freedom of dressing which leads to our nation’s economical development. Against the motion: S1, thank you for giving this chance. Our topic is should schools eliminate dress code? I’m the opposite. I support dress code. Argument for not eliminating dress code is ...yeah...it is because cultural respect, uniformity, respect, freedom of social value and freedom of expressions. Against the motion: S2, OK. I say dressing code should be available in school. Students will have positive attitude towards each other and there is social acceptance focusing on specific school culture and the group. For the motion: S2, professional interaction. Profession means expertise in a specific field of study. Interaction means physical contact that means students freely contact for their learning. They can mentally separate their school life from their own personal life. For the motion: S3, schools should eliminate dress code because we need freedom. There shouldn't be dress limitation because when there is limitation, we can't manipulate our freedom. Many students in this area dress different clothes that suit them...make them handsome and beautiful. It allows even to gain knowledge. So the school shouldn't limit dress code because I see many people dressing different and I see they are attractive"....

...“against the motion: S3, dress code helps to have normal interaction without social discrimination. For the motion: S3, you said school shouldn't eliminate dress code. You know now we don't have uniform or dress code as a result we freely move in the campus. There is no problem. So why do you say school should legalize dress code? Against the motion: S2, as my opinion, dress code ... as I think it is very important to control people. For the motion: S1, According to our University there are securities. In case of any problem, there is phone contact. So we don't need dress code. Against the motion: S1, generally, we support dress code because it helps to control easily and for security and social value" (reference 50).

“Group 3’s motion: Should there be stricter gun control laws? Against the motion: S1, there shouldn’t be gun control laws because all people can safeguard him/herself. Violence in the country, especially with individuals, will be minimized because every individual has gun. For the motion: S1, gun should be controlled because no accident will happen. For example, in our country there is no gun freedom that is why there is no problem. If you go to across the border, there is no one attacks you or make you frighten. This is the way gun is controlled. Against the

motion: S2, there shouldn't be gun control law because when individuals carries gun they can protect themselves. For the motion: S2, as to me gun should be controlled because no terrorist comes. If our country's government control gun, no one will be killed. People can travel peacefully from one place to another. Students can attend schools and universities. Comments from audience: S1, I support those who support guns should be controlled. So today if there is no guns control, our wealthy become distracted become destroyed. We cannot be alive. Even there is war around us. It is because gun in the hands of individuals. Take for example the war in south Sudan. It killed many people. So gun should be controlled" (reference 51). Across the data analysis, the students' participation focuses on classroom attendance and presentation, which may not help them improve their language ability. Students mostly demonstrated the use of fragmented sentences, limited expression to mention their idea, and a limited time frame, which signifies their confidence and language abilities. Therefore, it can be said that the students' limited class participation hinders their development of speaking skills.

Day nine observation showed that a few students voluntarily participated, and most students participated when their teacher encouraged them. The teacher asked students, "What is the difference between 'discussion and debate'?" Few students reacted to this question. For instance, Student 1 said that there is a difference between debate and discussion: debate is an argument, but discussion is about sharing ideas. Student 2 answered that the discussion is about a topic in a group. Student 3 explained that discussion is explaining a topic with friends ... no conflict". Thus, it can be generalized that most students were inactive in the lesson discussion without the teacher's encouragement.

The teacher also provided some topics for students to discuss in pairs. The topics were "the best way to learn language, the role of technology in education, the advantage of discussion in pairs and groups for understanding, the advantage of debate for learning, challenges of learning language, the importance of practicing speaking skills daily, online learning and the future of education, and the impact of unemployment rate in Ethiopia".

Then, after a 15-minute preparation, the students presented the following. Their presentation is transcribed verbatim. For instance, student 1, "the best way to learn language is using smart phone. Student 2, said what about using you tube? Student 1, yes that is what I'm saying using you tube and other apps".

“Student 3 the role of technology in education are many advantage. For example, we can find answers for our questions. Student 4, for education technology is good because easy to get what we want”.

“Student 5, when students discuss in pair or groups, they feel confident, no fear and they help each other. Student 6 group discussions help to understand more”.

Student 7 said “sometimes debate is not good because students conflict each other”. Students 8, asked how about sharing knowledge for understanding? Student 7, answered yes, good to know other students knowledge, but when not good in debate student may get small mark”.

Student 9, “learning language is difficult. We learned many years, but difficult to speak English because not easy to understand. Student 10, there are challenges ... knowing grammar, vocabulary, tense and sentences. I think ... practicing is good to decrease challenge”.

Student 11, “yes, it is important to practice speaking always why because we practice and we don’t fear to talk. Student 12, I am happy this year because I learn English from this practice. So practice is good”.

Student 13, “as to me, online learning is not good because no internet and enough computers. I believe when internet and materials available, online learning is good for education. Student 14, online learning saves time, no fear, no difficult thing”.

Student 15 “now even the students do not like learning because no job. In the future education may be closed because no work. So why we learn? Student 16, I believe that learning can change our life. Employment is not good. You become poor because only salary. After learning you work your own. So yes ...don’t relate job with unemployment rate”. The students' presentation was based on the teacher's encouragement, which suggests that the students may not have been interested in participating. Students' presentations signify their general abilities and confidence in expressing themselves in English. It appears they are beginners. Generally, most students did not participate effectively, which led to difficulty in achieving a remarkable score in speaking skills exams.

The final day observation also confirmed that some students showed an active reaction to the teacher's questions. They have also demonstrated writing their suggestions for the teacher's instance statements. For instance, **“Teacher** **students**

*"I am exhausted You should take a rest for a minute
I think you are free Shall we have a class today?
I'm hungry.... You should eat the food."*

Students also identified phrases used for suggesting, accepting, and declining in a dialogue. In the following dialogue, students identified the underlined phrases as *suggesting, accepting, and declining*.

“Hana: Hi, Ahmed, would you like to do something with me this weekend?

Ahmed: Sure! What shall we do?

Hana: I do not know. Do you have any idea?

Ahmed: Why don't we go to the cinema?

Hana: Sure! That sounds great. Which film shall we see?

Ahmed: Spider-Man

Hana: I would rather not. I do not like action films. How about comedy drama?

Ahmed: That is great”.

The teacher provided students with various incomplete dialogues and asked them to complete them based on the context. Then, some students participated. For example, S1, why don't you go to the hospital? S2, what about taking a shower? S3, How about eating food?

Besides, students sat in pairs and wrote their own dialogue, which they then presented.

For instance, S1: *“Hi, would you like to go to the market today?*

S2: No, maybe some other day

S1: So, when shall we go?

S2: I am available tomorrow afternoon

S1: Sure! How should we get there?

S2: Why don't we catch a bus?" ...

Unlike the previous lessons, on the final day of observation, students showed an active reaction to the teacher's questions. Some students actively participated by answering questions, while others contributed by completing the class work and presenting their dialogues. Therefore, students' participation can improve their confidence and speaking skills.

Overall, a few students consistently showed active participation, whereas most students hesitated to participate without external encouragement. The active participant students demonstrated high self-confidence, as they did not hesitate to answer questions and ask questions at times. They also volunteer to be involved in discussions and present their point of view on a lesson. Conversely, most students neither answered nor asked questions. Instead, they showed a scary face, and they have low confidence in their ability to interact in English. Hence, only a few students built their confidence in their speaking ability through participation, which leads to better achievement.

4.1.2.3. Theme of teachers' and peers' feedback from classroom observation

Table 21 *Theme of teachers' and peers' feedback*

Data Excerpt	Coding	Meaning/Interpretation
Some students remained silent, even though they had heard their friends' mistakes.	No peer Feedback	Indicates reluctance to provide feedback among peers.
During pair work, students also gave corrective feedback to one another.	Peer Corrective Feedback	Indicates peer feedback as a valuable tool for learning.
Students imitated their peers' pronunciation and practiced the words.	Imitation	Indicates the role of modeling in peer learning.
Teachers gave immediate corrective feedback when students made mistakes.	Immediate Corrective Feedback	The importance of timely feedback for learning.
Teachers noted that some students were successful in pronunciation, while others appeared fearful.	General/Advisory Feedback	A need to address fear and build confidence.
Teachers corrected students' mispronunciations and encouraged them to practice at home.	Constructive/General Feedback	Encourages independent practice outside the classroom.
Teachers provided individual corrective feedback in a personalized manner.	Corrective Feedback	Shows one-on-one engagement
Feedback included suggestions on using direct and clear speech during formal introductions.	Directive/Explicit Feedback	Importance of communication clarity.
Teachers praised students for using formal language in interviews and interactions.	Positive/Evaluative Feedback	Encourages students to increase speaking abilities.
Teachers urged students to clarify their ideas using argumentative phrases.	Constructive/Interactive Feedback	Improves clarity and preparation in discussions.
Teachers encouraged the use of expressions learned for effective participation in discussions.	General/Negative Feedback	The gap between intended learning objectives and student practice.

The theme of the teacher's and peers' feedback, as shown in Table 21, emerged from the ten days of observations, as demonstrated in (Appendix J). The analysis highlights the overall frequency of teachers' and peers' feedback, indicating that although feedback provision was rare, learners frequently received the majority of feedback from teachers. The advisory-based comments, form-focused, and praise or general feedback were provided consistently, whereas the direct, indirect, corrective, and constructive feedbacks were inconsistently provided. The details of the analysis are indicated below.

Day one observation showed that participants received immediate and explicit corrective feedback from the classroom teacher on their wrong pronunciation. For instance, the learners received corrective feedback from the teachers. The students received direct corrective feedback on their mistake by the teacher modeling them the words “*still and steal*” very slowly and emphasizing the correct “/stIll and sti:l/” sounds (reference 1). In this case, the learners received explicit corrective feedback, which was provided by their teacher to repeat after his pronunciation. The students received specific feedback, for instance, on how to place their tongue to achieve the correct pronunciation (reference 2). Students were also observed while correcting one another. For instance, some students effectively guide their friends by pronouncing the correct word sounds, such as “tin /tIn/ and pitch /pIch/ short but teen /ti:n/ and peach /pi:ch/,” which are long vowel sounds. Reference 3 indicated that peers' feedback is more constructive and acceptable than teachers' feedback, as students feel freer when they instruct each other. Therefore, students sometimes receive direct, constructive, and general feedback from teachers and peers, which may help develop the learner's confidence and achievement.

Day two observation also demonstrated that students received corrective feedback on their mispronunciation. For instance, the teacher correctly pronounced the words such as “*pose /oʊ/ not pose /ɔ/, race /eɪ/ not race /ə/ cord /ɔ/ not cord /oʊ/.*” Besides, the students received the following general comment and constructive feedback on their success and failure during the word pronunciation.

The teacher said, "A few students freely and attentively say the words, and they became successful, but most students showed a kind of scary face, fear to pronounce the words, and failed to pronounce correctly. So, please practice with your doormats; feel free to make mistakes, because mistakes are a natural part of the learning process. I hope all of you will come with full confidence to pronounce the words we learned today correctly."

As shown above, students received descriptive and evaluative feedback that indicated both their success and areas for improvement, including mispronunciation. In addition to this, the teacher most commonly provided positive feedback by nodding his head, saying "correct," "good," "very good," and "excellent" in response to the students' pronunciation (reference 8). Although the feedback provision was inconsistent, it encourages students to get involved in the activities (reference 4). Hence, this suggests that teachers' feedback can help develop students' self-confidence and improve their speaking skill performance.

Day three observation showed that the participants received general, constructive, and individual feedback during their practice (reference 11), but there was no peer feedback. For example, they received, *"most of you pronounced well, but there are students who did not improve. So practice at your dormitory with dorm mates,"* said the teacher. Some students were corrected by their teacher when they mispronounced the words. The teachers repeated pronouncing the words once again (reference 12). One by one, for instance, a student said, *"Kenenisa'sreCORD is a remarkable one,"* and then the teacher immediately corrected the student (reference 9). *"REcord...in this case is a noun"* (reference 12) ... The students also repeated the correct pronunciation following the teacher. Students receive general feedback more frequently than other types of feedback, which may encourage them to correct their mistakes; however, they rarely receive immediate and individualized feedback on their mistakes. However, this inconsistent feedback also helped students to bear in mind about their error. Therefore, it is possible to say that teacher's feedback motivates students to improve their speaking skill ability.

Day four observation indicated that the students were praised after their attempt. For instance, they received positive, general, or praise feedback such as excellent, very good, and good (reference 15). The students were also informed to maintain a more formal tone suitable for professionals. They also received individual corrective feedback. For instance, after a student said, *"Good afternoon, how is it going?"* the teacher corrected by saying, *"That is a good job, but how is it going is a bit informal for greeting in the evening. Instead, you can say good evening, how are you?"* (reference 16). On this day, the students received more positive, general, and corrective feedback from teachers, but they did not receive any feedback from peers. Some students were seen eagerly participating because of the teacher's positive feedback. Thus, it can be said that feedback helps develop students' confidence in participating in classroom discussions.

Day five observation confirmed that the students received group and individualized feedback throughout the lesson (reference 19). For instance, the teacher said, *"In a formal introduction, do not forget to use clear and polite speech, taking care of your tone, body language, and informing your position after telling your name"* (reference 17). *"In case of the informal context, it does not matter, you can be as you are in your usual speech and situations"*. Importantly, during individual participation and presentation, learners received individual feedback. For instance,

Student 1 presented her self-introduction; she introduced herself at a job interview, and was acknowledged with "Great" by her teacher. The teacher also told her that she used formal language, which is correct during an interview (reference 18). Student 2, "*That is outstanding. It is formal.*" Student 3, "*Right, that is also a formal introduction ... do not forget to make eye contact to show confidence*" (reference 20). Generally, the students received general and corrective feedback, as well as individual comments, that encouraged them to correct their mistakes, thereby improving their speaking skills.

During the ^{second} scenario, meeting a new employee ... the teacher said, "*Here we use formal introduction- it is not informal.*" The teacher praised student 4, "*Oh, nice, that is a clear businessman's introduction.*" "Student 5 & 6, you are doing great. She added; *Try to add your position for a more formal touch*" (reference 20). Student 6, "*good but make it a formal introduction: you can begin with, hello/good afternoon/pleased to meet you, etc*" (reference 22). In the case of a meeting at a school event, the teacher commented that students can use an informal introduction, as this is where school friends typically meet. Student 7 & 8, "*you can greet by using informal greetings, hi/hello/what is up, etc*" (reference 23). This implies that, in most cases, students received direct feedback on their presentation, along with some corrective feedback that may help improve their confidence and speaking skills.

During the pair presentation, the students received corrective feedback as follows: on scenario one, the teacher commented, "*You must tell him why you are there... by saying I am the new student.*" *Then, the teacher can say welcome/great/I hope you will enjoy the class,*" etc. Similarly, in scenario two, she commented that the students' presentation was excellent, but she informed them to be more formal by adding some descriptions about themselves. On the other hand, the teacher said, "*Scenario 3 is an informal introduction; it is a friend meeting. So you would rather say hi/hello/how are you, etc ...*" "*Scenario 4 is formal ...* the teacher said, "*Please try to identify the formal and informal context. So we can begin with pleased to meet you/how do you do/ etc...*" "*Scenario 5, this is where we can use an informal introduction. That is good*"(reference 24) ... However, peer feedback wasn't observed during their presentation. However, students commented on one another during their discussion by saying "*no, this is formal, no, it is informal because the context is where friends meet,*" etc. There was no strong peer feedback (reference 25). This may lead to the conclusion that the teacher provided direct

and individual feedback on the students' presentations, which may help develop their confidence during presentations.

Day six's observation showed that the students received general-praise-oriented feedback and appreciated their improvement after their previous presentation. Like the previous one, the teacher also praised the students by saying, *"Very good presentation... you have identified the formal and informal expressions, but while introducing others, most of you forget to introduce the persons to each other"* (reference 26). For instance, the teacher explained that the university graduation ceremony is where formal people meet. So, students were told that it is good if they introduce like this: *"It is my honor to introduce Dr. Tatek Firew, an esteemed professor of philosophy at AAU. Dr. Tatek, this is our graduating class of 2017."* The teacher also instructed students to adopt a formal tone and body language, using clear and polite language (reference 27). Generally, the students received important feedback, including general, corrective, constructive, and indirect feedback, which helped them improve their presentation skills.

Day seven's observation demonstrated that the students also received feedback based on their performance during the debate presentation. As usual, between their presentations, the students were acknowledged by the teacher, for instance, with phrases like *"good, very good, great"* They received some corrections: *"Use debate phrases properly to make your view more argumentative"* (reference 28). The students also received indirect corrective feedback: *"All of you do not forget to use introductory debate phrases when you begin showing your view for or against the motion."* The teacher did not explicitly correct errors, but prompted the learner to self-correct. Some students also received direct corrective feedback. *"Some of you made grammatical errors. Try to use a singular noun with a singular verb, as he does, and not he do"*. For example, group one (G1), opponent Student1, was heard saying *"it give"* it has subject verb agreement problem *"it gives is correct"*. Student2 said. *"We live with my parents"*, but *"we live with our parents."* Supporter, Student3, *"to conclude, university education is good because there is many doctors... there are many doctors, etc..."* Similarly, correct your errors please". G2, opponent, S2, I agree with my friend's view ... G3, opponent S1, my brother, for example, learned distance education, etc, there was no peer feedback observed (reference 29). In general, it can be inferred that the students received comments that guided them to the correct usage, and

they also received direct and indirect corrective feedback, which encouraged the majority of students to correct their mistakes, thereby improving their speaking skills.

Day eight observation indicated that the student received feedback from the teacher, which focused on content and language use. For instance, the teacher gave the following oral feedback.

"When you prepare for debates, do not forget to gather enough information about your topic (reference 30). Your ideas should be clear, informative, and well-supported with evidence. In your argument, please use introductory words and debate phrases, such as 'I disagree,' 'I am in disagreement,' 'I agree,' or 'I support his/her ideas,' etc. You forget this. It is crucial to present your argument clearly and forcefully (reference 31). You also have to make your point interactive by asking and responding to questions.

Another point is that you should research the topic thoroughly before presenting it. You were given these topics 3 weeks ago, but you did not perform well. Not a good enough presentation except for a few students" (reference 32).

As can be seen from the above instances, the students received form-focused comments that instruct them to use accurate and appropriate language in their presentation.

Peers also commented on one another's opinions. They said *"the supporter in group 1 did not present enough evidence for their argument. So the opponents are the winners."* The other student also said that *the supporters of group 2 presented more tangible evidence than the opponents.* So they are the winner (reference 32). These instances represent evaluative feedback where a judgment was made about the relative success of two groups based on the quality of their performance. The evidence suggests that the students received general and indirect corrective feedback, which supported their engagement in self-correction and may help increase their self-confidence.

Day nine observation showed that, similar to the previous feedback, the learners received formative feedback from their teacher. At the beginning of the lesson, some participant students received praise from the teacher, saying *"very good, yes ... excellent...yeah good etc"*. After the pair discussion, the students received general comments and guidance for improvement. The teacher offered proactive suggestions for success and provided the following advisory oral feedback.

"You must use the phrases and expressions we listed earlier. No one has applied the expressions while mentioning his/her ideas during the discussion. The objective of this lesson is to practice using the expressions during discussion. As a practice, this is OK, but next time your discussion will be marked (reference 33). Please be careful when using these expressions and practice them with your friends in your dormitory. Just follow the examples I gave you. Do not hesitate to use the phrases appropriately when sharing your ideas with someone. It is good to share your point of view based on the topics you chose, but you didn't fully use the phrases intended for discussion. Otherwise, you totally cannot meet the objective of the lesson" (reference 34).

On this day, peer feedback was not observed. Thus, some students became aware of the target of the classroom discussion based on the teacher's feedback.

The final observation revealed that the teacher was acknowledging participant students by saying, yeah, OK, that is great, and by nodding her head (reference 35). In general, students mostly receive general feedback that encourages them, but rarely helps them improve their confidence and speaking skills.

Overall, University Spoken English Course students frequently receive general and formative feedback and comments; however, inconsistently receive direct, indirect, corrective and constructive feedbacks. The students also rarely receive individual feedback. Although the majority of the students feel happier with peer feedback, peers provided feedback inconsistently. Apart from the inconsistency, teachers' and peers' feedback encourages students to engage in speaking skills tasks. In conclusion, the evidence indicates that teacher's and peers feedback helps to develop students' confidence and speaking skill abilities.

4.1.2.4.Theme of students’ peer-modeling

Table 22*Theme of students’ peer-learning*

Data Excerpt	Coding	Meaning/Interpretation
Students in pairs discussed their own dialogue and presented.	Peer Learning/Active Participation	Collaborative learning in pairs.
Students were seen helping each other, explaining questions.	Peer Learning	Collaborative support among peers.
Students displayed a sense of listening to each other, potentially modeling behavior.	Imitation/Learning through Peer Observation	Observational learning dynamics in peer interactions.
Students’ pronounced one-syllable words with stressed syllables; demonstrating imitation.	Imitation	Practice of phonetic features through imitation.
Students identified short or long vowel sounds after listening to a native speaker.	Imitation/Active Participation	Engagement through active listening and imitation.
Some students guided peers in pronouncing correct word sounds.	Peer Learning/Imitation	The role of peers in correcting pronunciation.
Students viewed models which motivated them to pronounce words correctly.	Modeling/Peer Learning	Motivation through peer
Students pronounced words along with confident peers, showing a supportive environment.	Active Participation/Peer Encouragement	How confidence encourages participation.
Peer encouragement aided engagement, where students practiced less intimidating models.	Peer support	Peer support can lower anxiety and increase practice.
Confident students demonstrated effective greetings, setting a standard for peers.	Peer Learning/Modeling	Role modeling in communication practices.
Students learned from one another during discussions, with some serving as indirect motivators.	Learning through Observation/Peer Learning	The impact of observational learning on engagement.
After observing student presentations, others followed suit, engaging in discussions.	Engagement Behavior/Peer Learning	How observation enhances participation.
Students practiced pronouncing words after seeing confidence in others.	Peer Learning/Imitation	The power of peer models in pronunciation practice.
The majority engaged by watching and then attempting pronunciation after observing peers.	Learning through Observation	How observation encourages participation.
They helped each other while pronouncing the minimal pairs turn by turn.	Collaborative Learning	Peer support enhances learning outcomes.

The theme of students' peer modeling behavior, as shown in Table 22, emerged during the seven-day classroom observations (see Appendix K). Some students were observed imitating the native speaker's video and some other peers' pronunciation. The analysis highlights the active participation of a few students who served as role models during the discussion of speaking skills tasks. The theme instead showed that some students imitated the video, while a few others were seen as role models during classroom discussions. Although the video modeled the participants, in contrast to the quantitative data analysis, the qualitative data analysis revealed that the participants were more inclined to imitate their peers than to follow them as a role model. The details of the data are presented as follows.

Day one observation showed that the native speaker's video modeled the students' instructions on how to pronounce the minimal pairs. For instance, the video demonstrated words like "fit" and "feet," as well as other words, showing the phonemic transcription as/*fɪt*/ and /*fi:t*/ respectively (reference 1). Following the native speaker's video, the teacher asked the students to repeat after the speaker. Initially, students who are confident participated, while others hesitated. Some students kept silent and waited to see if others would participate before joining in (reference 2). Finally, all students practiced the minimal pairs that were presented. The students also identified short or long vowel sounds after listening to the native speaker's video (reference 3). A few students raised their hands and answered with short or long vowel sounds after they heard the sound. Here are some of the words: "*his Vs he's, hit Vs heat, and fill Vs feel*" short and long vowel sounds, respectively. The analysis also showed that a girl and two boys are confident enough to react during the discussion. They were different from the other students while pronouncing words. Some students were seen watching them, as they seemed motivated to pronounce words like them (reference 7). For instance, the three students freely practiced the minimal pairs without struggling. They easily demonstrated the short "*itch, is, risen, knit*" and the long "*each, ease, reason, and neat*". Imitating them, the other students pronounced the words similarly. A few students' confidence and participation motivate other students to pronounce the minimal pairs. Thus, modeling and imitation help to improve students' confidence.

Day two observation revealed that the majority of the students imitated some other students. For instance, when the teacher invites all the students to practice after they listened to the video, some students saw the participant students instead of pronouncing the words (reference 11).

Then, after those students, the others also tried to pronounce the words, even though they still failed to say them correctly. Additionally, during pair discussions, students were observed modeling each other (reference 12). For example, students were heard saying, *"Let you say first, and I understand"*. *"Ok, let me pronounce first, and you will say after me.... Rage /ei/, reduced /ə/, courage /ə/"*. Then, the other student imitated the correct pronunciation of the words (reference 13). In this case, the students who first pronounced the words are a model for the other students. In addition, students who initially hesitated to say the words gained motivation to pronounce them after hearing their friends' pronunciation. Therefore, it can be said that imitation enhances students' confidence and speaking abilities.

Day four observation demonstrated that students helped each other during the discussion. During the discussion, a few students, who were confident, demonstrated an excellent greeting with a loud and clear tone. For example, a student said, *"Good afternoon, Mr. Nigus, it is a pleasure to meet you"* (reference 15). Then, the reserved students encouraged and mimicked this model, saying it correctly (reference 16). In addition, the day seven observation analysis also revealed that some students imitated others. That means that after they saw other students' presentations, they imitated the presenters' style and also presented their discussion (reference 18). The majority of the students presented their ideas by modeling other students' presentations. Hence, imitation helps encourage students to participate effectively in classroom discussions during speaking skill tasks.

Observations on days eight, nine, and ten confirmed that the usual and comparatively confident individuals, as well as those who were able to express their ideas, primarily reacted to the lesson's tasks and debates. It was observed that during the debate, more confident students began the presentation, and then others followed them (reference 19). Although no one was left out to present, in each group, self-confident and usual participant students were the ice-breaker of the presentation (reference 20). Day nine's observation revealed that a few students indirectly motivate their peers through their participation, confidence, and demonstrations during classroom discussions. Following these students, the other students try to answer questions, present their discussion, and be motivated to learn (reference 22). Day ten's observation also showed that students were observed learning from one another. During the pair discussion, for instance, S1 was trying to show how to produce ideas and write a dialogue. Then, S2

immediately tried her best, though she did not write a dialogue (reference 27). Generally, a few students were observed as models, encouragers, and motivators for their peers. Thus, based on the analysis results, peer modeling and/or imitation improve students' confidence and speaking skills.

Overall, the seven-day observation reveals that almost all students possess the same level of English speaking ability, except for a few students. The analysis results also highlighted that students' peer modeling behavior is minimal, and only a few students participate in classroom discussions without struggling. The few students served as role models for their peers. The analysis showed that, following the few students, the majority of students unconsciously participate in the classroom discussion through imitation. A few students encouraged, motivated, and directed the other students both directly and indirectly. The other students, then, were involved in the classroom speaking skills tasks following the first few students. Generally, students' imitation or peer modeling behavior increases students' self-confidence and academic achievement.

The qualitative data of peer modeling showed that most students subtly and often unconsciously imitate the behaviors and reactions of a few peers during classroom tasks and activities. Therefore, in this context, the qualitative data indicated that peer learning was available rather than peer modeling. This finding is found to be in alignments with the view of Bandura's one of the four key sources of self-efficacy, *vicarious experience*, where one's own belief in ability enhances observing peer success, and the view of imitation of Vygotsky that highlights learners are able to learn a new lesson when imitate it from peers. Overall, the findings suggest that imitation/peer learning plays a positive role in improving students' speaking skill achievement.

4.1.2.5. Theme of students' making choices

Table 23 *Theme of students' making choices habit*

Data Excerpt	Coding	Meaning/Interpretation
Students made their selections after the teachers encouraged them.	Deciding own interest after encouraged	Increased independence in decision-making for speaking tasks.
Initially, some students hesitated even to choose the minimal pairs.	Uncertainty to make choices	The struggle some students face in choosing.
Students were given freedom to choose minimal pairs for practice.	Opportunity to make choices for practice	Develops independent learning through choice.
Students chose minimal pairs that were easy for them to practice.	Making choice for practice	The importance of making choices.
A few students practiced pronunciation after selecting their minimal pairs	Students' practice based on pronunciation	A few learners engagement in practice by choice.
All students practiced all words, but some chose simple words first	Choosing easy words for practice	Strategic choices based on comfort.
Students chose their practice pairs and group mates.	Choosing a Pair or Group Mate.	Peer dynamics in choosing partners.
Students selected from various motions provided by teachers.	Students decide on topics interest them for practice	Classroom engagement through relevant topics.
All students chose their debate topics and group mates from the given lists.	Choosing familiar topics and group mates	Students' preference for familiar settings.
The teacher provided a list of topics, and students selected those of interest, enhancing motivation.	making a choice based on interest	The positive impact of interest in engagement.

Finally, the theme of students developing a habit of making choices emerged from the nine days of classroom observations (see Appendix L). The observation data underscore that some students signaled a strong interest in the menu of tasks or exercises. However, the teacher rarely presents them with tasks that offer different choices of topics for oral discussion. Moreover, the data

revealed that making a choice is not given sufficient attention in this context. On the other hand, some students rely on the teacher's choice and do not want to make their own decisions. According to this data, students also show interest because they believe that making a choice leads to learner autonomy and enhances their academic achievement. The detail of the data is presented below.

Day one observation showed that the teacher provided students with a list of choices, and some students chose minimal pairs to pronounce correctly. To foster a sense of autonomy and encourage learning, students were given the freedom to choose minimal pairs for practice (reference 1). Some other students chose the minimal pairs that comfort them to practice (reference 2). The teacher presented a list of pronunciation challenges for students to choose from: minimal pairs, e.g., "was" vs. "wars", "shot" vs. "short", "cot" vs. "caught", and other vowel sounds (reference 3). A few students selected some words from the minimal pairs list and practiced showing the difference between short and long vowel sounds (reference 4). Initially, most students hesitated to choose and practice it (reference 5). When they reached the middle of the discussion, almost all students chose words to pronounce that interested them. Thus, it is believed that students want different choices to work on topics of interest, which may help them succeed in areas such as speaking ability.

Observation data from days two and three showed that students initially chose simple words to pronounce and selected their interested partners. All students practiced all the words. However, some students were seen choosing simple words that they thought were easy to pronounce first. Then, they proceeded to the following words (reference 7). Moreover, students were observed selecting a pair and a group mate for discussion. Therefore, in addition to choosing a topic of interest, students also select someone or some students who comfort them during the discussion. In general, this self-directed learning helps learners become independent and responsible in their speaking skills tasks

Observations on days four, six, seven, and eight similarly demonstrated that students selected their best pair mate, chose the most straightforward task, selected a topic for debate, and simultaneously chose group mates and topics of interest. It was observed that, except for pair work, students made no task choices on this day. All students practiced all activities given by their teachers (reference 10). For presentation, students were observed choosing the easiest and

most informal scenarios that they thought would be convenient for them (reference 11).The teacher provided some motions, and then students selected a topic of interest from the list (Reference 12).All students have chosen their own topic for debate from the given lists and also selected their best group mates (Reference 13). Students often enjoy making choices whenever they have the opportunity. They also seem to be happy if they make a presentation on their own choices. Furthermore, students often feel more at ease discussing a topic with their best friend. Hence, students will be successful in their discussion if they have the chance to discuss topics related to their areas of interest.

Day nine and ten observation data confirmed that students made a choice of their interest for presentation and someone to work with for discussion. Students appear to be happy with the option to choose their topic of interest when the teacher assigns them to make a presentation after the general discussion (reference 15).The teacher gave them a list of topics, and then the students selected their topic of interest. They always have someone who attracts to sit beside for a pair and/or group discussion (reference 16). On the last observation, no choices were given by the teacher. Then, the students did not choose on that day. Therefore, some students are intensely interested in making choices that present themselves easily, and they also enjoy collaborating with their best friends to be innovative during discussions.

Overall, students believe that having the opportunity to choose topics of personal interest and select their own partners or group members fosters independent learning, enhances their self-confidence, and improves their speaking abilities. This aligns with communicative competence theory, which emphasizes students' participation, motivation, and autonomy.

4.1.3. Data from the Interview

This section presents the qualitative data collected through semi-structured interviews with seven second-year students in the English language and literature department (see Appendices M-S). The purpose of the interview was to elicit students' actual beliefs about their ability to perform speaking skill tasks and to ensure the collection of rich data and practical feasibility. It also aimed to collect in-depth information directly from students regarding their perceived competence in speaking. For systematic organization and thematic categorization of the qualitative data, NVivo version10 software was used. Three main themes emerged, such as

students' perceived self-efficacy (see Appendix Y), perceived classroom performance regarding (see Appendices Z-C1) (participation, feedback, peer-modeling, and making choices), and perceived speaking skill achievement (see Appendix D1). The following section presents the details of the data.

4.1.3.1. Theme of students' perceived self-efficacy from interview data

Table 24 *Theme of Students' Perceived Self-Efficacy from interview data*

Coding	Data Excerpt	Meaning/Interpretation
Self-Belief and Efficacy	Students feel confident in their speaking abilities and comprehension when engaging with peers and teachers.	Enhances overall learning and willingness to participate.
Comprehension Ability	Students easily understand spoken English in the classroom, which contributes to their confidence.	High comprehension increases engagement.
Low Confidence	Students often express low confidence due to a lack of fluency and a fear of making mistakes.	Fear of negative evaluation impacts willingness to participate.
Barriers of Psychology	Social pressure, previous negative experiences and fear of making mistakes can impact confidence levels.	Addressing the factors can enhance learning environments.
Impact of teaching style	Learners' perceptions of a teacher's style and strategy can influence their confidence.	Teaching methods that invite involvement foster student confidence.
Preparation	Lack of preparation leads to anxiety; well-prepared students exhibit higher confidence.	For successful participation preparation is essential.
Peer factors	Negative peer treatment can hinder confidence.	Peers' negative energy is hurts confidence.
Lack/gaps of knowledge	Lack of topic knowledge or vocabulary can decrease confidence.	Inputs based on knowledge gaps can improve confidence.
Positive Experiences	Self-efficacy can enhance by recalling previous positive experiences	Positive reinforcement can build confidence

Some students believe they possess high self-confidence in their ability to speak the English language. *"I am very confident when I speak with teachers and students"* (participant 1) (see Appendix Y). On the other hand, the other students reflected that their confidence in their ability to practice speaking skills depends on their familiarity with the content and context of the tasks. *"I have confidence in the part I know, but I lose confidence in the part I do not know"* (participant 5). *"When my friends or teacher talk to me with words that I am not familiar with or new and difficult words...during that time I am confused...then this may decrease my confidence"* (participant 4). A few other students replied that they have low self-confidence in

their ability due to a lack of vocabulary, poor grammar, and a fear of mistakes. *"I am not confident enough. But I am confident, but I am not a fluent English speaker"* (participant 2). These data support Canale & Swain's view that language ability is multidimensional, where learners become confident in applying one competence, such as strategic competence, but lack confidence in another competence, such as grammatical competence, and Bandura's view that self-efficacy is domain-specific, influenced by prior experiences, emotional states, and the perceived difficulty of tasks.

Some participants believe that believing in one's ability while practicing speaking skills helps build self-confidence. *"I have more understanding...eee I have good learning, and I feel I can speak well"* (Participant 1). Another student also said that his attention to the teachers' explanations and previous English language experience helps him build self-confidence. *"First I can be calm to look my teacher...I can understand the ways my teacher instructs or deliver ... the speech or concept...I can look them very carefully and latter can record them"* (participant 3). Some other participants believe that familiarity with the content and the person they are speaking with, as well as practicing speaking skills and imitating peers' styles, increases their confidence in speaking. *"The little confidence I have brought from my friends' strength in that I observed them while they make a nice presentation relative to me. I find them very cleaver, and I tell to myself I must be like them. I think this contributed to my little confidence"* (participant 7). These findings demonstrate that students' confidence in their speaking skills is shaped by a combination of social, cognitive, and emotional factors, as suggested by Bandura's social learning theory framework.

Conversely, the participants believe that judgment by peers, fear of making mistakes, fear of being laughed at, and a lack of content knowledge all deteriorate their self-confidence in their ability to speak English. *"The reason why I am less confident is that I fear making mistakes... thinking students may laugh at me. I think I mentioned that I fear the students because I am not good at my pronunciation...I feel I am not correct"* (participant 2). Another student also reported *"I loss confidence for the part I don't know because I think I fear my friends will laugh at me"* (participant 5). One of the participants explained that students' confidence may decrease when they dislike the teacher, either due to prejudice or because of their general teaching style.

“What reduces the confidence of the students ... so first when my teacher comes into the classroom, and if I get bored, this is the major impact that puts me struggling to listen to the lessons...Then I could not understand the theme of the lesson, which may have led to a loss of confidence. Besides, I hate the teacher or I may feel that teacher is not good and this may distract class situation. This is a disaster for me when I am in the classroom” (participant 3).

Generally, these findings, where students' confidence decreases due to language anxiety, lack of encouragement, and perceived social threats, align with Bandura's self-efficacy theory.

Some of the learners reported that making practice, participation, and discussion are instances that boost their confidence in their ability to practice speaking skills.

“For instance, the teacher gave us our course-related reading materials, then we read a lot, and I comprehended some points about the classroom lesson...then I fear no one to answer question, to ask and to participate in classroom ... even during presentations I feel free to say whatever I should say or input and practice make feel free” (participant 7).

The other participants said that positive feedback is an instance that contributes to boosting their confidence in their speaking skills.

“I remember when I was in lower grade...one of my teachers praised me with words saying very good, nice, excellent, etc.... the spoken course teacher similarly appreciated me when I answered questions in classroom. This helped me to develop self confidence” (participant 4).

A few participants reflected that instances which increased their confidence in their speaking skills were when they could easily understand what anyone spoke in English. *“For example take the classroom situation..... I really have more understanding ... when anyone speaks to me in English I can easily understand what they say relatively... this contributed to my confidence”* (participant 1). This directly aligns with the four key sources of Bandura's self-efficacy: experience, peer modeling, receiving positive feedback, and feeling confident or stressed.

Conversely, participants mentioned that a lack of practice and social pressure deteriorates learners' confidence in their ability to practice speaking skills tasks. *“...during presentation some speech of my part disappeared because I did not practice it well. Trying to present without practicing well, paid me off”* (participant 5). A participant also explained that negative feedback tests confidence. *“Students' reaction when I make mistake definitely decreases my confidence. It blenched me”* (participant 4). The participants reported that they lost confidence in practicing

their speaking skills when students feel that the teachers are not convenient. "*When my group mates show a kind of reluctance for discussion, I feel sad and this deteriorate my confidence*" (participant 3). Generally, a low level of participation and peer pressure diminishes learners' self-efficacy.

Overall, the qualitative data analysis findings revealed that participation, feedback, and peer modeling are directly related to learners' development of self-efficacy. Students who highly participate tend to have high self-efficacy, and vice versa. According to the findings, most learners have a limited level of participation, low self-efficacy, and weak speaking skills. Thus, most of the students achieve an average score on the speaking skill test.

4.1.3.2. Theme 2: Sources of speaking skill self-efficacy

4.1.3.2.1. Students' level of participation (see Appendix Z)

Table 25 Students' perceived level of participation from interview data

Coding	Data Excerpt	Meaning/Interpretation
Active Participation	Students believe that active participation enhances their speaking skills through practice.	Participation improves speaking proficiency.
Belief in Participation	Students view participation as essential for developing English-speaking abilities.	Participation encourages a practical learning
Confidence increment	Participation not only improves skills but also improves students' confidence in their ability to speak.	Participation improves self-confidence.
Formal Speaking Tasks	Engagement in formal speaking tasks and peer interactions has a positive impact on students' verbal skills.	Engagement in formal tasks encourages for practice.
Peer collaboration	Group or pair activities enhances engagement and speaking skills	Collaboration reduces anxiety and enhances learning.
Impact on performance	Participation is correlated with academic performance and confidence in speaking skills.	Active participants tend to score higher
Influence of Participation	Students believe that the level of their participation directly affects their achievement in speaking skills.	The importance of participation in overall success.
Comprehensive Learning	Attending lessons and engaging with classmates leads to improved confidence and speaking abilities.	Regular practice in class is crucial for skill development.
Impact of Low Participation	Lack of participation can result in reduced confidence and hinder the development of speaking skills.	Encourages teachers to foster inclusive participation
Engagement and Interest	Increased participation develops interest in the subject and contributes to overall achievement.	Engaged students are more likely improves academically.
Importance of Practice	Regular practice and participation are considered key strategies for enhancing confidence in speaking.	Consistency encourages active engagement in classroom activities.

Regarding engagement frequency in speaking skill tasks during classroom lessons, most participants reported that they sometimes participate, attend class attentively, and are dependent on the teacher's motivation to answer and ask questions. *"I participate sometimes in a presentation ... sometimes answering questions if my teacher asked...sometimes I ask my friends*

the question I did not understand...I do not ask teachers” (participant 5). On the other hand, a few participants mentioned that they consistently participate in classroom discussions and practice speaking both in and outside the classroom, but still lack the confidence to answer questions raised during discussions directly. *"I engage in spoken activities/practice always or classroom situation or outside with my peers or classmate I try to use or communicate with them...to improve myself”* (participant 3). This shows a sign of developing but fragile self-efficacy, where students act without fully believing in their ability.

The majority of the participants reported that they actively participate in the speaking skills classroom. *"I actively participate in spoken English classroom...I ask questions...answer questions"* (participant 3). The students replied that they are active in the classroom, speaking skills tasks. *"Actually, I actively participate in English classroom... if there is presentation if there is something I have to answer...I communicate with my teacher or with my team workers ... I participate”* (participant 1). They also believe that the level of participation influences self-confidence, speaking skills, and achievement. Besides, they said that participating students become more popular in classroom activities and score higher marks. *"Participant students can score high mark... not only they score high marks but also they become popular in their knowledge producing good things"* (participant 3).

On the other hand, one participant reported that he would rather attend classroom lessons. *"I attentively follow classroom lessons, but I do not ask, and I do not answer questions in a classroom"* (participant 5). This indicates that the majority of students believe they are actively involved in speaking skill activities. In addition, the students believe that the level of participation increases learners' confidence, speaking skills, and achievement.

The interview data also showed that a low level of participation decreases students' self-confidence and makes them dormant. *"If students do not participate, they cannot understand the language. They do not bring any change ... they may stay stagnant or dormant in speaking, reading, writing and listening the language"* (participant 7).

Therefore, the majority of the students believe that they actively engage in speaking skill activities. The students also believe that the level of participation influences confidence, abilities, and academic achievement. Generally, the semi-structured interview data analysis reported that

the participants had early exposure to attending an English classroom. However, they did not get opportunities to practice the language. As a result, they have low English proficiency, which directly deteriorates their confidence in their speaking skills.

4.1.3.2.2. Teachers' and peers' feedback (see Appendix A1)

Table 26 Teachers' and Peers' feedback data from the interview

Coding	Data Excerpt	Meaning/Interpretation
Importance of Feedback	Receiving feedback from teachers and peers is crucial for developing skills and building confidence.	Regular feedback improves skills and efficacy.
Teacher Corrections	Direct corrections from teachers enhance student confidence and self-efficacy.	The importance of constructive criticism in the learning process.
Feedback from Exam Results	Students receive feedback through exam results, which affects their perception of competence.	Performance metrics can motivate or de-motivate students.
Confidence Boost	Believing that feedback improves confidence encourages students to actively seek and engage with feedback.	Self-efficacy is closely linked to the perceived value of feedback.
Peer Feedback	Positive feedback from peers can significantly increase confidence and promote improvement.	Collaborative feedback environments foster social learning.
Impact of Good Results	Positive outcomes and feedback from teachers and classmates enhance overall confidence.	Good performance improves confidence to participate.
Lack of feedback	A lack of feedback may impact their motivation and learning.	Consistent feedback is essential for engaging student
Feedback and fluency	Consistent feedback improves speaking skills abilities	Regular feedback can improve abilities.
Correcting error	Correcting errors through feedback maintains enhancement in speaking skills and fluency.	Correction is critical for skill and confidence improvement
Contextual Feedback	Feedback is often given in real-time during presentations.	Immediate feedback are important for improvement
Positive vs. Negative Feedback	Positive feedback increases confidence, whereas negative feedback or social pressures can decrease it.	Feedback is critical for sustaining student motivation.

Some of the interviewees reported that they rarely receive feedback. According to the students' explanation, teachers and peers primarily provide feedback during students' presentations, while learners mostly receive feedback from their exam results. "*The teacher gives us feedbacks mostly when we make presentation we feel nervous that we cannot speak or say what we want to say*" (participant 7). The students also expressed that they have positive attitude towards feedback in that they believe feedback improves speaking skill ability and achievement. "*I believe feedback is important to improve our speaking skill abilities and confidence*" (participant 4). A participant, on the other hand, said that he received feedback many times from teachers and classmates. "*I have received feedback many times from teachers and friends*" (participant 5). Therefore, although students rarely receive feedback from teachers and peers, they believe that feedback improves their speaking skills, achievement, and confidence in speaking skills.

The qualitative data analysis also revealed that students provide feedback to each other outside the classroom. When learners practice speaking skills informally in their dormitory, they comment on their mistakes with one another.

"For instance, when we speak with our dorm mates one day I make grammar mistake then my friend corrected me ... if I remember it was ... subject verb agreement problem... like for example... I said he does not like speaking in English ...and then my friend said no, he does not..." (participant 7)

The analysis showed that a participant also reported that teachers' correction improves students' feedback.

"For instance, during presentation my teacher gave me feedback that I should correct in the future presentation. The teacher corrected my mistake or error by telling me the correct version of the words. I learned a lot from the feedback because it tells me my weak side. It is a good lesson for me".

Generally, although there was no consistent teacher and peer feedback, feedback helps students learn from their mistakes by improving their speaking skills, confidence, abilities, and achievement.

4.1.3.2.3. Students' peer-modeling behavior (see Appendix B1)

Table 27 Peer-modeling behavior data from the interview

Coding	Data Excerpt	Meaning/Interpretation
Role Models	The presence of role models among peers has a positive impact on speaking skill performance and motivation.	Role models can guide learning.
Collaboration	Some students' speaking abilities improve through active involvement in peer learning.	peer interactions can develop skills
Peer learning by sharing ideas	During group discussions sharing past experiences can contribute to skill development and improve confidence.	Collaboration supports learning through shared knowledge
Encouragement from peers	Role models within the classroom encourage psychological factors that increase confidence and motivation	Supportive peer environments foster self-efficacy.
Learning from Peers	Students learn from observing classmates communication techniques and valuable presentation styles.	Observational learning can enhance performance.
Homogeneous Proficiency Level	A lack of diverse proficiency levels hinders the development of role models, which in turn affects confidence and independence.	Diversity in proficiency can enhance learning dynamics.
Tilt to learn from peers	Students who have positive peer modeling habits are likely to develop better speaking skills.	Regular modeling practices can cultivate skill improvement.
Learn from peers during presentations.	Presentations offer students the opportunity to learn from one another's styles and techniques.	Peer presentations encourage reflection and skill enhancement.
Peer positive influence on motivation	Observation of motivated peers encourages students to participate more actively.	Peers motivate one another during collaborative learning environment
Peer positive influence	Positive peer interactions encourage confidence, while fear of judgment and laughter can diminish it.	Peers' support is crucial for building confidence.
Peer Interaction	Interacting with teachers and classmates, as well as using English outside the classroom, are seen as beneficial strategies.	Peer learning enhance speaking skills.

The qualitative data confirmed that, although students believe peer modeling improves their speaking skills development, most participants reported that almost all students have the same level of English proficiency in this context. One of the participants said that there is no role model among the classmates. *"I have no peer model in my classroom. I do not observe students*

performance ... I rely on myself" (participant 2). Some other participant, on the other hand, reported that there are few better students in the classroom that he can imitate from. *"I learn from my classmates. Getting together for learning with classmates is interesting ... yeah so I like it"* (participant 1). According to the analysis findings, most students imitate styles, strategies, and how to use words like their classmates' when the students give presentations, ask questions, and use language in a classroom. Concerning this, participant 5 noted the following: *"One of my friends used to ask questions always. I observed his confidence in his speech and his eagerness to gain a deeper understanding of the lessons. Thus, his unique hard work motivates me to do like him although we are not perfect"* Besides, one of the participants believes that previous peer modeling is still fresh in the journey of his education. Experience and imitation improved self-confidence and speaking skill development. *"I have a model student when I was in high school. I like his presentation style, his fluency...he is a native like speaker. We used to practice in English with him. He taught me a lot. He is my model. But here in this campus I have no a model student"* (participant 6). Generally, learners believe that imitation improves speaking skills, confidence, ability, and achievement, although students have low and the same level of English proficiency.

The data align with Bandura's Social Learning Theory, which posits that observing classmates succeed helps reduce fear and demonstrates that success is achievable. It also supports the idea of Vygotsky's Sociocultural Theory, which explains that language is learned both internally (intrapersonally) and externally (interpersonally) through observation of more capable peers. It is also in alignment with Canale & Swain's Communicative Competence Theory, which states that students learn by observing how peers use language in real-world tasks (e.g., group discussions, presentations), thereby increasing their fluency.

Various theoretical frameworks, including socio-cultural theory, self-efficacy theory, and communicative competence theory, support the role of imitation in EFL classrooms. It is facilitated by structured imitation, which emphasizes the importance of observational learning, confidence building, and social interaction in second language development.

4.1.3.2.4. Students making a choice opportunity (see Appendix C1)

Table 28 Making choice opportunity data from the interview

Coding	Data Excerpt	Meaning/Interpretation
Rare Opportunity to Choose	Students often have limited opportunities to make choices in tasks, which can impact their engagement.	Infrequent choices can negatively affect motivation.
Confusion from Choices	Some students believe that having too many choices can lead to confusion and a decrease in confidence.	Clarity in task options is important for confidence.
Preference for Single Topics	Many students believe that focusing on a single, well-defined topic is easier and more suitable than trying to cover multiple topics.	Dependence on teacher selection can hinder independence.
Choice improves confidence	Making choices can enhance students' confidence in completing tasks.	Empowering students with choices fosters self-efficacy.
Engagement and Motivation	Opportunities to choose positively influence students' engagement and motivation in speaking tasks.	Choice can increase interest and endeavor in attending.
Interest in Tasks	Making choices increases students' interest in speaking skill activities, leading to greater success.	Doing on interest based tasks improves speaking skills.
Independence Vs dependency	Being dependent on teachers for topic selection can discourage students and diminish their initiative.	Making choice can enhance learning outcomes.
Positive Influence on Skills	Choices significantly influence the development and achievement of speaking skills.	Increased opportunities for choice can enhance performance.
Broader Knowledge through Choice	Students believe that having the opportunity to choose allows them to read more and increase their English knowledge.	Choice enhances engagement with speaking tasks.

The semi-structured interview data revealed that most students reflected that they had opportunities to make choices when the speaking skills assignment was given. "*We have got opportunities to choose the topic we were interested in for presentation*" (participant 5). Conversely, a few participants reported that there was no opportunity to make a choice. "*This year the teacher did not give us chance to make choice, instead he forced us to do assignments, tasks, classroom activities providing us only one topic*" (participant 4). Another participant, on the other hand, confirmed that making choice is not good for students. This student believes that the list of topics confuse students to decide. He rather believes in the teacher's choice which helps learners to do tasks easily.

“Teachers sometimes give us different topics to choose from for doing assignments, activities and tasks. By the way, sometimes it confuse me which one to choose to do the assignment...thus I feel one topic, which already decided by the teacher, is good enough to do tasks” (participant 3).

Some of the participants believe that making choice motivates for learning, and it increases independency, knowledge and speaking skills development. *“Many choices give broad knowledge than a single choice. In addition, it gives us chances to choose and do the one we know more. I believe also it motivates for learning”* (participant 5). Generally, the findings showed that students self-efficacy and speaking skills achievement increase when they do assignments based on their topics of interest.

Overall, the data showed that making choice rarely practiced in Spoken English Course classroom. Regarding to this, learners have limited chance of becoming independent, responsible and participant students. This also leads to limited chance of becoming autonomous learner that directly influences the development of speaking skills. Opposite to this, when learners get chance to decide what to read or do for their assignments, they would become confident which may help them develop the speaking skill abilities.

4.1.3.3.Theme 3 Students speaking skills achievement

4.1.3.3.1. Students perception overall performance in speaking skills task

Table 29 Actual and perceived speaking skill achievement from interview data

Coding	Data Excerpt	Meaning/Interpretation
Intermediate proficiency	Students evaluate themselves as medium participants with intermediate proficiency levels in English.	Self-perception plays a crucial role in outcomes.
Desire for Improvement	Students express a willingness to improve participation and enhance their achievement through active engagement.	Interested to improve success.
Curriculum improvement	The English language curriculum should be improved to support early practice and enhance student achievement.	Appropriate content is essential for effective learning.
Qualified Teachers	There is a need for qualified teachers who can effectively cover content and support continuous practice.	Teacher quality directly impacts student success.
Importance of Input	Access to quality input matters for all students; teachers should utilize their schedules effectively.	Appropriate input facilitates better learning outcomes.
Focus on improvement	Students are evaluating themselves as intermediate while striving to practice and improve further.	Improving language use is a goal for learners.
Areas for Improvement	Students identify active participation, classroom interaction, and listening to teacher explanations as improvement areas.	Engaging with speaking tasks enhances understanding.
High Self-Efficacy	Students maintain high self-efficacy and confidence in their abilities, believing that effort leads to improvement.	Positive self-beliefs encourage speaking improvement.
Consistence practice	Referring to written and spoken English sources, along with chatting with peers, helps improve speaking abilities.	Regular practice is key for speaking improvement.
Positive Attitude towards Speaking	An optimistic view of speaking assists with correct pronunciation and overall learning outcomes.	Attitudes significantly influence speaking skill improvement.
Self-Perception of Speaking Ability	Students express believing in their good speaking skills through positive self-evaluation.	Positive self-assessment can increase speaking practice.
Participate to improve achievement	Students want to enhance their participation levels, believing it directly correlates with improvement in speaking skills and achievement.	Increased participation improves language proficiency.

The interview data revealed that nearly all participants started learning English in grade one, they turn about fourteen by the time were interviewed (see appendix D1). For instance, participant 2

noted *“thank you for giving me this chance. It’s been fourteen years since I have begun learning English”*. Concerning this, some participants reported that they have low and medium language proficiency although they have been learning English for fourteen years. Regarding their proficiency level, a participant replied that he feel ashamed of himself being a low proficient in English language as a second-year English language and literature major student. On the other hand, the participants believe that they have a problem of understanding the language, but they also perceive that they are intermediate speakers. *“I believe I am not fluent, I think I am intermediate speaker”* (participant 2). This reflects mismatch or indirect relationship between actual performance and perceived performance which suggests students’ low self-efficacy specifically in speaking skills performance. This analysis aligns with Bandura’s mastery experience in that past experience (mastery or lack thereof) influence self-efficacy beliefs.

The data also showed that one of the participants reflected that she actively participate in speaking skills classroom. The participant said that she easily interacts with the teachers and classmates during speaking skills’ tasks discussion. *“Actually I engage actively...I participate. I answer questions...I communicate with my friends...I actively participate”* (participant 2). On the other hand, the majority of the participants believe that they have intermediate performance in speaking skills tasks. They reported that they sometimes involve in the speaking skill discussion. *“When I evaluate myself in English language practice... I get myself in intermediate because I am still not proficient. But I may improve more in the future...that is why I am learning English”* (participant 3). Few of the participants believe that they are low performer in speaking skill tasks. For instance, a participant noted that *“I evaluate myself first I should attentively follow classroom discussion...then I must practice using the language with friends day to day. I must also correct my mistake”* (participant 6). However, the participants believe that high performers have high self-confidence and scores high marks. Therefore, the students’ level of performance and confidence is decisive for their speaking skills development.

In general, the data highlights that although students have learned English for more than a decade, they have low proficiency. The findings also revealed the majority of the participants described themselves as intermediate-level English speaker, which indicates a degree of linguistic competence; however they simultaneously admitted to having low self-confidence when communicating, which highlights a gap between perceived proficiency and communicative

self-assurance. This aligns with the idea of Peng's willingness to communicate, due to low-self perceived competence or fear of negative evaluation, high proficiency students may avoid speaking, whereas low proficient students may express themselves as high proficient that arise from high self-efficacy.

4.1.3.3.2. Students' expectation in speaking skills achievement

One of the participants reported that she expects high marks because she is active participant in the classroom. *“I expect high mark because I actively participate in speaking skill activities classroom. I try to do everything that the teacher gives us...all assignments. I think I will score a high mark”* (participant 2). The other all participants, on the other hand, said that they expect more than 50 percent marks because they are medium performer in the speaking skills tasks. *“My achievement in Spoken English Course is medium ... it is moderate...I am not professional”* (participant 3). Therefore, the qualitative data analysis results showed that students believe that classroom engagement level is a fundamental for scoring remarkable achievement in speaking skills exams.

Overall, the data underscores that consistent classroom participation improves self-efficacy which in turn enhances speaking skill achievement. This qualitative analysis findings also highlights the self-efficacy level highly dependence on frequency of classroom activities engagement. This finding supports Bandura's view of self-efficacy theory which explains that student self-efficacy improves when they frequently participate in classroom activities and this in turn enhances their academic achievement.

CHAPTER FIVE

DISCUSSION

This section discusses the major findings of the study, which explored the relationship between students' self-efficacy, sources of speaking skill self-efficacy and speaking skill achievement. Drawing from both quantitative and qualitative data, the discussion is structured around the study's five research questions. The findings are interpreted within the framework of Canale & Swain's Communicative Competence and Bandura's Social Cognitive Theories, while also considering the dynamics of self-efficacy and speaking skills in a second language including issues of language proficiency, academic achievement, and learners' self-confidence in their speaking abilities.

5.1. The level of students' speaking skill self-efficacy examining their speaking skill abilities

The analysis of quantitative data revealed a mean score of (3.2), suggesting moderate confidence in speaking skills abilities, and a standard deviation of (0.91) indicating moderate variability in responses. Overall, the reliability analysis showed that Cronbach's Alpha of (0.76) indicating acceptable internal consistency and reliability of the scale in measuring speaking skill self-efficacy. Students who demonstrated moderate self-efficacy level are conditional in their confidence in that they believed they could practice speaking tasks of average difficulty than the more demanding tasks. Such moderate level of self-efficacy can easily vary depending on task difficulty, the level of the available instructional support and past performance (Bandura, 1997).

While the present findings show learners' moderate speaking skills self-efficacy, previous studies (Bartimote-Aufflick, Bridgeman, Walker, Sharma & Smith, 2016; Pei-H. Hsieh, Sullivan & Guerra, 2007; Van Dinther, Dochy & Seges, 2011b) have reported that higher education students have high self-efficacy and classroom teachers can improve self-efficacy using different techniques. Contrary to this, Aliy, Tadesse & Getachew (2020) found that TEFL students' self-efficacy is low. This discrepancy may be due to difference in methodology, sample size and sampling demography. One possible explanation for this divergence is also the difference in research variables; the present study findings focused on the association between learners speaking skill self-efficacy level and achievement, including learners' participation, feedback, peer-modeling and making choice habit, the previous studies focused on the association between

self-efficacy and other research variables (Ifdil et al., 2016; Korompot, 2022; Paradewari, 2017; Yuehua & Qiumei, 2023; Zhang et al., 2020). On the other hand, this finding align with the research on effect of speaking skill self-efficacy and gender in speaking activities that found a moderate level of speaking skill self-efficacy in both gender (Sundari & Dasmo, 2014).

Conversely, the classroom observation data analysis revealed different results. The analysis showed that few students engage in classroom discussion independently that may arise from confidence, whereas the majority of the students' interaction depends on their teacher encouragement. This means many students highly depend on external enforcement and may lack intrinsic confidence to participate independently. The observed behavior indicates that despite reported moderate-to-high self-efficacy levels, actual classroom performance may not consistently reflect those perceptions. This clearly supports to say that self-perceptions do not always reflect reality. This finding is consistent with prior researches underscoring a mismatch between perceived and actual academic abilities. For instance, Singh, Whitcomb, Kalender, Nokes Malach & Malach, (2020) studied a mismatch between self-efficacy and performance: Undergraduate women in engineering tend to have lower self-efficacy despite earning higher grades than men, and analyzed engineering students self-efficacy and grades across core STEM courses. The researcher found significant inconsistency indicating female students score equal to or better academic performance than male students while reporting lower self-efficacy. Similarly, DeTure, (2010) designed to identify learners' attributes that may be used to predict student success in terms of grade point average in a Web-based distance education setting. The finding showed that students, who tend to have higher online technologies self-efficacy, received lower grades comparative to those students who reported lower self-efficacy. Moreover, (Tärning, Haake & Gulz, 2017) noted that learners who reported higher self-efficacy performed lower outcomes relative to learners who reported lower self-efficacy. These differences indicate the limitations of relying exclusively on self-reported efficacy when evaluating learner performance.

Interview findings added depth to this result. While some reported conditional or low self-efficacy, other students expressed high confidence in their ability to speak English, especially in familiar situations. For instance, confidence was often tied to content familiarity and contextual factors. One student noted, *"I have confidence for the part I know, but I lose confidence for the*

part I don't know" (Participant 5), demonstrating how self-efficacy varies depending on task demands. This finding aligns with a study that reported self-efficacy directly related to employee job performance when employee becomes familiar with training content in higher education institutions, confirming the significant moderating role of training effectiveness in this relationship (Ugheoke, 2024). Others, on the other hand, cited linguistic limitations such as vocabulary gaps and fear of making mistakes as barriers to confident speaking. Bandura's, frameworks emphasize that regardless of actual performance, self-efficacy is highly context dependant which rises when tasks align with prior mastery (Bandura, 1997), and Canale and Swain in their one of the component of communicative competence theory, sociolinguistic, stated familiarity with the topic helps to use language appropriately and effectively in real contextual speaking (Canale & Swain, 1980).

Overall, these findings support self-efficacy theory that it is domain-specific and formed by various factors including task complexity, past experience, and emotional state (Bandura, 1997). While quantitative data suggest a generally moderate level of speaking self-efficacy, qualitative data reveal that actual performance and confidence are explained in context-dependent.

5.2. The relationship between students' self-efficacy and actual speaking skill achievement

Descriptive statistics demonstrates that the mean score of students' speaking skill self-efficacy was found to be (3.2) with standard deviation of (0.91), indicating a moderate level of self-reported confidence in their speaking abilities. Similarly, the mean speaking skill achievement score (51.5) with a standard deviation (4.6), revealing the variation in students' actual speaking performance. However, the quantitative correlational analysis demonstrated a positive very weak correlation ($r = 0.076$, $P = 0.614$), reflecting that as students' self-efficacy in speaking changes speaking performance doesn't change in consistent or predictable way and vice-versa. The P-value also indicates that the relationship between students' self-efficacy belief and actual achievement is not statistically significant, meaning there is no strong evidence to suggest a real relationship between the variables. These findings contradict earlier studies that reported a strong association between speaking skill self-efficacy and speaking skill achievement, listening skill achievement and reading performance respectively (H.-Y. Chen, 2007; Korompot, 2022a; N. Mills et al., 2006). The result also stands in opposition to a study which reported there is relationship between self-efficacy belief and reading comprehension scores (Alemu, 2024). This

inconsistency findings found may be because of the contextual difference such as cultural, educational and institutional differences of the studies.

Qualitative data from classroom observations and interview revealed consistent that above average learners do not believe in their ability to do speaking skill tasks. For example, one participant reported, *“I am not confident enough. But I am confident, but I am not fluent English speaker”* (participant 2). This result corresponds to a research finding showed that self-efficacy is directly related with speaking skill ability, whereas lacking confidence negatively affects both speaking skill self-efficacy and achievement (Korompot, 2022c). Thus, it is possible to conclude that self-efficacy perception weakly related to actual speaking skill achievement in this context. This finding is inconsistent with Bandura’s socio cognitive theory which suggests that learner who possesses higher/lower self-efficacy would have high/low academic performance (Bandura, 2000). The absence of a significant correlation in the present study may signify that learners’ speaking skill self-efficacy is not be supported by adequately developed communicative competence. Concerning this, Canale & Swain (1980) stated that learners are able to produce accurate, context-appropriate, coherent, and strategically managed spoken language when they could integrate of grammatical, sociolinguistic, discourse and strategic competences. Therefore, although self-efficacy is moderate, actual speaking performance may reduce because of limited sociolinguistic competence. Generally, this finding aligns with the view that states unless learners fully develop these competences, confidence alone doesn’t assure communicative success.

Empirical evidence also shows that despite students report high or moderate self-efficacy, their belief does not always translate into actual academic achievement. For instance, in online context, a research finding indicated that self-efficacy did not predict grades or course success with correlation statistically not significant (Neroni, Meijs, Kirschner, Xu & De Groot, 2022).

Overall, the simultaneous analysis proofed that participants either overstate or understate their perceived ability that actually didn’t align with performance. This is also a concern both in Bandura’s psychological framework and Canale & Swan’s language pedagogy, which described to fill the gap between the learners believe able to do tasks and the actual performance, learners expected to make meaningful practice, receive consistent and real feedback and practice accurate self-assessment (Bandura, 2000; Canale & Swain, 1980).

5.3. Associations between Students' participation, feedback, peer-modeling, and making choice and students' speaking achievement?

The finding revealed the mean score of students' participation, feedback, peer-modeling and making choice were (2.5, 2.4, 2.5, and 2.2) with standard deviations (0.5, 0.5, 0.6, and 0.6) respectively, reflecting higher to moderate level of belief regarding their classroom interaction and overall classroom environment. In favor of these findings, Genc, Kulusaki & Aydin (2016) reported that EFL students showed a moderate level of English self-efficacy.

The results also showed that a positive moderate correlation between participation, feedback and speaking skill achievement ($r = 0.435, 0.310, P = 0.003, 0.36$), reflecting that students who rated higher participation in Spoken English Course classroom tend to achieve high in their speaking performance. The P-value also indicates that the relationship between participation level and speaking skill achievement is statistically significant. Comparable findings were reported by (Zhang et al., 2020) proving there is moderate to high correlation between speaking skill self-efficacy, participation level and speaking skill performance. The finding also demonstrated that there is weak to moderate correlation between feedback in speaking skill self-efficacy and speaking skill achievement ($r = 0.310, P = 0.36$), indicating the change in one variables influences less likely the change in another variable. P-value also indicated that the relationship is statically insignificant indicating the relationship may be happened by chance. However, different results were found in (Au & Bardakçı, 2020), where feedback improves participants' self-efficacy and oral performance, but the finding report demonstrated that no significant relation was observed between self-efficacy and speaking skill performance.

On the other hand, the correlation Table shows that there were almost no correlation and very low between peer-modeling behavior, making choice and students' achievement ($r = 0.042, 0.144, P = 0.784, 0.340$). The P-value also indicates that the relationship between students' peer-modeling, making choice belief and actual achievement is not statistically significant, meaning there is no strong evidence to suggest a real relationship between these variables. In contrast to this finding, previous empirical studies found that peer modeling improves learners' self-efficacy. For instance, Sun, (2021) studied the power of near peer model to raise youth's self-efficacy in computer programming, then the research reported that despite gender difference, near peer model has a potential to increase learners' self-efficacy. Likewise, research studies reported that

peer-modeling and making choice of interest improved academic self-efficacy (Arung et al., 2019; Murphy, 2015). The contradiction is may be because of the difference in the research settings and level and size of participants.

The classroom observations and interview findings reported that some students believe level of participation, frequency of feedback, peer-modeling behavior and making choice habit influence speaking skills achievement. For instance, *“If students don’t participate, they can’t understand the language. They do not bring any change ... they may stay stagnant or dormant in speaking, reading, writing and listening the language”* (participant 7). The interview analysis specifically theme 3, learners’ expectation of speaking skill achievement also evidenced that almost all participants believe that classroom engagement directly influence speaking skill achievement. For instance one of the participants noted *“I expect high mark because I actively participate in speaking skill activities classroom. I try to do everything that the teacher gives us...all assignments. I think I will score a high mark”* (participant 2). In support of this, various studies, Liu et al., 2023; Okunuki & Kashimura, 2024; Park, 2005; Suartama et al., 2024; Sukor et al. (2021), in various disciplines revealed that classroom engagement continually improves academic achievement.

However, consistent to the quantitative data analysis report, the qualitative data result also showed there is no or weak relationship between peer-modeling, making choice and actual speaking skill achievement, indicating discrepancy between the student perception about peer-modeling and making choice and the actual practice in the classroom. The qualitative finding also indicated that there were limited or no peer modeling and making choice practice rather learners collaborate and learn from one another as well hate making choice for their task work. For instance, students noted *“I have no peer model in my classroom. I don’t observe students performance ... I rely on myself”* (participant 2), and another participant reported *“I learn from my classmates. Getting together for learning with classmates is interesting ... yeah so I like it”* (participant 1). Furthermore, a participant noted that he doesn’t like to choose rather he is in favor of his teachers’ decision. He reported *“Teachers sometimes give us different topics to choose from for doing assignments, activities and tasks. By the way, sometimes it confuse me which one to choose to do the assignment...thus I feel one topic, which already decided by the teacher, is good enough to do tasks”* (participant 3). Thus, peer modeling and making choice were rarely

practiced in this context, but there exist peer learning/collaboration and selecting opportunity for tasks and activities sometimes. Evidence from the empirical studies confirms that there exist cooperative and collaborative learning in Ethiopian EFL classrooms (Abheti&Beriso, 2024; Kebede, Negasi&Abebe, 2025 and Mulisa&Mekonnen, 2019).

Generally, it might be concluded level of participation and consistent feedback enhance speaking skill achievement. This is in agreement with research on undergraduate students' major exam found self-efficacy was most related to class participation (Rosen & Kelly, 2023). Additional studies, (Ahola, Malmberg & Jarvenoja, 2023), on higher education students' situational self-efficacy beliefs to participation reinforced this association, reporting level of self-efficacy is connected to students' participation regulations: low self-efficacy associated with taking a passive role whereas high self-efficacy associated with taking active role.

According to the qualitative data analysis report, peer-modeling (because students have low and same proficiency level) and making choice (not consciously known) are not intentionally practiced in classroom. A student, for instance, said that there is no role modeling because all students have the same English proficiency. Another student also witnessed that making choice is not practiced, and it creates confusion in students' mind. That is why there is no or weak relationship between peer modeling, making choice and speaking skills performance because peer modeling and making choice practice resembles to imitation and autonomous learning in this context respectively. In line with this, a study reported that learners' imitation ability is related to their perception of recognition of pronunciation (Llompert & Reinisch, 2019). In conclusion, the findings underscore that the majority of the participants imitate from other students, and they also believe that making choice improves confidence and ability. The results align with Bandura's view that states seeing classmates succeed helps reduce fear and shows that success is achievable (Bandura, 2000). It also supports the idea of Vygotsky (1978) in his Socio-cultural Theory explains language is learned internally, intrapersonal, and externally, interpersonal, by observing more capable peers. It is also in alignment with Canale& Swain's Communicative Competence Theory which says students learn observing how peers use languages in real tasks (e.g. group discussion, presentation, etc), which increase their fluency (Canale & Swain, 1980).

Generally, Bandura also emphasizes participation level can develop or decrease self-efficacy belief, which can create either positive or negative feedback based on the level of participation. Contradicting to the present study's findings, he also noted that positive feedback can enhance learners' belief in their ability to be successful. Besides, consciously observing a peer succeeds at a task, in similar context, can develop an observer's self-efficacy. Doing tasks based on topic of interest in a specific domain helps to exercise control, which leads to developing self-efficacy (Bandura, 1997).

5.4. Associations between Students' Participation, Feedback, Peer-modeling, and Making Choice and speaking Skill Self-Efficacy.

Table 14 finding showed higher and moderate agreement in participation and peer modeling, feedback and making choice habits with mean score (2.5, 2.5, 2.4, 2.2), and indicating lower and slightly higher variability in students' responses with standard deviations (0.5, 0.6, 0.5, 0.6) respectively. Similarly, Truong & Wang (2019) reported in their study comparatively reported that some students demonstrated the highest self-efficacy in English language studies.

The correlation results revealed a moderate positive relationship between students' belief in self-efficacy and participation ($r = 0.496$, $P = 0.000$), feedback ($r = 0.310$, $P = 0.036$), peer-modeling ($r = 0.303$, $P = 0.040$), and making choice ($r = 0.370$, $P = 0.011$), all statistically significant. These findings suggest that students' participation, feedback, peer-modeling and making choice influences self-efficacy, indicating improving these sources of speaking skill self-efficacy may improve students' self-efficacy. These findings also align with some previous researches Ahola et al., 2023; Galyon, Bllondin, Yaw, Nalls & Welliams, 2012; Henderson, Ajjawi, Boud & Molloy, 2019; Sun (2021) that found learners participation level, frequency and quality of feedback, and peer modeling habit positively influences speaking skill self-efficacy.

Data from the interview particularly data from participants' perception of speaking skill achievement, indicated that classroom performance is vital to improve learner efficacy. Consistent with this, the classroom observations and interview analysis demonstrated that students who mostly engage in activities possess high self-efficacy. The frequency of feedback based on its quality, peer-modeling based on awareness, making choice based on the opportunity influences learners' self-efficacy. In support of this, a study reported that task based language

instruction improves learners' speaking skill self-efficacy (Dheressa et al., 2023). Hence, students' classroom performance in participation level and feedback consistency may importantly develop their self-efficacy. Based on the classroom practice chances, peer-modeling and making choice also may influence speaking skill self-efficacy. Similarly, Sun, (2021) studied the power of near peer model to raise youth's self-efficacy in computer programming, then the finding reported that despite gender difference, near peer model has a potential to increase learners' self-efficacy.

Overall, this finding be inconsistent with Bandura's view that classroom interaction such as participation, feedback, and peer-modeling create supportive for EFL/ESL/ELT learners to develop self- confidence, which then improves ability and achievement (Bandura, 2000). The result also in support of Canale& Swain's view although they didn't directly address to self-efficacy, they argue about the input should help learners to use language meaningfully which develop self-confidence and achievement (Canale & Swain, 1980). Both theories suggested that to build learners' confidence and linguistic competence, pedagogically teachers should create all round classroom engagement, which also improves achievement.

5.5.The strength of students' self-efficacy and sources of speaking skill self-efficacy predicting speaking skill achievement

The regression results show a strong model fit, indicating the students' experience with self-efficacy enhancing level of participation, frequency of feedback, behavior of peer modeling and habit of making choice that explicate part of their speaking skill achievement. Similarly, a study on self-efficacy, self-esteem and gender as determinants of performance in speaking tasks revealed that self-efficacy and self-esteem are the great predictors of speaking skill performance (Aregu, 2013). The findings also support the idea of social cognitive theory that explains self-efficacy arises from mastery experience, social modeling and feedback all of which influences behavior and performance (Bandura, 2000).

Relatively participation appeared as the strongest positive and significant predictor ($B = 3.592$, $t = 2.527$, $p = .016$), underscoring the importance of active engagement in speaking skill practice such as involvement in class discussion: asking and answering questions, pair and group discussion, presentation, leading small-group discussion and making debate. This supports the

studies that show level of participation determines self-efficacy scale and grade achievement (Galyon, Blondin, Yaw, Nalls & Williams, 2012).

The classroom observation data analysis reported that few students consistently participate. The majority of the students were dependent on external reinforcement. The active participant students demonstrated high self-confidence in that they didn't hesitate to answer questions and to ask sometimes. They also voluntarily involve in discussion and present their point of view of a lesson. Comparative to this a study concluded that self-efficacy is a factor for classroom engagement quality (Anggraini et al., 2014). Conversely, most students didn't answer and ask questions. Instead, they showed scary face, and it seems they have low confidence in their ability to interact in English. Hence, only few students built their confidence in their speaking ability through participation which this leads to better achievement. This outcomes resonates a study findings that revealed active participant learner achieve higher in speaking skill test (Korompot, 2022). Nevertheless, from the interview data analysis, student participation level theme showed the majority of the students believe that they actively engage in speaking skill activities. The students also believe that level of participation influences confidence, abilities and academic achievement. This findings support the earlier studies on classroom engagement (Chetri, 2022; Okunuki & Kashimura, 2024; Park, 2005).

On the other hand, self-efficacy was negatively associated with speaking skill achievement contrary to expectations and prior literature in this context ($B = -1.010$, $t = -1.175$, $p = .247$). P-value also indicated that the relationship was not statistically significant. This might indicate that perception of having high self-efficacy does not directly enhance speaking skill achievement unless it actually exists. In contrary to this, several studies reported that self-efficacy directly improves speaking skill achievement (Aregu, 2013; Kusuma & Waluyo, 2023; Lu et al., 2022; Zhang et al., 2020). The qualitative (classroom observation) data also reported that few students engage in classroom discussion with confidence. The majority of the students interact only when teacher encourage them. This shows that above average students do not believe in their ability to do speaking skill tasks. Therefore, because of the limited number of students' engagement in speaking skill tasks independently, the learners' achievement may negatively associate with self-efficacy. Conversely, the interview data analysis demonstrated the majority of the students believe that they have high self-confidence in their ability to speak in English language. For

instance, one participant shared “*I am very confident when I speak with teachers and students*” (participant 1). Thus, this integration of results implies that the education intervention might therefore not only focus on skill building, but also on confidence building practices. This conclusion converges with prior research outcomes which indicated although students rated themselves with high self-efficacy, self-efficacy less likely influences speaking skills achievement (Mizumoto, 2012; Mulyanto, 2022; Rafiqa&Fitriani, 2023; Sardegna et al., 2018; Zhang et al., 2020).

The contradictory findings between the quantitative and classroom observation data and the interview data in this study show the complex and often non-linear relationship between learners’ self-efficacy, participation and speaking skill performance. In fact, such contradictions reinforce the value of integrating qualitative data with large sample size to deepen the understanding of learner psychology beyond what quantitative measure alone can reveal. In with this, some studies demonstrated that unless classroom engagement is present self-efficacy alone does not usually transform into higher speaking skills performance. For instance, self-efficacy on speaking performance was non-significant when gender and other factors were considered in one of EFL study (Sundari & Dasmu, 2014).

The quantitative data analysis also confirmed feedback demonstrated positive but non-significant relationship with speaking skill achievement ($B = 1.492$, $t = .958$, $p = .344$). In support of this finding, the classroom observation data analysis revealed that the teacher frequently gives general feedback and comments; however, inconsistently provides direct, indirect, corrective and constructive feedbacks. The teacher also rarely provides individual feedback. Although the majority of the students feel happy in peer feedback (Lu et al., 2022), peers provided feedback inconsistently. Apart the inconsistency, teacher’s and peers’ feedback encourages student to involve in speaking skills tasks. These findings correspond with (Au, 2020) that revealed teachers and peers feedback improves oral presentation performance; however, there is no significant relationship between feedback and speaking performance.

The interview data analysis also revealed that although students believe that feedback improves their speaking skill achievement, teacher and peer provide feedback inconsistently. A study finding supported this result that reported feedback improves speaking skills performance (Bahrami Maleki et al., 2024). For example “*I believe feedback is important to improve our*

speaking skill abilities and confidence” (participant 4). Feedback like good, very good, and excellent were given on students’ presentation and participation which these might influence the students’ academic performance. For instance, one participant reported “*The teacher gives us feedbacks mostly when we make presentation we feel nervous ... we can’t speak or say what we want to say*” (participant 7). Comparatively, several studies reported that consistent teacher and peer feedback improves self-confidence and speaking skills achievement (Ashenafi, 2025; Dagnew Chekol, 2020). Generally, while feedback is theoretically essential to developing speaking skill performance (Bandura, 2000), its influence in this study may have been limited by factors such as quality, frequency, or students’ perception of it.

Similar to self-efficacy, peer modeling was also negatively associated with speaking skill achievement ($B = -.389$, $t = -.332$, $p = .742$). According to the regressed coefficient result, the very low t-value indicates observing peers has little measurable effect on speaking skill score and high p-value suggest that no effect on speaking skill scores. In other words, it is possible that peer modeling in this context was inconsistent to influence speaking skills performance meaningfully. The result might also suggest that peer modeling may influence speaking skill performance indirectly. In consistent to this, the classroom observation data analysis showed that the participants have the same level of speaking skill proficiency that they might not model their classmates. Apart from this, a study on the use of peer modeling to improve self-efficacy in research method course reported that peer modeling improved students evaluation of the course (Murphy, 2015).

The analysis findings also reported learners are not conscious about peer modeling. However, the majority of the students were observed while following the few active and participant students unconsciously. Apart from this, the classroom observation report also proofed that peer-modeling enhances students’ academic achievement. Opposite to this, the interview data analysis findings confirmed that students have the same level of speaking skill ability. For example, one of the participants reported, “*I have no peer model in my classroom. I don’t observe students performance. I rely on myself*”(participant 2). Some other participant, on the other hand, reported that there are few role model students in the classroom. For instance, an interviewee said “*I learn from my classmates. Getting together for learning with classmates is interesting ... yeah so I like*

it” (participant 1). This qualitative data analysis also reported that students believe peer modeling improves speaking skill achievement.

Generally, peer-modeling in this study was inconsistent to influence speaking skill achievement although the participants believe that it improves their speaking skill performance. Conversely, peer learning and peer tutoring reported as sources that enhance the language proficiency of students (Jupri & Karyawan, 2022; Makarova, 2024). In the theoretical foundation of peer-modeling scholars agree that it improves self-belief to do tasks, communication and achievement. It is believed that not only learners positively evaluate themselves when they observe their classmates’ success but also able to imitate and practice it (Bandura, 2000; Bhati & Sethy, 2022; Hymes, 1972; Vygotsky, 1978).

Likewise, making choice in this context has a minimal influence on speaking skill achievement although offering choice theoretically supports autonomy ($B = .319, t = .298, p = .767$) (Bandura, 1989; Vygotsky, 1978). This is may be because the learners do not have sufficient opportunities to exercise meaningful choices that can influence their academic settings. The classroom observation data analysis findings confirmed that the teacher rarely presents list of topics for choosing. In addition, the analysis showed that there are few students who do not want to make choices. There are students who believe that making choice enhance self-confidence to engage in different classroom tasks and assignments. These students also believe that making choice increases their academic achievement evidence from quantitative and qualitative data. Similar to the quantitative finding, the qualitative (interview) data analysis reported that there is no opportunity of making choice. For instance, an interviewee said, *“This year the teacher didn’t give us chance to make choice, instead he forced us to do assignments, tasks, classroom activities providing us only one topic”* (participant 4). On the other hand, the report showed that students feel comfortable with the teacher’s choice.

“Teachers sometimes give us different topics to choose from for doing assignments, activities and tasks. By the way, sometimes it confuse me which one to choose to do the assignment...thus I feel one topic, which already decided by the teacher, is good enough to do tasks” (participant 3).

Conversely, the interview data analysis findings report also demonstrated that there was choice opportunity particularly during presentation. For instance, *“We have got opportunities to choose the topic we were interested in for presentation”* (participant 5). Besides, the report showed

learners believe that making choice enhances their speaking skill achievement. . *“Many choices give broad knowledge than a single choice. In addition, it gives us chances to choose and do the one we know more. I believe also it motivates for learning”* (participant 5), for instance. Therefore, making choice has little influence on the improvement of students’ speaking skill achievement since learners practiced it with limited opportunity. Relevant studies reported that choice help students to be responsible for their failure and that it improve pronunciation, confidence and achievement (Perks et al., 2010; Sardegna et al., 2018). Generally, it is believed that making choice is pedagogically essential that make learners feel ownership. The integrated theoretical foundation of making choice in academic environment sequentially develop student to become independent, confident and successful in their overall education (Bandura, 1989; Zimmerman et al., 1996).

In conclusion, the findings of this study confirmed that learners' have moderate level of self-efficacy. Relatively level of participation is a key factor influencing speaking skill self-efficacy and academic speaking skill achievement among second language undergraduate learners. The results draw attention to that self-efficacy is shaped by a combination of linguistic competence, academic support, emotional resilience, and lack of prior experiences. The study demonstrated that the culture of the provision of quality and consistent teacher and peer feedback is being reduced. The study also confirmed that learners rarely practice peer modeling and making choice in that these are not as such essential in language classroom practice in this context. Importantly, helping students believe in their ability to succeed in speaking skill especially for a second language learner is not just motivational; it is pedagogically essential. In general, the study findings suggest due attention to practice the development of student language learning more importantly enhancing level of participation, and then self-efficacy, quality of feedback, peer modeling behavior and making choice habit.

Overall, the original conceptual framework of the study proposed that students’ self-efficacy would directly predicts their speaking skills achievement. The other variables, participation level, teachers and peers’ feedback, peer-modeling and making choice were moderating factors. However, the regression analysis showed that relatively participation was the strongest predictor of speaking skill performance, while self-efficacy showed no significant effect. This imply that active classroom engagement in speaking skill tasks maybe more significant than students’

confidence in their abilities. As a result the conceptual framework should be revised to reflect the primacy of participation as a predictor, while still acknowledging the potential contributions of the other variables.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. Summary

The main purpose of this study was to explore the correlation between self-efficacy, sources of speaking skill self-efficacy (participation, feedback, peer modeling and making choice) and speaking skill achievement among second-year English language and literature undergraduate learners using a mixed-methods approach that combined the strengths of both quantitative and qualitative inquiry. Four data collection instruments such as questionnaires, speaking skill achievement test, classroom observation and interview were used to collect both quantitative and qualitative data from 46 participants. In general, data were analyzed quantitatively and qualitatively using SPSS version25 and NVIVO version10 software to answer the following objectives: Exploring the students' self-efficacy level, their belief in participation, feedback, peer modeling and making choice (IV) influence speaking skill achievement (DV) and the general correlations between the independent (IV) and dependent variables (DV).

Then the corresponding major findings were summarized as follows:

- ✓ The undergraduate second-year English language and literature major students' level of speaking skills self-efficacy was found to be moderate, indicating the majority of the participants have a medium belief in their ability to involve in speaking practices.
- ✓ This study revealed that there is no meaningful or reliable relationship between self-efficacy and speaking skills achievement ($r = 0.076$, $P = 0.614$) and ($SD = 0.91$). This indicates a diversity of opinion that may warrant further investigation to understand differing investigation. This means that factors other than self-efficacy may be more influential in determining the speaking skill achievement, and it may signify further investigation of those other variables.
- ✓ Question 3 and 4 answered similarly participants' belief of participation, feedback, peer-modeling and making choice influence and these sources correlation to speaking skill achievement and self-efficacy respectively. Thus, in both case the finding revealed the mean score of students' participation, feedback, peer-modeling and making choice were

(2.5, 2.4, 2.5, and 2.2) with standard deviations (0.5, 0.5, 0.6, and 0.6) respectively, reflecting higher to moderate level of belief regarding their classroom interaction and overall classroom environment. The study also revealed that there is real and significant relationship between participation level, feedback frequency and speaking skills achievement ($r = 0.435, 0.310, P = 0.003, 0.36$), whereas there is no real and insignificant relationship between peer-modeling, making choice and speaking skills achievement ($r = 0.042, 0.144, P = 0.784, 0.340$) in this context. This indicates that as students' participation level and feedback increases, their speaking skill achievement also tends to increase. This findings support existing theories that advocates for the benefits of participation and feedback and suggest that language learning strategies focusing on participation and feedback may effectively improve speaking skill achievement.

- ✓ Moreover, the study revealed that there is positive and statistically significant correlation between level of participation, feedback frequency, peer-modeling behavior and making choice habit and speaking skill self-efficacy, participation ($r = 0.496, P = 0.000$), feedback ($r = 0.310, P 0.036$), peer-modeling ($r = 0.303, P = 0.040$), and making choice ($r = 0.370, P = 0.011$), indicating weak to moderate correlations. This indicates that while there exist correlation between feedback, peer modeling, making choice and self-efficacy, that their relationship might not be consistent across different context. However, the relationship between participation and self-efficacy implies although there can still be significance exceptions in the data; level of participation provides significant prediction of self-efficacy.
- ✓ Finally, relatively participation was found to be the strongest predictor of speaking skills achievement($B = 3.592, t = 2.527, p = .016$). This shows that comparatively participation influences on the improvement in students speaking skill achievement. Therefore, it is believed that teachers and students practically use participation and ultimately enhancing it meaningfully contribute to the improvement of speaking skills achievement in this context.

6.2. Conclusion

Although theoretically it is believed that self-efficacy strongly influences learners' success in speaking skill, in this study the result revealed a very weak positive correlation emerging between students' beliefs in their speaking skill capabilities and their actual academic performance. Importantly, the study revealed that speaking skill self-efficacy is not a static trait but a dynamic, experience-sensitive construct influenced by a range of affective, cognitive, and social variables. The study also revealed that peer-modeling and choice making were not systematically implemented in this context. However, it showed there were limited and underdeveloped forms of peer or collaborative learning and limited chance to opt for assignments work.

Five major insights emerged from the analysis. First, students perceived moderate to high self-efficacy level in performing speaking skill tasks, often demonstrating dependent, hesitant, and insecure in the face of linguistic challenges. Second, the relationship between self-efficacy and actual speaking skill performance was shown to be a misalignment between self-expression and actual performance and statistically insignificant, indicating weak evidence to suggest real relationship between the variables. Third, while the relationship is not strong, it is meaningful enough to suggest that sources of speaking skill variables such as participation level and feedback consistency contribute positively to academic success. On the other hand, the correlations observed between peer-modeling, making choice opportunities and speaking skill achievement were very low and didn't reach significance level, suggesting that, in the context of this study, peer-modeling and making choice opportunities did not reliably predict better academic outcomes, perhaps because either teachers didn't apply or learners did not internalize peer modeling and making choice. Fourth, the results suggest that increases in participation levels, feedback frequency, peer-modeling and making choice habit are moderately associated with self-efficacy. The findings support the notion that the level of participation, quality of feedback, peer-modeling behavior and making choice habit setting play an important, though not exclusive, role in developing independency. Fifth and the regression analysis revealed that participation had a statistically significant and positive influence on academic performance. In contrast the remaining variables self-efficacy, feedback, peer-modeling and making choice showed weak or statistically insignificant relationships with academic performance. These

findings underscore the central role of participation as a key determinant of academic success in the current context.

Therefore, these findings aligns with Bandura's framework by empirically validating participation and feedback as significant classroom source of speaking skill self-efficacy and by demonstrating their links to assessed speaking achievement in an ESL/EFL/ELT context.

In general, based on the findings, the revised conceptual framework position is participation as a primacy predictor of speaking skills achievement with self-efficacy, feedback, peer-modeling and making choice as secondary predictors. Future research should consider interventions that improve student participation to improve speaking skills achievement.

6.3. Recommendations

❖ For students:

Since the study found a moderate level of self-efficacy, workshops or training sessions focusing on self-regulated learning, study planning and goal-setting could help them develop stronger beliefs in their ability to manage academic tasks. Moreover, students should actively participate in speaking tasks both inside and outside the classroom. They should also provide and seek appropriate feedback regularly during English language classroom. In addition, learners should be familiar with peer modeling and making choice to ensure success and autonomy. Generally to improve self-efficacy, learners should practice consistently and take risks to be responsible for their academic status.

❖ For English language Instructors:

Instructors should encourage consistent pair and group tasks, give due attention to active participation activities, such as peer evaluations and speaking skills drills to increase learners' engagement and collaborative learning. They might also support learners by providing timely, consistent and appropriate feedback that focuses on learners' strengths and areas of improvement, most individually which may help them enhance academic self-efficacy. Moreover, instructors should include and create awareness about peer modeling and encourage peer guiding to build confidence through observation. Similarly, teacher may offer learners opportunities to make meaningful choices about their speaking skill task formats, assignments,

and colleagues to foster independence and autonomy. Equally important, if they encourage students to involve themselves in the classroom instructions regardless of their confidence, to improve learners' overall academic performance. Generally, teachers may support learners by making the classroom environment convenient that motivate engagement and build responsibility, implementing interactive and supportive speaking activities or reflective cases to explicitly address academic achievement.

❖ **For University Administrative and English language professionals**

The university admin in collaboration with English language professionals should create academic support centers that can provide tutoring services, or speaking labs could offer targeted language skill support, especially in areas such as conversation practice to improve peer learning, presentation practice to foster independency and academic speaking trainings to improve both teachers' and peers' feedback provision culture. The study also revealed that self-efficacy did not predict achievement. Achievement may depend more heavily on skill specific support. The academic support center may foster potentials by providing regular, skill focused tutorials that can help bridge potential gaps between students' confidence and actual performance.

❖ **For the Department of English Language and Literature**

Since the study showed that self-efficacy is not aligned with achievement, assessment design may require ongoing review to support equitable learning outcomes. The department may consider reviewing existing assessment practices could ensure that evaluation methods measure students' language competencies in a visible manner.

❖ **For Curriculum Designers and Educational Administrators:**

The curriculum designers consider integrating self-efficacy-enhancing components within the curriculum, such as reflective learning tasks, guided portfolios, or progress-tracking tools. Design curricula that integrate cognitive, affective, and social dimensions of speaking skills, including strategies for self-reliance, personality improvement, and self-efficacy development. If the qualitative study revealed that peer modeling and making choice are rarely practiced, it is suggested to include structures for conscious peer interaction and choice-based learning within speaking skills courses to encourage learner activity and participation. Finally, it might be suggested to ensure professional development opportunities are available for instructors to build

skills in facilitating active engagement, in providing effective feedback, encouraging peer learning, and supporting learners' emotional needs.

❖ **For Researchers:**

Since the current study revealed the absence of a correlation between self-efficacy and speaking skills achievement, it is encouraged to explore various potential predictors of academic performance, including motivation, learning strategies, prior proficiency, and language anxiety. Qualitative approaches may also provide deeper insights into the complex nature of language learning in English-medium contexts. Further studies might also examine the impact of participation levels, feedback, peer learning/collaboration, and learner autonomy on speaking skills self-efficacy in various educational settings.

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List of Publications and Paper Presented

Article 1: Students' Speaking Skill Self-Efficacy, Peer-Modeling Behavior and Speaking Skill Achievement: A Correlational Study

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Students' Speaking Skill Self-Efficacy, Peer-Modeling Behavior and Speaking Skill Achievement: A Correlational Study

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Abstract

Background. Although the Ethiopian English language curriculum introduces English from kindergarten, some urban and the majority of rural students still lack access to pre-schools. Besides, English serves as a medium of instruction beginning from grades 5, 7, and 9, depending on the region. Additionally, English language instruction exists as a department in all of the universities across the country. However, most students struggle to communicate effectively in the language.

Similarly, second-year undergraduate English language and literature students hardly speak and hesitate to use the language when expressing their ideas in the classrooms. Students revert to their mother-tongue languages while communicating with their teachers. To improve the student's English language proficiency, a large amount of research has been conducted addressing curriculum design, continuous professional development, language teaching methods, teacher and student language teaching and learning perceptions and practices, students' language learning styles and strategies, among other related areas of study. Conversely, less attention is given to researching student psychology in the context of language learning and student beliefs concerning their language learning skills.

Objective: To analyze the relationship between students' speaking skill self-efficacy, peer-modeling behavior, and speaking skill achievement.

Design: The study employed a mixed-method research approach by utilizing quantitative data collected from students' speaking skill self-efficacy and self-report questionnaires, and qualitative data through semi-structured interviews. The quantitative data was analyzed using descriptive statistics such as mean, standard deviation, and a Person correlation coefficient. The qualitative data was analyzed thematically using NVIVO 10 and coded, thematically for categorization and interpretation.

Result. The findings showed that there is a moderate positive relationship between student peer-modeling and speaking skill achievement. Additionally, results indicate that students speaking skills self-efficacy is positively related to peer-modeling. The data analysis also revealed that the majority of the students have moderate levels of speaking skill self-efficacy.

Conclusion. The peer modeling habit indirectly influences undergraduate English language and literature learners' English speaking ability and their speaking skill achievement. Moreover, it directly influences students' academic efficacy. Additionally, it is recommended that further research be conducted addressing the effect of students' peer modeling on speaking skill achievement.

Keywords: Speaking skill self-efficacy, peer-modeling, speaking skill achievement, English, students

Highlights

- Although learners struggle with speaking and achieving English language proficiency, most developing countries utilize English both as a subject and a medium of instruction with a department depending on the phases of the educational sectors.
- Although educational sectors dedicate extensive focus to English language instruction, and a variety research has been conducted regarding its improvement, most students in these developing countries struggle to communicate in English.
- To fill the gap related to students' language learning psychology, the relationship between students' speaking skill self-efficacy, peer modeling, and speaking skill achievement was examined. The results indicate significant relationship among students' speaking skill self-efficacy, peer modeling habit, and speaking skill achievement.
- Results generally indicate, the participants have a moderate level of speaking skill self-efficacy.

Introduction

Airey (2003) explains that there are many common advantages of teaching English and using it as the language in higher education. In Ethiopia, for instance, the English language is used to prepare students for their academic careers, align lectures and with course literature as most books are written in English, to enhance students' self-confidence and researchers skills, to prepare them for study abroad and to increase access to employment, as English is becoming a valuable asset in jobs market.

According to Giday (2019), although English is extremely valued as a language that offers the possibility for access to advanced education and international opportunities beyond Ethiopia, it is not familiar to most people. It is known and utilized only by the literate. Berhanu (2009) also states that the adoption of English in Ethiopia is restricted to less practical areas. Moreover, Seidel and Moritz (2009) note that English has been a compulsory subject in schools since kindergarten, a medium of instruction beginning in grades five, seven, or nine, depending on the region, as well as a common course, and a university department. However, most Ethiopian higher education students, in general, and English language and literature students, in particular, hardly speak English. Gelete and Dhaba (2023) state that students struggle with spoken English in both formal and informal settings. Furthermore, many studies have been conducted to alleviate challenges in Ethiopian students English language proficiency. However these challenges persist evidenced by studies such as Chemir and Kitila (2022), Endale et al., (2024), Engida et al. (2024), Telore and Damtew (2023) and Tesfaye (2014).

Additionally, based on the researchers' personal experiences teaching English language and literature in different institutions such as high schools, colleges, and universities, they observe that English language and literature students struggle communicate to in English. They also feel nervous during presentations and hesitate to do tasks while they are assigned. Additionally, students score very low marks in courses that focus on speaking skills. Consequently, it appears impossible to achieve English language teaching objectives. Bearing this in mind Usman et al. (2023a) note that Ethiopian educational goal would benefit from support of all societal levels. The government aims to achieve these goals by providing education through three channels: formal, non-formal, and informal education (Driver, 2009; Usman et al., 2023b). Singh and Gelat (2022) state that educational research helps advance educational improvement in different areas, including teaching methods and students' behavior. Consequently, researching students' low achievement and confidence issues, and providing support is necessary.

A variety of researches have made significant effort to address educational problems and proposed solutions. Eghterafi et al. (2022), for instance, researched the effect of feedback with video-based peer modeling on learning and self-efficacy and proved that peer modeling improves both. Therefore, students who learn from their peers achieve higher academic success.

Seraoui (2017) also states the affective side of the learner is believed to play a major role in the process of language learning. Although research factors in learning have been limited, scholars are now increasingly turning to the learners' mindset and psychology when learning languages. Student self-belief and academic achievement are very important factors in terms of language learning; however, studies are still limited, especially in developing countries' second and foreign language fields.

To understand how learners construct their personal views on the self and how they become successful in their academic achievement, English language self-efficacy, peer-modeling, and speaking skills achievements are the center of language learning. According to Bandura (1997), self-efficacy (SE) is the learners' belief in their abilities to do tasks, and Lopez-Garrido (2023) notes that one of the elements of speaking skill SE is peer modeling. Generally, in students' education life, academic achievement is the means that demonstrates students' progress in language learning.

Philp, Adams, and Iwashita (2014) wrote that peer interaction and peer modeling support that a variety of different types of language use and practice. Since peer interaction is practiced in language classrooms, second or foreign-language learners spend ample time interacting with their classmates instead of expecting communication only from their teacher. This increased emphasis on the role of peer interaction in education shifted recent research into an interdisciplinary study across social, cognitive, and other perspectives. Muir (2018) explains the concept of peer model for second or foreign language student means, which might be learners who are in class or school, recent graduates or even their teacher at times. Modeling a peer lets students choose the most convenient, appropriate, and engaging way to learn.

Students' efficacy-testing experiences change as they move into the larger communities. In peer relationships, they broaden and refine self-awareness concerning their capabilities. Peers serve several important efficacy functions. Those who are most experienced and competent provide models of efficacious thinking and behavior styles. (Bandura, 1989) noted that a vast amount of social learning occurs among peers. According to Murphey and Arao (2001), when peers model each other, they learn either from their success or their mistakes. Moreover, mistakes become a part of learning and transform into fun for students.

Bandura (1997) stated that peers could play a powerful role in influencing their friends' self-efficacy in various ways, including in an academic settings, through social comparison academic instruction, and interpersonal affiliation. Raoofi et al. (2012) have found that learners can enhance SE and develop positive beliefs about themselves when engaging with peers performing tasks effectively. Furthermore, Bailey (2005) proved that foreign language students' speech confidence improves when engaging within mutually supportive their peer groups.

Mills (2014) notes that in the 21st century, significant self-efficacy research, has translated into academic practicalities in educational psychology in the context of foreign language learning it pertains to the relationship between self-efficacy and language skill development.

Self-efficacy plays a significant role in optimizing academic achievement. It is enhanced with personal experiences in connection with own successes, but also with modeling other people who demonstrate performance and achievements (Bandura, 1997). In terms of students'

English language learning process more specifically, self-efficacy development is observed to improve the presence of peer modeling (Bhati & Sethy, 2022; Lopez-Garrido, 2023).

According to Lopez-Garrido's (2023) interpretation of Bandura's SE with in social cognitive theory, people's beliefs about their abilities profoundly influences the development of those abilities. Ability is not a fixed property as there is broad variability in how one can perform. People with a sense of self-efficacy recover from failure rather than anticipating further failures (Bandura, 1977). In this sense, language students depend on different components of self-efficacy to remain resilient and spring back. One of these components is peer modeling: learning from examples provided by those around us occurs at any age, for instance, a teacher often serves as a role model for a student. According to Lopez (2023), peer modeling occurs when students demonstrate positive social relationships and are actively engaged in transmitting and receiving the values upheld as exemplary among their peers. Furthermore, peer modeling is also the sharing of ideas, knowledge, and communication styles with students of the same profession, age, and grade level among students who share mutual respect and admiration (Dörnyei & Murphey, 2008).

The Ruddick & Nadasdy (2013) study was conducted to assess the influence of Near Peer Role Models (NPRMs) in second-language classrooms with the expressed intent of improving student pronunciation when teacher intervention is lacking. Based on the result of this research, the effectiveness of NPRMs was found to be an agent of positive change in the English language classroom. Distinct for the research cited above, the current study addresses the correlation among student speaking skill self-efficacy, peer modeling, and speaking skill achievement.

Thus, the current researcher was concluded that assessing the relationship between students' speaking skills, self-efficacy, peer modeling, and speaking skill achievement is worthwhile for several reasons: Richard Tucker (1977) shows that affective variables are more closely related to students' oral production and listening than to writing and reading. Next, based on the researchers' experience teaching spoken English courses, the researcher observed that students' self-evaluation of their speaking ability affects their achievement. Additionally, as students become more confident in introducing themselves in English they generally improve overall achievement. The study aims to investigate his observation further. Finally, self-efficacy and peer modeling have received rather less attention than some other constructs here in our country, Ethiopia.

The present study seeks to evaluate:

1. The level of students' speaking skill self-efficacy.
2. Students beliefs concerning peer modeling and whether it positively influences speaking skill achievement.
3. The relationship between students' peer modeling and speaking skill achievement.
4. The relationship between students' peer modeling and speaking skill self-efficacy.

Method

Research Design

The present study aimed to evaluate the relationship across student self-efficacy, peer-modeling behavior, and speaking skill development. The study adopted a mixed-method approach and collected data from 33 participants. Gay, Milles, and Airasian (2012) note that a mixed-method research approach combines quantitative and qualitative research methods to understand phenomena such as those reflected in this study in a balanced holistic manner. A correlational research design was also employed to analyze the data and explain the nature of the variables' relationship. Correlational research design helps us to evaluate the strength and

direction of variables' relationships with each other. In other words, it involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables (Gay et al., 2012).

Sampling and Sample Size

Approximately 33 students voluntarily enrolled in the English language and literature department in Wolaita Sodo and Wachamo Universities. On average, students were 19 years old. At Wolaita Sodo University, 21 students, 17 males and 4 females, were seeking to complete the Spoken English course. There were 12 students: 11 males and 1 female student at Wachamo University. The researcher included all students for the data collection using census or availability sampling technique. The majority of participants were undergraduate 2nd-year English language and literature students attending the Spoken II English course.

Data Collection Methods and Procedure

Both quantitative and qualitative data were collected consecutively. First, the quantitative data was collected using a *speaking skill self-efficacy questionnaire* which consisted of 14 items, and a *peer-modeling self-report questionnaire* consisted of 12 items. The speaking skill self-efficacy questionnaire was derived from research observed by Idrus and Sivapalan (2007) as well as Sağlam and Arslan (2018) which was originally developed by Bandura, (1990) and Mikulecky (1996) (see appendix A for further detail). The peer-modeling self-report questionnaire was adapted from (Paradewari, 2017) (see appendix B for further detail). The researcher conducted an initial set of pilot tests to check the reliability of the speaking skill self-efficacy and peer-modeling self-report questionnaires. In addition, Cronbach's alpha value of the speaking skill self-efficacy and peer-modeling self-report questionnaires were checked with results indicating 0.87 and 0.79, respectively. The questionnaires' items were stated both positively and negatively for validity purposes.

An interview-based speaking skill test was then administered. This test was adapted from the International English Language Testing System (IELTS). Finally, qualitative data was collected using the five semi-structured interview questions followed by probing from two indicative interviewees. The five semi-structured interview questions were prepared according to the scope of the study and consistent with existing literature.

Data Analysis

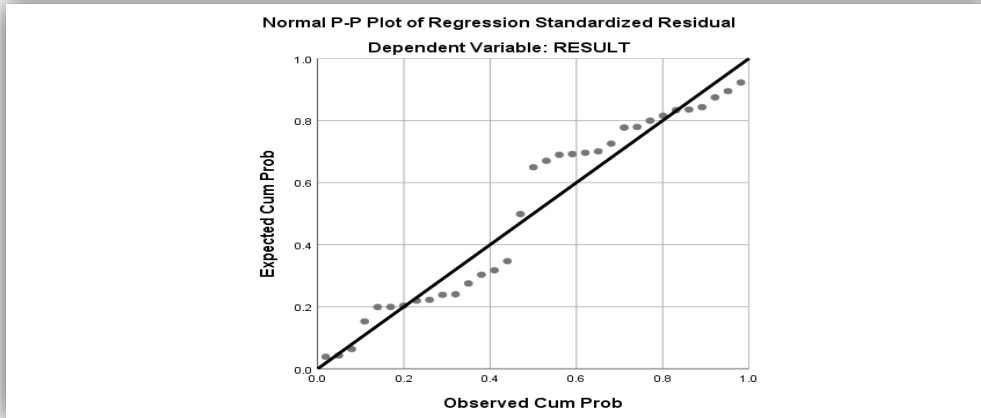
The quantitative data were descriptively analyzed using SPSS version 25: applying Pearson's correlation coefficient, mean, standard deviation, frequency and percentage. Diagnosis tests for the assumptions of Pearson's correlation coefficient were conducted. A linearity test suggested the relationships between the variables are linear. A normality of the data distribution was also assessed. The histogram illustrated that the distribution of the residuals approximated a normal distribution. Additionally, a Shapiro Wilk-test was conducted to confirm the normality assumption. Moreover, no outliers were detected. Finally, the qualitative data was thematically analyzed using NVivo version 10. Interview data was transcribed, read, and re-read for deeper understanding, open coded, categorized, and thematically analyzed.

Diagnosis Test about the Assumptions of Pearson Correlation Coefficient Analysis

Several tests were conducted and described to ensure that the data met the assumptions of regression analysis, as follows.

Figure 6

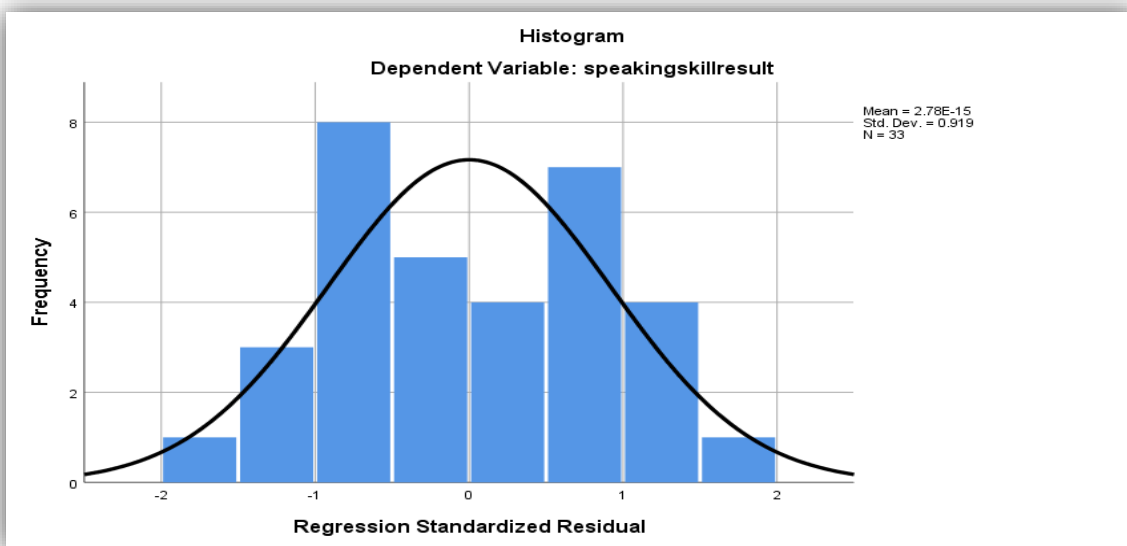
Linearity test



Linearity refers to the assumption that the variance of the criterion variable is a linear combination of the parameters (regression coefficient) and the predictor variables meaning that changes in the independent variable are proportionally related to the change in the dependent variable. The relationships across independent variables-student speaking skill self-efficacy and peer-modeling, and the dependent variable, students' speaking skill achievement, were linear, the correlation residuals were analyzed using SPSS version 25.

Observing the graph above from left to right, the P-P plot of standardized residuals shows no large difference in the spread of the residuals, suggesting that the relationships relevant to this study are linear.

Figure 7
Normality test



The normality of the residuals was assessed using a histogram. The histogram (see Figure 2) visually depicts the distribution of the residuals. It shows the frequency of the residuals on the y-axis and the range of values on the x-axis.

Upon visual inspection, the histogram suggests that the distribution of the residuals approximates a normal distribution. The data appear to be approximately symmetric and bell-shaped, indicative of a normality assumption. Additionally, statistical tests were conducted to confirm the normality assumption. For example, a Shapiro-Wilk test was performed to assess the normality of the residuals as illustrated below.

Table 30

Shapiro-Wilk test results

Tests of Normality						
	Kolmogorov - Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Speaking skill result	.105	33	.200*	.962	33	.297
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The Shapiro-Wilk test yielded a p-value of (0.297) $p > 0.05$, indicating that the distribution of the residuals was significant and normally distributed. Therefore, the assumption of normality for the residuals was not violated.

Results

Descriptive Analysis of the Students' Speaking Skill Self-Efficacy

The 33 participants provided quantitative data by responding to speaking skill self-efficacy questionnaire. The speaking skill self-efficacy questionnaire comprised fourteen items. The following table illustrates the findings concerning the level of speaking self-efficacy.

Table 31

Descriptive statistics indicating the level of students' speaking skill self-efficacy

Descriptive Statistics					
Speaking skill self-efficacy	N	Minimum	Maximum	Mean	Std. Deviation
	33	1.96	4.46	3.45	.62
Valid N (listwise)	33				

Note. Std. Deviation = Standard Deviation

To ensure the students' speaking skill self-efficacy level, a speaking skill self-efficacy questionnaire, rated on a 5-point Likert scale, was compiled. The minimum (1.86) and maximum (4.26) values indicated that there were no outliers, ensuring that the data were valid and accurate. Although the main focus of the study was the relationship between students' self-efficacy and their speaking skill achievement, measures of central tendency also helped in understanding the participants' level of English self-efficacy. Participant English self-efficacy mean result was (3.46) and the standard deviation was (0.61) indicating that most language students possess moderate speaking skill self-efficacy.

Descriptive Analysis of the Students' Self-report Questionnaire

Data was collected from 33 students using the student *peer modeling behavior* questionnaire. The self-report peer-modeling questionnaire consisted of twelve items. The purpose of measuring student peer-modeling behavior in English language and literature classrooms was to assess whether students believe that their peer-modeling behavior influences speaking skill self-efficacy, indicative of question two of the questionnaire. The questionnaire was also used to validate the speaking skill self-efficacy responses. The following table illustrates these quantified findings.

Table 32

Descriptive Statistical Results Correlating Student perceptions of Peer Modeling Behavior and Speaking Skill Achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Peer-modeling	33	1.67	3.00	2.43	.36
Valid N	33				

Note. Std. Deviation = Standard Deviation

The peer-modeling behaviors mean score table above indicates students believe peer-modeling and increases their abilities and confidence in doing English language course tasks. The minimum (1.71) and maximum (3) descriptive statistics indicates that the data are clean to compute. The central tendency measures, including the mean and standard deviation scores for peer modeling (M = 2.4, SD = 0.36), also indicate that respondents agreed that their peer-modeling behavior influences their abilities and confidence in performing tasks in the English language and literature classroom.

Correlational Analysis of the Peer-Modeling Scale and Students' Speaking Skill Achievement

Question three of the peer modeling behavior questionnaire aimed to establish any association between students' peer modeling behavior and speaking skill achievement. To this end, a Pearson correlation coefficient was computed to examine if an increase in one variable leads to an increase in another variable. The quantified findings are shown in the following table.

Table 33

Associations Between Student Peer-modeling Behavior and Student Speaking Skill Achievement

Correlations			
		Student speaking skill result	Peer modeling
Student speaking skill result	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	33	
Peer modeling	Pearson Correlation	.602**	1
	Sig. (2-tailed)	.000	
	N	33	33
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

Table four shows the correlation between students' peer-modeling behavior scores and speaking skill achievement collected from 33 participants. According to the table, the correlation between the variables was $r = 0.60$. The Pearson correlation coefficient value established that there was a relationship between student peer-modeling behavior and student speaking skill achievement. Moreover, the increase or decrease in the students' peer-modeling behavior leads to an increase or decrease in the students' speaking skill achievement. Therefore, there was a positive correlation between student peer-modeling behavior scores and overall speaking skill achievement. Furthermore, the association was also statistically significant as the sig. value of the correlation was less than the cut-off threshold $P = 0.000$ overall. Overall, the relationship between student peer-modeling behavior and speaking skill achievement was moderately positive and statistically significant.

Correlational Analysis of Students' Peer-modeling Behavior and Speaking Skill Self-Efficacy

Question number four was designed to establish any association between student peer-modeling behavior and student speaking skill self-efficacy. The Pearson correlation coefficient was conducted to observe if an increase in one variable leads to an increase in another variable. The following table shows the quantified findings.

Table 34
Association Between Students’ Peer-modeling Behavior and Students’ Speaking Skill Self-efficacy

		Students’ speaking self-efficacy score	Peer modeling
Students’ speaking self-efficacy score	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	33	
Peer modeling	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	N	33	33
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 5 shows the correlation between student peer-modeling behavior scores and student speaking skill SE scores collected from 33 participants. The table indicates that the correlation between the variables is $r = 0.62$. The Pearson correlation coefficient value indicates that there was a relationship between student peer-modeling behavior and student speaking skill self-efficacy. Therefore, the increase or decrease in the students’ peer-modeling behavior leads to an increase or decrease in student speaking skill self-efficacy. Furthermore, there were moderately positive correlations between student peer-modeling behavior scores and overall speaking skill self-efficacy scores. The association was also statistically important since the significance-value of correlation was less than the cut-off threshold ($P = 0.000$). The relationship between student peer-modeling behavior and overall speaking skill self-efficacy was highly positive. Generally, the relationship was also statistically significant.

Analysis of the Interview Data

In addition to the test-based data collection, a semi-structured interview consisting of four questions was conducted with two purposively selected second-year students to triangulate the results with the quantitative data analysis. The interview data collected from these two students were recorded and transcribed word for word. The interview transcript was coded, thematically categorized and inductively analyzed using NVivo version 10. The researcher assigned *participant one (P1)* and *participant two (P2)* for analysis convenience.

Analysis of the Student’s English Language Learning Experience and Level of Proficiency

Both P1 and P2 were asked about their English language experience. Both participants responded that they began their education in grade one at the age of seven. Since then, they said they learned English language as a subject up until grade twelve. Once they enrolled with the university, they pursued their bachelor degrees in English language and literature. At the time they gave the interview, they were second-year students. However, despite their English language training, they both students stated that they could have been better listeners in understanding the English language, which affected their academic achievement. It stands to reason therefore that educators could be supportive to English language students in mitigating their language understanding problems.

Analysis of Students’ Belief in Their Ability to Do Tasks in the English Language Classroom

Regarding the question about students’ belief in their ability to do tasks in the English language, the interview participants answered that they lose confidence while solving any tasks in and out of the classroom. Regardless of the uncomfortable language learning environment, the interviewees explained that they have a strong motivation to improve their speaking abilities.

These responses were probed further by asking “so, what do they each think they could do to improve your speaking skills, confidence, and abilities?”.

The participants replied that they had yet to be supported in learning the English language with special training, like the students from private schools. They said we learned only in government schools. There was no supportive class in the government school except the formal one. Thus, we need more supplementary courses if the government wants us to be good professionals in the English language. They added that they wanted to practice more grammar, the *four skills*, and English vocabulary. The students stated that if we understood the grammatical structure of language, we could develop confidence in speaking English. Therefore, students expect government schools' English language and literature teachers to support them with additional tutoring on English language grammar, the four basic skills, and vocabulary to enhance their confidence in speaking the English language.

Analysis of Student Peer Modeling Behavior

In terms of the question of to what extent students learn from their peers, P1 said that he always learns from his classmates, whereas P2 replied that this only sometimes occurs. Additionally, the respondents explained, in reference to the question about when they learned from their classmates, that the first student described his classmate became a model for him during a classroom presentation. He said that he learned how to organize ideas from his friend and was impressed by his speaking ability. That means the peer student's presentation style, confidence, speech fluency, and accuracy was instructive for him. While the second student believes that, in some cases, peer modeling enhances self-confidence in using English language, her peer's positive reinforcement helps her improve her speaking by giving less attention to mistakes and avoiding unnecessary apprehension. Generally, the interviewees believe peer modeling plays a significant role in improving students' speaking skills and self-confidence.

Analysis of Students' Current Status of Speaking Skill Achievement

Regarding the participants' current speaking skill achievement, the students reported that they consider themselves average students. P1 said that he scored at the top of his classmates, while P2 said she was an average student among her classmates. Additionally, they said they planned to learn more and become an intermediate learner. They believe that it is an indignity for them to be under-intermediate English language students while attending English language and literature at university. Consequently, the students are eager to enhance their proficiency in the English language. As a result, it is vital for language teachers to identify the student areas of weakness, offer consistent support, supply authentic and relevant materials, and provide constructive guidance for improvement.

Discussion

The main purpose of the present study was to investigate the correlation between students' speaking skill self-efficacy, peer modeling, and speaking skill achievement. The study comprised four research questions. The study participants included 33 students enrolled in English language and English literature university courses. The data gathering instruments, included the speaking skill self-efficacy questionnaire, self-report questionnaire, speaking skill achievement test, and an interview, all of which were utilized to address each research objective. The quantitative data were analyzed using SPSS version 25. The descriptive statistics used to analyze the data were mean, standard deviation, Pearson correlation coefficient, and the reliability analysis of Alpha. The qualitative data were analyzed using NVIVO 10 software.

Question One: Finding out the level of students' speaking skill self-efficacy

Question one was designed to determine whether the level of students' speaking skill self-efficacy varies depending on peer modeling behavior or not. Descriptive statistics, mean,

and standard deviation were computed in addition to the interview analysis to achieve this objective.

The researcher examined the level of students' speaking skill self-efficacy among 33 students. A speaking skill SE questionnaire comprising a 5-point Likert scale and a self-report questionnaire consisting of a 3-point Likert scale, both of which were used to assess students' self-efficacy regarding their speaking abilities. The questionnaires demonstrated good reliability (Cronbach's Alpha = 0.87 and 0.79 respectively). The result indicated that the average speaking skill self-efficacy measures according to the self-report questionnaire scores were 3.45 (SD=0.62) and 2.45 (SD=0.35) on a 5 & 3-point Likert scale, indicating moderate levels of self-confidence in speaking skill abilities. The standard deviation (0.62 and 0.35) signifies a low level of variability in self-efficacy scores.

The qualitative analysis of the interview data revealed several themes relating to students' speaking skill self-efficacy. Of the interview participants, the first student expressed a moderate belief in their ability to communicate effectively, showing instances of successful presentations and group discussions. However, the other student expressed a low level of self-efficacy due to anxiety and experience. Therefore, students' speaking skill self-efficacy varies depending on their peer modeling behavior.

These findings highlight an overall positive level of speaking skill self-efficacy among the peer modeling students, suggesting that they acquire confidence in their ability to speak in different situations. However, it is significant that some students indicated lower self-efficacy and desired help to overcome any difficulties they may face in improving their speaking skills. Similar research findings were reported showing both moderate and high levels of student self-efficacy (Agustin, Pertamina & Rahmat, 2022; Demirel, Turkel & Aydin, 2020; Ifdil, Apriani, Yendi¥di, 2016).

Question Two: Students Believe Positive Modeling Influences Their Speaking Skill Achievement.

To assess whether students believe that their peer modeling habits may positively influence their speaking skill achievement or not, the mean value was computed. The mean value of students' peer modeling activities is 2.43. The finding showed that students believe that speaking skill self-efficacy positively influences their speaking skill achievement. The overall descriptive statistics, frequency, and percentage results indicated that students who usually learn from their surroundings, such as observing their classmate's strengths, are able to speak the English language and possess high speaking skill self-efficacy relative to those who weren't engaged in the same manner (see Table 2). Therefore, students believe that peer modeling positively influences speaking skill achievement. An investigation and analysis of data on whether student peer modeling behavior influences students' self-efficacy or achievement indicated that observing and modeling peers increases students' self-efficacy and academic achievement in contrast to student who limit engagement to observing and modeling their teacher alone or not engaging at all; which is consistent with the previous Schunk and Hanson (1985) findings.

Question Three: Identifying the Relationship between Student Peer-Modeling and Speaking Skill Achievement.

The third question was designed to identify any relationship between students' peer-modeling behavior and speaking skill achievements. As shown in Table 3, descriptive statistics were computed to evaluate this correlation between the students' peer-modeling habits and speaking skill achievement. The table indicates the correlation between the students' peer

modeling behavior and speaking skills achievement was $r = 0.60$. The Pearson correlation coefficient value also supported the correlation. That means an increase or decrease in the students' peer-modeling behavior leads to an increase or decrease in speaking skill achievement. Therefore, there was a moderate positive correlation between student peer-modeling habit scores and overall student speaking skill achievement.

Moreover, the correlation is statistically significant as the sig. value of correlation is less than the cutoff threshold ($P = 0.000$). The relationship between students' peer-modeling behavior and the overall students' speaking skill achievement was moderately positive, and it was statistically significant.

Various researchers have also found that peer modeling positively influenced students' speaking skill achievement increasing or decreasing with the former variable leading to an increase or decrease in the latter variable (Biggs et al., 2018; Eghterafi et al., 2022; Muir, 2018; Murphey & Arao, 2001; Wang, 2023). Therefore, a positive correlation between the student peer-modeling behavior and student speaking skill achievement has been established.

Question Four: Assessing the Relationship between Students' Peer-Modeling and Speaking Skill Self-Efficacy.

Question four was designed to evaluate whether student peer-modeling activities are positively associated with speaking skill self-efficacy or not. To answer this question, descriptive statistics and the Pearson correlation coefficient were computed as indicated in Table 4. Descriptive statistics of students' peer-modeling activities ($r = 0.62$), sig. value 0.000 showed that there was a relationship between students' peer-modeling activities and speaking skill self-efficacy. That means an increase or decrease in the students' peer-modeling activities leads to an increase or decrease in the students' speaking skill self-efficacy. Therefore, the result showed that student peer-modeling activities were moderately associated with student speaking skill self-efficacy.

Additionally, the interview data analysis found that students who acted as models had high levels of self-confidence and high speaking skill self-efficacy. One can understand this from observing their general classroom activities and their respective speaking skill achievement. A similar study, examined the effect of video-based feedback designed to highlight a peer engaged in effective thinking processes on self-efficacy beliefs and learning outcomes (performance on a delayed quiz). The findings showed that statistics students who received video feedback rated higher self-efficacy and scored higher than those who did not (Eghterafi et al., 2022). Another study on the relationship between peer social support and academic self-efficacy also showed a relationship between peer social support and academic self-efficacy (Yuri, Yendi, & Ardi, 2020). This finding also supports research that observing peer modeling leads to high self-efficacy and achievement (Schunk & Hanson, 1985).

Conclusion

Although this research may be regarded as a very small step, it deepens insight into the correlation between student speaking skill self-efficacy, peer modeling, and speaking skill achievement. These findings suggest that most students possess an average degree of self-efficacy in speaking, as shown by the quantitative methods of self-efficacy and self-report questionnaires. The findings from qualitative studies further support this and illustrate that student self-efficacy may be contextualized with peer modeling experiences.

Peer-modeling has been shown to be useful in enhancing student speaking skill self-efficacy. Language students who engage in peer modeling exhibit greater positive self-perception

in their speaking abilities and consequently their speaking skills performance. Therefore, peer modeling in language classrooms significantly enhances student speaking skills.

However, some students score low on self-efficacy often due to phobias or have past discouraging or demotivating experiences. Educators can play crucial role in addressing the challenges by establishing an atmosphere of encouragement that can enhance student speech competencies and create the conditions that lead to greater academic success.

The study has effectively highlighted the relationship between self-efficacy and peer-modeling in language learning. Further studies could target other variables that help to achieve speaking skill proficiency and examine the long-term impact of students' peer modeling on language proficiency. Should these studies commence more improvement in teaching practices designed to enhance student speaking abilities and achievement would be expected.

Ethical Statements

A formal letter was initially submitted to the Academic Vice President of Wolaita Sodo and Wachamo Universities to obtain authorization for data collection. Upon approval, the Vice Presidents wrote a letter to the College of Social Sciences in both Universities. Subsequently, the Universities' college deans wrote letters to the department heads who then informed participants. Following this process data collection was conducted in accordance with ethical guidelines.

Author Contributions

Melkamu Dessalegn Jara designed and directed the study, developed the theoretical framework, performed the analysis, and drafted the manuscript. Hailu Gutema aided in interpreting the results and worked on the manuscript. Both authors discussed the results and contributed to the final manuscript.

Limitations

The limited availability of participants in the study area restricted the sample size, thereby constraining data collection. Additionally, time and financial constraints further impeded efforts to expand the sample size. Furthermore, the absence of prior internal research on the topic posed a challenge in establishing a baseline foundational framework for the current study.

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Appendix A: Students' Peer-modeling Self-Report Questionnaire

Dear students,

The objective of this questionnaire is to compile data for research. The answer you give may be used to improve the quality of English language teaching, particularly in the spoken course classroom, by realizing students' English language self-efficacy and peer modeling behavior. The study investigates *the correlation between students' speaking skill self-efficacy, peer modeling, and speaking skill achievement*. Therefore, through this questionnaire, the researcher wants to find out how you think, feel, and behave when attending a spoken course in a classroom. Use your experiences from the class to answer these statements below. Your cooperation in completing this questionnaire is greatly appreciated.

Thank you for your support!

Instruction I:

In the following table there are different statements to the left and five possible response scales strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD) to the right. For each of the statements, put the sign (X) under the response scale that most closely corresponds to how you think and feel about the statements.

No	Items	SA	A	N	DA	SD
1	When I decide to say something in English, I can do it in spoken course classroom.					
2	I cannot make a dialogue with peers in English					
3	I can concentrate on vocabularies while speaking English					
4	I can't express myself easily in formal conversations					
5	I can make dialogue with peers in English					
6	Even if I decide to say something in English, I can do it in spoken English classroom					
7	I can express myself easily in formal conversations					
8	I cannot concentrate on vocabularies while speaking English					
9	I can speak English fluently in spoken English course classroom					
10	I can't express my feelings and thoughts in different forms in English					
11	I can speak English accurately without making grammar error					
12	I cannot speak English fluently in spoken English classroom					
13	I can express my feelings and thoughts in different forms in English.					
14	I cannot speak English accurately without making grammar error					

Appendix B: Peer-modeling Self-report questionnaire

Instruction I: read the following items one by one and put an X mark under “Agree (A)” if you agree with the statement; neutral (N) if you “agree or disagree”; otherwise, “Disagree (DA)” if you disagree with the statement.

Day/Date _____ University _____

Session _____ Class _____

No	Items	A(3)	N(2)	DA(1)
1	I believe peer-modeling can improve my spoken English course achievement			
2	I cannot demonstrate correct pronunciation to my classmates			
3	I believe I have capability to be a peer model in spoken course class.			
4	I don't believe that my result in spoken English course can be improved if I follow a model peer in my class.			
5	I can encourage my classmates to practice speaking in English			
6	I have no a role model among my classmates that makes me able to achieve better in spoken course.			
7	I can demonstrate correct pronunciation to my classmates			
8	I cannot encourage my classmates to practice speaking in English			
9	I believe that my result in spoken course can be improved if I follow a model peer in my class.			
10	I don't believe I have capability to be a peer model in spoken course class.			
11	I have a role model among my classmates that makes me able to achieve better in spoken course.			
12	I don't believe peer-modeling can improve my spoken English course achievement			

Article 2: Students' speaking skill self-efficacy and their speaking skill achievement: A Correlational Study

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Students' speaking skill self-efficacy and their speaking skill achievement: A Correlational Study

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Abstract

Even though English language is a medium of instruction in Ethiopian education, even English major students hardly speak using the language. Numerous researches have been conducted addressing this problem since the beginning of English language education, however; the problem is not minimized yet. Thus, the present study aimed to assess the relationship between students' speaking skill self-efficacy and their speaking skill achievement in higher education. Mixed method approach and a correlational research design were employed to answer the research questions. Data were collected using a questionnaire and an interview. Data were analyzed quantitatively and qualitatively. The result showed students believe that their speaking skill self-efficacy positively influences their speaking skill achievement in spoken course II. The analysis also revealed that English major students have a moderate speaking skill self-efficacy. The result also suggest that the relationship between students' speaking skill self-efficacy and their speaking skill achievement was strong positive relationship and statistically significant. Finally, it is recommended that a further research can be conducted addressing effect of students' speaking skill self-efficacy on students' speaking skill achievement.

Key words: speaking skill, speaking skill self-efficacy, speaking skill achievement

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Introduction

English language users are tremendously expanding throughout the world. Crystal (2003) explains that non native speakers of English are increasing twice that of the native speakers of the language. That means English language is truly an international language and basically useful communication tool. Surprisingly, it has no boundaries in which it is being used in education, science, aviation, tourism, business, technology, etc. The difference and demarcation between people of the world is narrowed by rapid spread of English all over the world. Similarly, English has numerous and tough functions here in Ethiopia too. For instance, it plays a big role in the

educational/instructional sector though clear communication matters in the country. Besides, English is being used in trade and business communication, advertisement and entertainment, administration and office communication leaving aside among others (Amlaku, 2013). Even though it is a medium of instruction in Ethiopian schools and universities, it is being given as a compulsory subject since grade one and widely used in government organizations, Wolaita Sodo University (WSU) and Wachamo University (WCU) undergraduate English language and literature students especially who came from rural area still face difficulties during communication and achieve low marks in speaking skill (Endale, 2017).

The most important instruments by which learners grow into a more secure, more contributory, more total member of the given people and become independent is the school curriculum (Broughton, Broughton, Brumfit, Wilde & Pincas, 2002). However, Ethiopian English language teachers are limited to follow the English language curriculum and syllabus. It is a different approach if teachers and students try to make the teaching and learning environment authentic using different resources even though they are following the curriculum. In contrary, it is far three decades ago since research indicated that an interdisciplinary and/or integrated curriculum is more relevant for students because it helps them acquire full knowledge and better stimulating experiences (Jacobs, 1989). Language teachers are expected to approach interdisciplinary tasks both in teaching environment and research area throughout their professional development though lack of descriptive frameworks deters them from application. This is because an interdisciplinary research describes knowledge from disciplinary exceeding it via integration, appropriately borrows method from disciplines that make it produce knowledge of its own and produce new knowledge through integration (Riejós, n.d.).

Teachers recommended to learn about the characteristics of their students, the situation and the context in which students are while attending classroom courses that may be considered as a factor hindering them from facilitating language teaching and learning (Murray & Christison, 2011). This is because teachers can develop students' academic efficacy through training and guidance (Becher, 2009). In relation to this, the numerous researches which were conducted on the relationship between self-efficacy and academic achievement, Van Dinther, Dochy & Segers (2011) suggested that researchers in higher education should focus not only the development of students' academic performance, but also the advancement of academic SE. Nevertheless, Ethiopian English language teachers rarely focus on students' trait, classroom situation and language learning psychology during teaching language (Taye, 2017). Students with high and low self-efficacy can be noticeable in an individual's thoughts and perception, and in their actions towards the field of interest in different way. In a mastery of experience, for example, if students are asked to perform a series of complicated mathematics problems, students who have high self-efficacy can accomplish because they feel confident enough to solve the problems correctly. These kind of students are also confident enough to challenge any difficulties they face in their way to do tasks at its pace of difficulties. Students with low self-efficacy, on the other hand, cannot solve the problems because they lose confidence in their ability to accomplish the task they are given. They also do not coup up with any series difficulties and failures (Litton, Goodridge, Call & Lopez, 2018). Thus, identifying students with low speaking skill SE and supporting them is necessary.

Many researchers have carried out studies regarding EFL students' perception, attitude and belief towards self-efficacy and the relationship between students' self-efficacy and their academic achievement (Ahmadi, 2020; Cook, 2013; Cubukcu, 2008; Hsieh & Kang, 2010; Piran, 2014; Sharma, 2014; Veresova & Foglova, 2018). Different from these, the present study

focuses on the relationship between EFL major students' speaking skill self-efficacy and their speaking skill achievement.

Therefore, the study attempt to achieve:

1. English major students belief whether level of speaking skill self-efficacy influences their speaking skill self-efficacy
2. The relationship between students speaking skill self-efficacy and their speaking skill achievement
3. The level of students' speaking skill self-efficacy in ELT classroom

Literature review

Speaking skill in higher education

It is believed that second-language or foreign-language learners should given priority to mastering speaking skills in English (Richards, 2008). Speaking is a systematic production of verbal utterances, simply things that people say, to convey meaningful message (Bailey, n.d.; Fulcher, 2003). English speaking skills are essential for effective communication among people worldwide. Classroom traditions, which precedence communication, is may be the only significant feature for the improvement of speaking skills no matter what the teaching methods are employed (Thornburry, 2005). Bailey (n.d.), generalize this point evidencing different researches, strongly advising spoken teachers to sometimes tolerate foreign language students use of their mother tongue, first language, in classroom if they want their students be proficient.

Testing speaking skills

The two major purpose of language testing are as a source of information for making decisions and as indicators of attributes for researchers interested in language, language acquisitions and language teaching researches (Bachman, 2010). Language testing is the process of evaluating and measuring the proficiency of an individual in a particular language. It is used to assess the quality of language and to judge the ability of an individual to use it effectively. The process use various disciplines such as linguistics, psychology, and education as foundations for researching, theorizing, and constructing valid language tools for assessing language proficiency (Shohami et al., 2017). The theory and practice of testing second language speaking is the recent sub- field of language testing. Second World War was a reason for the focus of interest in testing second language speaking, and it has become highly necessary since the need for safety and comfort of human operational communication (Fulcher, 2003).

A test of speaking is not easy relatively because it is not as simple as testing grammar or vocabulary (Bailey, n.d.). It's time taking and disruptive in case of interviewing, for instance, and students' achievement depends on the judgment of testers. It is believed that many spoken teachers are challenged in deciding and applying to the standards of testing speaking skills (Fulcher, 2003; Thornburry, 2005). In connection to this, though it is before six decades ago, Lado (1961) as cited in (Fulcher, 2003) describes that in the language testing field, testing the ability to speak a foreign language is probably the least developed and the least practiced skill. Lado argued that this was because of lack of comprehensible vision of what constitutes speaking ability or oral production. Indeed, another scholar justifies that the problem exists still now describing that assessing speaking skills mostly challenges teachers to make the test objective, replicable and reliably consistence over time (Hughes, 2011).

A scholar suggests that higher education students' speaking skill assessment should be similar to activities they were involved in during learning speaking skills in classroom. Primarily, students should involve in the speaking task in the way that they can express it naturally. Then, testing learners on their capability to speak English in another similar activities

will encourage affirmative feelings (Bailey, n.d.). Generally, to produce valid and reliable test, Bailey in his sense suggests, for instance, role play, which is forgotten in Ethiopia, for both teaching and assessing speaking skills regardless of the marking biasness of the tester.

Theories of Self-efficacy

Self-efficacy refers to a person's expectation of their ability to perform a particular task in a specific context (Bandura, 1977). Self-efficacy theory suggests that different forms of manipulations can change handling behavior by generating and increasing expectations of personal efficacy. According to this theory, perceived efficacy can influence behavior in several ways. It affects the choice of actions and surrounding settings. Any factor that helps to establish preference behavior can have deep outcomes on the course of personal improvement. This means, individuals who fail to strengthen their actions around, develop negative self image that may hinder them from positive behavioral change (Bandura, 1978).

According to Bandura (1977), expectation of SE is based on four major sources of information: *performance accomplishment*, this source of SE is particularly significant on the development of SE. It is basically mastered when individuals fully involve in the whole tasks according to the discipline he/she is in-like students' active participation in language classroom that develop their belief in their ability to accomplish tasks. *Vicarious experience*, this one is external enforcement that helps to master SE. It is rooted from modeling others who are egalitarian and attend the same discipline with us. Peer modeling in language classroom is best example of vicarious experience. *Verbal persuasion*, this one is where people attempt to influence others behavior providing them different options which may interest people. For instance, teachers give students three or more topics to prepare speech and present it on one of them. *Emotional arousal* is where people partly depend on their emotion since high emotion debilitates personal performance. In language classroom, for instance, peers and teachers' feedback is essential to develop students learning confidence. In general, these elements of SE are the major sources that strengthen students' SE belief. These are discussed in detail under elements of language SE of this section below.

According to the theories of SE, students' belief in their efficacy to regulate their own learning, teachers' belief in their personal efficacy to motivate and promote learning and faculties' beliefs in their collective instructional efficacy are the three different levels at which perceived self-efficacy operates as an important contributor to academic achievement (Bandura, 1993). That means students' successfulness depends on the collective body of the school elites than only students confirmation to self-improvement though academic SE is both personal and a social construct (Pajares, 2002).

Speaking skill self-efficacy

Self-efficacy is defined as beliefs in one's capabilities to organize and execute the courses of action required to produce a given attainment (Bandura, 1997). Within English language context, self-efficacy is frequently described in terms of English language teaching and learning SE, which defines a learner's judgments about one's ability to successfully achieve English language learning goals. In other words, following English language teaching and learning, students act on their beliefs of English language SE, not on their efficacy beliefs for doing other tasks (Bandura, 1977).

Ford (2019) explains Bandura's concept of SE that a person whether or not involve in a particular tasks, he or she is affected by either SE or outcome expectancy. Though students perceived themselves highly efficacious, unless they perform it well, their results could be in questioned (Bandura, 1997). That means, if English language students believe that they are

capable to master the core objective of the language (English language SE) and practice it, then the outcome will have good result (outcome expectancy). Therefore, English language SE is linked to factors such as the academic goals students choose for themselves, the strategies they use and their academic achievement (Van Dinther, Dochy & Segers, 2011).

Empirical research

Enormous amount of researches have been conducted addressing the relationship between academic SE and language skills, language proficiency and learning motivation. And, more than half of the researchers reported that academic SE is a reliable predictor of achievement and students' academic SE is positively related to their language achievement (M. Bandura & Dweck, 1985; Cook, 2013; Kiram, Sulaiman, Swanto & Din, 2014; Luangpipat & Padgate, 2015; Piran, 2014).

Ferguson (2017) studied mindset, academic motivation, and academic self-efficacy as correlates of academic achievement among undergraduate students in communication sciences and disorders programs. The result showed that academic SE positively related to academic achievement. However, research also showed that SE has no relationship with language learning anxiety (Cubukcu, 2008). This means though English language students have language learning anxiety, it may not affect their efficacy advancement. Informing students that they can receive rewards based on en-active accomplishments conveys a sense of efficacious-ness that can be actualized through exertion. This sense of efficacy is subsequently validated as students observe their actual improvement. Students' sharpened efficacy support to continue task involvement and encourage skills (Schunk, 1983).

Other scholars also conducted a research entitled enhancement of self-efficacy and interest in learning English of undergraduate students with low English proficiency through a collaborative learning program. Finally, they revealed collaborative learning program might be an effective approach in enhancing students' interest in learning English and through the process students could become more self-efficacious in learning English (Law, Chung, Leung & Wong 2015). Similarly, Shuya, (2018) studied the importance of self-efficacy to the English proficiency of middle school students in china and they concluded that self-efficacy could influence students on setting practical English learning goals. The students with high self-efficacy beliefs tend to set the goals that are more challenging and could prove their English learning abilities. The students with low self-efficacy beliefs in English learning tend to set goals that are far below their abilities to accomplish. In the long run, the impractical goal setting would affect students' self-efficacy in general.

Besides, other researchers from different part of the world investigated the correlation between language students SE and their speaking skill achievement and revealed that there is a direct relationship between language students SE and their speaking skill achievement (Korompot, 2022; Ocarina, Anwar & Marifah, 2022; Sari, 2018; Susilestari, 2022). Conversely, a studies on students' performance in speaking skill and self-efficacy: A correlational study showed that students SE inversely related with their speaking skill ability (Khotimah, Amumpuni & Arifin, 2023; Rafiq & Fitriani, 2023).

Generally, the recent researches on self-efficacy in language-learning contexts suggest that SE is the most predictor of language achievement and that it is positively associated with achievement, proficiency, strategy-use, internal attributions of ability (Ahmadi, 2020; Artino Jr., 2012; Cook, 2013; Hsieh & Kang, 2010; Raofi et al., 2012; Schunk, 1989; Sharma, 2014).

Theoretical, conceptual framework and hypothesis formulation

The theoretical framework of this pilot study was based on Bandura's social cognitive theory since a lot about academic SE is depicted by Bandura. Even though, social cognitive theory has several limitations, through exercise of self-efficacy, people can learn to step back, observe, self-regulate and ultimately change their behavioral patterns. It is theoretically proposed because the limitations are not impediment to language learning students' SE and the instruments are reliable on social cognitive theory of SE.

According to Bandura's social cognitive theory, self-efficacy is the belief in one's own ability to successfully accomplish specific tasks. Bandura notes that SE is a theory by itself, as well as being a construct of Social Cognitive Theory. Self-efficacy theory tells us that people generally will only attempt things they believe they can accomplish and won't attempt things they believe they will fail. However, people with a strong sense of efficacy believe they can accomplish even difficult tasks. They see these as challenges to be mastered, rather than threats to be avoided (Bandura, 1994)

More specifically, Bandura explains that efficacious student set challenging goals and approach difficult or threatening situations with confidence that they have control over them. Having this type of outlook reduces stress and lowers the risk of depression. Conversely, people who doubt their ability to accomplish difficult tasks see these tasks as threats. They avoid them based on their own personal weaknesses or on the obstacles preventing them from being successful (Bandura, 1994).

The conceptual framework

According to the explanation of Bandura (1997) as shown in figure 2.1 below, the assumption of the current study is students speaking skill self-efficacy directly correlated with students' speaking skill achievement in spoken course classroom. Spoken course II attendant students assumed may have high, moderate or low self-efficacy. Thus, the assumption is students who possess high self-efficacy, score high in speaking skill, but students who score possess low self-efficacy may achieve low in speaking skill.

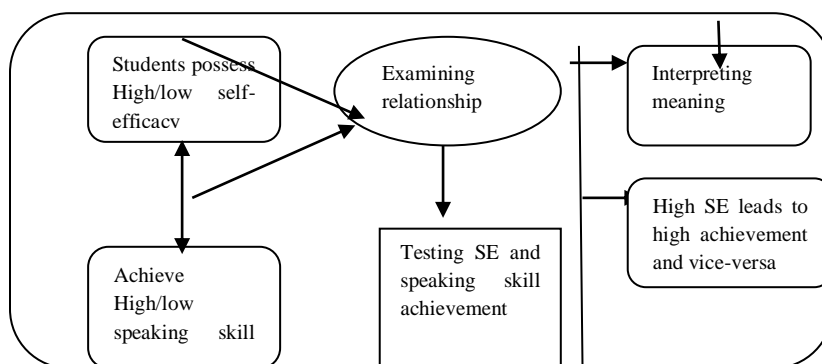


Figure 1. Hypothetical model

Students who possess high self-efficacy may score high speaking skill, whereas students who possess low level of self-efficacy may also achieve low in speaking skill test.

In the above conceptual model, the study focuses on measuring English language and literature major students speaking skill SE, and also tests to find out their speaking skill achievement. Therefore, the following hypotheses are formulated:

Hypothesis 1

English language and literature major students believe that their speaking skill self-efficacy level influences their speaking skill achievement

Hypothesis 2

There is positive relationship between students' speaking skill self-efficacy and their speaking skill achievement

Hypothesis 3

Students who possess high self-efficacy score high in speaking skill achievement test

Method

The study aimed to investigate the relationship between students' speaking skill self-efficacy and their speaking skill achievement. Thus, the research employed mixed method study where quantitative and qualitative data were simultaneously collected. The best quantitative research inquiry is systematic, rigorous, focused and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalization to other context. Qualitative research has an effective way of exploring new and depth phenomena (Dorney, 2007). Besides, this approach to research helps to fully understand about any phenomenon worthy of investigation (Gay, et al). Therefore, more importantly quantitative and qualitative non- experimental correlation research design was employed to assess the correlation between the predictive variables and the criterion variable.

Correlational research design is appropriate for this study because it allows us to examine the relationship between variables (Dorney, 2007). It helps us to evaluate the strength and direction of their relationship or association with each other. In other words it involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables (Gay Mills & Airasian., 2012). Thus, the relationship between the predictor variable, students' speaking skill achievement and the criterion variable, students' speaking skill achievement was determined.

Participants

Undergraduate students from two universities in Ethiopia were participated in this study. Second year English language and literature department major students were purposively selected. Data were collected from the available 33 students because few students voluntarily join the department now a day. The researcher believed that this sample is enough based on the sample limit for a correlational study which is selected by using an acceptable sampling method, and a minimally acceptable sample size is generally 30 participants (Gay et al., 2012). As this figure shows, the sample size of the participants was manageable and the quantitative data which was collected is easy to control during analysis. Thus, census (availability) sampling technique was employed in order to involve all aforementioned second year English language and literature department students for the speaking skill self-efficacy questionnaire; speaking skill test, interview and classroom observation tools.

Data collection and analysis

Higher education students' speaking skill self-efficacy questionnaire was adapted 6 items from (Sağlam&Arslan, 2018) English Language Skills SE Scale for Higher Education Students (SESHES) and 18 items from (Idrus & Sivapalan, 2007). Totally, the questionnaire comprises for 24 items. Cronbach's Alpha was computed to check the reliability of the adapted questionnaire. It

showed 0.87 which was above the cut point. Besides, it was reviewed by three English Language Teaching (ELT) PhD holders and 1 Psychology PhD holder. The interview questions were developed based on the existing literature. Pilot test was also administered for reliability and validity purpose. Firstly, the questionnaire data were collected, then tests were administered and finally two students who were purposively selected and interviewed.

Speaking skill test was adopted from International English Language Testing System (IELTS) for validity, reliability and for the study purpose. The researcher adopted a 16:39 minutes of native speakers' audio/videos downloaded from online. The exams were included, *interview* a 12:34 minutes test and *pair-discussion* a 3:05 minutes test adopted from International English Language Testing System (IELTS) because it is prepared by British council, IDP and Cambridge University press & assessment. The tests were adopted considering the current spoken course II content, and administered the speaking skill test by controlling the questions part by part: by pausing and playing the videos. An assessment criteria and rubrics also adopted for scoring purpose from IELTS. Students were assessed one by one for interview based tests and pair discussion based test. Immediate after their responses, the researcher marked their answer using the criteria and the rubrics as a guideline. The speaking skill tests sessions were controlled by the classroom teacher and the researcher. Examiners had repetitively practiced how to conduct the tests and how to mark students' response before the students sat for the exam. Each speaking skill test accounts for 25% (1-9 score scale) (Ulker, 2017). However, for correlation convenience the researcher added the two tests score together and changed to out of 100% after students' responses were marked. Data were analyzed quantitatively and qualitatively.

Results and findings

Descriptive analysis results

The participants for measurement of speaking skill self-efficacy questionnaire were 33. The numbers of the speaking skill questionnaire's items were 24. The purpose of measuring students' speaking skill self-efficacy was to identify their belief in their abilities and confidence to do speaking skill tasks and activities. The following table shows the quantified finding.

Table 1: Descriptive statistics for the belief and confidence of students' speaking skill SE influence their speaking skill achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking skill self-efficacy	33	1.96	4.46	3.45	.62077
Valid N (listwise)	33				

To make sure the students' belief in their abilities and confidence, speaking skill self-efficacy questionnaire that was rated in 5-points Likert scale computed. The minimum (1.96) and maximum (4.46) values showed that no outliers and the values ensured that data are valid and accurate. Although the main focus of the study is on the relationship between students' self-efficacy and their speaking skill achievement, the central tendency value also helped to understand the participants' belief in their ability and confidence level of performing tasks of spoken course II. Thus, the participants' speaking skill self-efficacy mean result was (3.45) with standard deviation (0.62). The result showed students believe that their speaking skill self-efficacy positively influences their speaking skill achievement in spoken course II. The result also suggest that English major students have a moderate level speaking skill self efficacy.

Question number 1 above aimed to assess the relationship between students' speaking skill SE and their speaking skill achievement. Hence, Pearson correlation coefficient was computed. The next table shows the result of the variables.

Correlational analysis result

Table 2: Correlations between students' speaking skill self-efficacy and their speaking skill achievement

Correlations			
		Students' speaking skill result	SSSSE score
Students' speaking skill result	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	33	
Students' speaking skill SE score	Pearson Correlation	.935**	1
	Sig. (2-tailed)	.000	
	N	33	33

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

The data discovery of the correlations between learners' speaking self-efficacy scale and their speaking skill achievement with number of participants (33) was $r=.935$. The Pearson correlation value level showed that there were relationships in that for SSSSE increased their speaking skill achievement also increased or one decreased the other also decreased. The relationship between the SSSSE and their speaking skill achievement was very high and positive. The association was also statistically important since the sig. value of correlation is less than the cut point of significant level, which was $P= 0.000$. Therefore, the relationship between students' speaking skill self-efficacy and their speaking skill achievement was strong positive relationship and statistically significant.

Thematic analysis result

In support of the quantitative data analysis, semi structured interview comprised of 4 questions were conducted with two purposively selected second year participants. The interview was conducted after the final test based data collection. The interview data were recorded, and transcribed word for word. The interview transcript was coded, thematically categorized and inductively analyzed using NVivo 10. For analysis convenience, the researcher nominated the participants Sisay (P1) and Rahel (P2).

Analysis of the students' English language learning experience, level of proficiency and their engagement in spoken course II tasks

Both Sisay and Rahel were asked for how long they have been attending English language. Both students responded that they have been learning English language since grade one-for 14 years in governmental schools only. Consequently, the current their English proficiency level is weak (beginners) because of lack of vocabulary, confidence and speaking skill abilities. Regarding to the question how frequent they engage in spoken course II classroom tasks both interviewees replied that they feel convenient participating when their teacher invites them to answer questions. Besides, Sisay said that he had the initiation in participating always in English language classroom. This shows that even though students have being learned English language for a long period of time in governmental schools, they are unable to improve their language proficiency to the level of their expectations. In general, it is noteworthy to say that educators support improving students' participation interest and level of confidence is very essential to overcome their language proficiency problems.

Analysis of students' belief in their ability to participate in speaking skill activities

In terms of students' belief in their ability to participate with confidence in English language, the students said that they were still interested in knowing the language and having confidence, but they didn't believe in their speaking ability. Besides, the students stated that they have strong commitment to improve their speaking skill abilities despite of the psychological influence of language learning. Sisay, for instance, said that *he is very confident to speak or*

know a language. But he is not confident in his ability. He is not good speaker similar to his language, Amharic. Rahel also on the other side stated that she is not confident in her ability about to speak English...but she wants to be. She also doesn't care about the mistakes or error because she believes that no one is perfectly speaking around. The students' report showed a complex mix of attitudes and beliefs towards their English-speaking abilities. They were interested in learning though they lacked self-confidence in their ability, and are confident to develop their skills regardless of the psychological language learning challenges.

Probing: so what do you expect from teachers and others to improve your English speaking abilities?

Sisay and Rahel responded that at most students must 100% ready to meet the requirement confidence level and follow their learning with strong commitment to improve their English speaking abilities. Regarding their expectation the participants also depicted that language learners must accept language elites' positive and negative feedback and their own mistake as a part of learning. Sisay also believe that students can enhance their English speaking skill abilities if teachers teach in freedom learning environment. Additionally, the interviewees responded that teachers support for language students primarily by avoiding the negative psychological language learning culture is essential. Providing students with different activities and instances such as continuous feedback, praising model students and interest based tasks. Hence, it can be concluded that teachers' regular support can improve students' speaking skill abilities and achievement.

Probing: can you provide any instances that made you feel confident speaking in English?

Regarding occasions that made respondents feel confident in speaking English language, Rahel said that discussing with students either in groups and pairs, teachers and students feedback and freedom of interest of topics to do tasks always made her feels confident to use English language. However, Sisay responded that accepting English as an international language helps him feels confident to speak the language because he doesn't bother about what language to use for communication, wherever he goes. It is important to note that feedbacks and leaving language students with their own interest and styles of learning leads to develop learning autonomy.

Discussion and hypothesis testing results

Hypothesis refers to the tentative assumption about a population parameter and a provisional idea whose merit needs evaluated. Hypothesis testing or the significance level is precedence for checking the validity of a statistical hypothesis. It is the processes by which we decide whether the null hypothesis should be rejected or not (Muijs, 2004). To proof each hypothesis, research data gathering instruments such as speaking skill self-efficacy questionnaire, speaking skill test and interview were used. The data were analyzed using descriptive and inferential statistics. The descriptive statistics used to analyze the data were mean, frequency, and percentage. The inferential statistics used to analyze the data were the Pearson correlation, and the reliability analysis of Alpha. The qualitative data were analyzed using NVIVO 10 software.

Hypothesis 1: students' belief that speaking skill self-efficacy positively influences their speaking skill achievement.

The first hypothesis states that undergraduate university English language and literature students believe that students speaking skill self-efficacy positively influences their speaking skill achievement. The hypothesis was attempted to proof using descriptive statistics,

mean score, frequency, percentage and regression. As it can be seen in table 3, the mean value 3.45 (SD= 0.62) showed that students believe that their speaking skill self-efficacy positively influences their speaking skill achievement. Similarly, table 11 showed $R^2 = .879$ depicts that the model overall explaining 87.9% of the variance in students' speaking skill achievement in that 12.1% of their speaking skill achievement was influenced by other factors. In simple words, the dependent variable, students' speaking skill achievement, was explained 87.9% by the independent variables, students' speaking skill SE and components of speaking skill self-efficacy (P, F, PM and MC).

However, the interview data revealed that students were interested in learning though they lacked self-confidence in their ability, and are confident to develop their skills regardless of the psychological language learning challenges. This shows that students believe in the importance of speaking skill self-efficacy. Thus, the alternative hypothesis, undergraduate students pursuing spoken course in universities believe that speaking skill self-efficacy positively influences that their speaking skill achievement is accepted. There are researches which support this finding. The studies revealed that self-efficacy positively influences students' speaking skill achievement (Alawiyah, 2018; Kemiksiz, 2022; Khotimah et al., 2023b; Novia & Ramayanti, 2023; Ocarina et al., 2022b; Zhang et al., 2020; Zulkarnain et al., 2023).

Hypothesis 2: There is positive relationship between SSSSE and their speaking skill achievement.

Hypothesis 3 aimed to confirm whether there is positive relationship between SSSSE and their speaking skill achievement or not. To prove this research hypothesis, 33 participants were partaken. Data analysis tools of Pearson correlation and p value were calculated. The p value informed that the significant levels of correlation between the variables were significant or not. The value of Pearson correlation was $r=.93$, which indicated the relationships of SSSSE and their speaking skill achievement was significant with sig. value 0.000 that was less than the cut point of significant level. That means the increase in one variable leads to increase in another variable and the decrease in one variable leads to decrease in another variable. The relationship between the variables was strong.

The finding revealed from the interview data analysis also supported the above quantitative finding in that the analysis of question number two above indicated that there is relationship between students speaking skill self-efficacy and speaking skill achievement. That means students stated that they have confidence of speaking English language and they also stated that they were good achievers of spoken course II exams.

This finding is supported by different research findings that there is relationship between students SE and their speaking skill achievement (Asakereh & Dehghannezhad, 2015; Cho & Jung, 2018; Piran, 2014). Besides, there are researches that coincide with this finding in that students' self-efficacy significantly correlated with their speaking skill performance and achievement (Korompot, 2022; Sari, 2018a; Susilestari, 2022). Conversely, there is a research finding that disagree with this finding proofing that students' self-efficacy didn't significantly correlated with students speaking skill abilities (Rafiq & Fitriani, 2023). Another study focuses on the influences of self-efficacy beliefs in English learning between male and female university students. There was a total sample of 128 university Non-English majors from Dong Nai Technology University in Bien Hoa city and the finding demonstrated that there was a positive relationship between self-efficacy and achievement (Dan, Nghia, Thy, & Nhi, 2022). Moreover, several researches coincide with this finding in that the studies' findings showed self-efficacy positively correlates with students speaking skill achievement (Alawiyah, 2018; Chen, 2007;

Kemiksiz, 2022; Khotimah et al., 2023b; Koura & Al-Hebaishi, 2014; Novia & Ramayanti, 2023; Sari, 2018b; Zhang et al., 2020; Zulkarnain et al., 2023).

In conclusion, according to the current research finding, there was a strong match on students' perceived confidence level and their actual achievement between the independent variable (speaking skill self-efficacy) and the dependent variable (the students' speaking skill achievement).

Hypothesis 3: The level of students speaking skill self-efficacy

Hypothesis 3 aimed to answer whether level of students' speaking skill varies depending on their spoken course classroom behavior or not. To answer this question, descriptive statistics mean and standard deviation was computed in addition to the interview analysis.

The researcher examined the level of students' speaking skill self-efficacy among 33 two universities students. Speaking skill SE questionnaire comprising 5-point Likert scale was used to assess students' self-efficacy regarding their speaking abilities. The questionnaires demonstrated good reliability (Cronbach's alpha =0.87). The result indicated that the average speaking skill self-efficacy was 3.45 (SD=0.62) suggesting a moderate level of self-confidence in their speaking skill abilities. The standard deviation (0.62) signifies a low level of variability in self-efficacy scores.

These findings generally underline positive level of speaking skill self-efficacy among the participating students in their confidence, suggesting that they acquire confidence in their ability to speak in different situations. Yet, it is significant to be conscious about the concerns of students who demonstrated lower self-efficacy and help them to overcome any difficulties they may face in improving their speaking skills. Therefore, alternative hypothesis is accepted. Similar researches finding were reported showing students' moderate and high level of self-efficacy (Agustin, Pertamina&Rahmat, 2022; Demirel, Turkel&Aydin, 2020; Ifdil, Apriani, Yendi¥di, 2016).

Conclusion

In general, because of the significance of language learners' beliefs about their abilities to do tasks during languages learning, this study was designed to investigate the correlation between students' speaking skill self-efficacy and their speaking skill achievement: a mixed method approach. The results show that students belief that the level of their speaking skill self-efficacy influences their speaking skill achievement. The results of this study also showed that there is strong positive relationship between speaking skill self-efficacy and their speaking skill achievement. The results of this study indicated that students have moderate levele of speaking skill self-efficacy. This shows in order to increase students' achievement, it is necessary motivating students to attend language classroom and involve in activities with confidence. This empirical evidence is needed to aware curriculum designer to include lessons that inform language teachers to develop students' language learning efficacy. Some language teachers need empirical evidence to help students develop their language learning confidence. This research will help develop language learners' language learning psychology and aware language teachers that it is possible to develop students' English language efficacy in a way that best serves the students. Finally, it is recommended that experimental research be conducted identifying the effect of speaking skill self-efficacy on students' speaking skill achievement.

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Appendices
Appendix A: Questionnaires for Students
Addis Ababa University
College of Education and Language Studies
Department of Foreign Languages and Literature

Dear students, the objective of this questionnaire is to compile data for a research leading to a Doctor of Philosophy Degree in ELT. The answer you give may be used to improve the quality of English language teaching particularly in spoken course classroom by realizing students' English language self efficacy. And, the study is an *investigation among the correlation between Students' Speaking Skill Self-efficacy, Sources of Speaking Skill Self-efficacy and Speaking Skill Achievement*. Therefore, through these questionnaires, the researcher wants to find out how you think, feel and behave when attending Spoken course in a classroom. Use your experiences from the class to answer these statements below. Your cooperation in completing these questionnaires is greatly appreciated.

Thank you for your support!
Melkamu Dessalegn

Instruction I:

In the following table there are different statements to the left and five possible response scales strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD) to the right. For each of the statements, put the sign (X) under the response scale that most closely corresponds to how you think and feel about the statements.

Part I: Students' Speaking Skill Self-efficacy Questionnaire

No	Items	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	I believe I have the ability to participate in class discussion conducted in spoken English course.					
2	I don't believe I can speak accurately in Spoken English Course classroom					
3	I believe I can solve any problem facing me in spoken English course.					
4	I cannot keep speaking in English if my friends make fun of me in Spoken English Course classroom.					
5	I can motivate myself to speak in English in spoken course classroom.					
6	I cannot speak English fluently in Spoken English Course classroom					
7	I can communicate with peers(classmates) in English					
8	I cannot learn new English words while attending spoken English course.					
9	I can keep speaking in English even when my friends make fun of me in Spoken English Course classroom.					
10	When I decide to say something in English, I can do it in spoken course classroom.					
11	I can concentrate on using new vocabulary while speaking in English with classmates.					
12	I can make dialogue in English with peers in Spoken English Course classroom					
13	I can express myself easily in formal conversations					

14	I can speak English fluently in Spoken English Course classroom					
15	I can speak English without prior preparation in a Spoken English Course classroom.					
16	I cannot express my feelings and thoughts in different forms in English.					
17	I can interact with classmates in English.					
18	I cannot do the assessment parts of the Spoken English Course well.					
19	I can speak English without making grammar error in spoken course classroom					
20	I believe I can't solve any problem facing me in spoken course classroom					
21	When I'm talking with my spoken course teacher, I can let him/her know if I need help.					
22	I cannot ask questions my spoken course teacher in English.					
23	I can discuss topics of my interest with my classmates in classroom					
24	I cannot communicate with peers(classmates) in English					
25	I can ask questions my spoken course teacher in English.					
26	I cannot discuss topics of my interest with my classmates in classroom.					
27	I believe I can answer questions in English					
28	I cannot speak English in a spoken course without prior preparation.					
29	I can do the assessment parts of the Spoken English Course well.					
30	I cannot concentrate on using new vocabulary while speaking in English with classmates.					
31	I can express my feelings in different forms in English.					
32	I don't believe I can answer questions in English					

Appendix B- students' self-report questionnaire

Part II: Students' self report on sources of speaking skill self-efficacy questionnaire

Instruction II: read the following items one by one and put an X mark in "Agree (A)" if you agree with the statement; Neutral (N) if you "agree or disagree" otherwise disagree (DA)" if you disagree with the statement.

Day/Date _____ **University** _____

Session _____ **Class** _____

No	Items	A(3)	N(2)	DA(1)
	Students' feedback self-report questionnaire			
1	I believe that feedback will increase my capability to achieve better results in spoken course			
2	I don't believe I have capability to develop my achievement if my spoken course teacher gives me feedback.			
3	I believe I have capability to enhance my feedback perception in improving my speaking abilities			
4	I don't believe that feedback will increase my capability to achieve better results in spoken course			
5	I believe I have capability to develop my achievement if my spoken course teacher gives me feedback.			
6	I can't feel confident after my spoken teacher gives me positive feedback			
7	I believe that my speaking skills achievement can be improved if peers give me feedback during group discussion			
8	I cannot always feel confident after my spoken teacher gives me negative feedback			
9	I can feel confident after my spoken teacher gives me positive feedback			
10	I don't believe that my speaking skills achievement can be improved if peers give me feedback during group discussion			
11	I can always feel confident after my spoken teacher gives me negative feedback			
12	I don't believe I have capability to enhance my feedback perception in improving my speaking abilities			
	Students' Peer-modeling Self-report questionnaire			
13	I believe peer-modeling can improve my Spoken English Course achievement			
14	I cannot demonstrate correct pronunciation to my classmates			
15	I believe I have capability to be a peer model in spoken course class.			
16	I don't believe that my result in Spoken English Course can be improved if I follow a model peer in my class.			
17	I can encourage my classmates to practice speaking in English			
18	I have no a role model among my classmates that makes me able to achieve better in spoken course.			
19	I can demonstrate correct pronunciation to my classmates			
20	I cannot encourage my classmates to practice speaking in English			
21	I believe that my result in spoken course can be improved if I follow a model peer in my class.			
22	I don't believe I have capability to be a peer model in spoken course class.			
23	I have a role model among my classmates that makes me able to achieve			

	better in spoken course.			
24	I don't believe peer-modeling can improve my Spoken English Course achievement			
	Students' Making Choice habit Self-report questionnaire			
25	I believe I can improve my speaking skills abilities if I practice on my topic of interest during learning.			
26	I cannot improve my fluency even if I practice on my topic of interest			
27	I can improve my confidence if I am given different choices during activity.			
28	I don't believe practicing on my topic of interest can improve my speaking skills achievement			
29	I can improve my fluency if I practice on my topic of interest during learning			
30	I don't believe I can improve my confidence even if I practice on Spoken English Course tasks based on my topic of interest.			
31	I believe practicing on my topic of interest during activities can improve my speaking skill achievement.			
32	I don't believe I can improve my speaking skills abilities if I practice on my topic of interest during learning.			
	Students' Classroom Participation level Self-report			
33	I can participate in a small-group discussion based on a topic			
34	I cannot ask questions in a small-group discussion based on a topic			
35	I can keep a discussion going by asking follow-up questions to deepen our discussion in spoken classroom			
36	I believe I cannot score better marks in the Spoken English Course even if I practice speaking more.			
37	I can answer questions in a small-group discussion based on a topic			
38	I cannot give any comment in English to my spoken course teachers			
39	I believe I can score better marks in the Spoken English Course if I practice speaking more.			
40	I cannot participate in a small-group discussion based on a topic			
41	I can ask questions in a small-group discussion based on a topic			
42	I cannot answer questions in a small-group discussion based on a topic			
43	I can give any comment in English to my spoken course teachers			
44	I cannot lead a small-group discussion based on a topic that we all involve in spoken classroom			

Appendix C: Classroom observation checklists

Instruction IV: the researcher takes notes from the classroom dynamics regarding the following checklists

- | No | Items |
|--|---|
| Students' classroom participation habit | |
| 1 | Students ask their spoken teacher a questions |
| 2 | Students answer questions when they are asked |
| 3 | Students comment their spoken course teacher on the lesson |
| 4 | Students inquire more clarification when there is unclear discussion |
| 5 | Students are active participate in group discussion: asking questions |
| 6 | Students are cooperative in group discussion: responding to questions |
| 7 | Students keep silent during discussion |
| 8 | Students often discourage others' attempts to participate. |
| 9 | Students actively interact in pairs: responding to questions |
| 10 | Students are focused and interested: follow attentively and show initiation |
| 11 | Students actively interact in pairs: asking questions |
| 12 | Students show scary face during discussion |
| 13 | Students show a sign of hesitation to reply when invited |
| 14 | Students move from one place to another without the permission of their teacher |
| Students' classroom Feedback behavior | |
| 1 | The teacher provide students feedback when they make mistakes |
| 2 | Peers give feedback to classmate students when they notice mistakes |
| 3 | Students are given direct feedback orally. |
| 4 | Students are given indirect feedback orally. |
| 5 | Students comment on one another's work during group discussion |
| 6 | Students help each other correcting their mistakes during pair work in Spoken English Course class |
| 7 | Students help each other correcting their mistakes during group work in Spoken English Course class |
| Students' Peer-modeling behavior | |
| 1 | Students act as peer modeling to other students: speaking fluently |
| 2 | Students become peer model to one another while presenting tasks accurately |
| 3 | Students pronounce words correctly in the way he/she can be a model to others |
| 4 | Students act as model for other students in spoken course classroom |
| 5 | Students provide clarification to other students during ambiguity |
| 6 | Students overcome specific challenge during classroom discussion |
| 7 | Students offer encouragement for other students assuring that mistake is natural |
| 8 | Students provide feedback to other students (correcting orally their friends' mistake) |
| Students' making choice habit | |
| 1 | Students choose someone they like during group work |
| 2 | Students choose someone they like during pair work |
| 3 | Students ask teacher to give them different authentic topics |
| 4 | Students choose topic of their own interest |
| 5 | Students have time freedom to accomplish specific tasks |
| 6 | Students choose places to do their tasks |
| 7 | Students are seen innovative while attempting to solve problems |

Appendix D: Interview questions for students

1. General Background:

- a. How long have you been learning English?
- b. What is your current level of English proficiency?
- c. How often do you engage in speaking activities in the English language classroom?

2. Speaking Skill Self-Efficacy:

- a. How confident do you feel about your ability speaking in English?
- b. What situations contribute to your confidence or lack thereof in speaking English?
- c. Can you provide specific examples of situations that make you feel more or less confident in speaking English?

3. Components of speaking skill self efficacy

- a. How often do you actively participate in speaking skill activities in the English language classroom? **Can you ask and answer questions?**
- b. How do you believe your level of participation affects your speaking skill achievement? **What is your level of participation: low, mid high?**
- c. How frequently do you receive feedback on your speaking skills in the English language classroom?
- d. Do you believe that teachers or peers feedback has helped you enhance your speaking skills abilities and achievement?
- e. Do you have opportunities to make choices regarding topics, tasks, or formats in speaking skill tasks and assessments?
- f. How do these choices affect your engagement and motivation in speaking tasks?
- g. How often do you observe or learn from your peers during speaking skill activities in the English language classroom?
- h. Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

4. Speaking Skill Achievement:

- a. How would you evaluate your overall performance in speaking tasks in the English language classroom, and your speaking skill achievement in spoken course classroom?
- b. In what areas do you think you need improvement to enhance your speaking skills achievement?

Appendix E- Sources of speaking skill achievement test

- British Council. (2014, Oct 17). Exams Speaking Tasks –*Describing pictures/photos* [Video]. YouTube. <https://www.youtube.com/watch?v=vj4e8pX9Gk8&list=PLqXCB-1RxFvOIyFPoHouAhfvLW7Gm0zcg&index=2>
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- British Council. (2018, April 3). Exams Speaking Tasks –*Discussion* [Video]. YouTube. <https://www.youtube.com/watch?v=G4fCOa4z1a0&t=39s>
- British Council. (2018, April 16). Exams Speaking Tasks – *Give a presentation* [Video]. YouTube. <https://www.youtube.com/watch?v=7eeYrHOV0UE&list=PLqXCB-1RxFvOIyFPoHouAhfvLW7Gm0zcg&index=4>

Appendix F-Classroom Observation Transcript

Classroom Observation data -2

Date: October 28, 2024

Time: 2:00 pm – 3: 00 pm

Duration: 50'

Topic: Pronunciation

On this day, the teachers introduced the today's lesson. The teachers briefly explained the concept of pronunciation including the contents that would be covered. For instance, the teachers said, pronunciation is crucial for effective communication. Today, we will practice about minimal pairs: short and long vowel sounds. For instance, fit /fɪt/ short and feet /fi:t/ long vowel sounds. Before students practicing word pronunciation, the teachers showed them native speaker's video. Students listened 16 minutes video about minimal pairs. Then the teachers motivated the students to practice one by one. Following they practiced the minimal pairs.

Students' Participation Level

Initially, few students said the words with confidence and ease. The majority of the students hesitate to practice at the beginning, however; when the teachers encouraged them to practice all of them said the words one after another. Finally, all students actively participated practicing the minimal pairs that the teachers gave them. **For instance**, the lesson continued with a minimal pair repetition exercise. The video demonstrated words like "fit" and "feet," and more other words-showing the phonemic transcription like /fɪt/ and /fi:t/ correspondingly, then asked the students to repeat after the speaker. Initially, students who feel confident participated, while some others hesitated. Some students kept silent and waited to see if others would participate before joining in. finally, all students practiced the presented minimal pairs. The students also identified short or long vowel sounds after listening to the native speaker. Few students raise their hand and answered as short or long vowel sounds after they heard the sound. Here are some of the words: his Vs he's, hit Vs heat and fill Vs feel short and long vowel sounds respectively. Students also practiced sitting in pairs. They helped each other while pronouncing the minimal pairs one by one turn by turn. On this stage all students practiced the words loudly with freedom. No one left out even though some students seen struggling with how to differentiate the words pronunciation.

Feedback Behavior

Both the teachers and peers provided feedback to their peers throughout the lesson. On this day, feedback played a critical role in improving students' pronunciation. **For instance** When the students heard mispronouncing the words, the teachers kindly corrected the students by modeling the words (still and steal) very slowly and emphasizing the correct /stɪl/ and sti:l/ sounds. The teachers's feedback was specific, showing how to place the tongue to achieve the correct pronunciation. The students were asked to repeat it many times. The teachers provided much guidance to all students. He repeatedly pronounced the words and invited all students to say the short and long vowel sounds. He also individually asked to say the words such as pill and peel, lip and leap, and bin and bean etc. During pair work activities, students were also giving corrective feedback to one another. Peer feedback seems the more constructive feedback that students accept immediately. Some students effectively guide their friends by pronouncing the correct words sounds like tin /tɪn/ and pitch /pɪtʃ/ short and teen /ti:n/ and peach /pi:ç/ long vowel sounds. Then, their friends immediately pronounce the words correctly. There were some other students who kept silent even though they heard their friend's mistakes. Sometimes they say it's okay. They lacked the specificity necessary to address their friend's error directly.

Students' Peer learning Habit

Almost all students have the same level of English proficiency as a result except few students a girl from Addis Ababa and two guys from Gambella who have confidence to pronounce the words with ease. Some students were seen watching them in that they seem motivated to pronounce words like them. **For instance** A female student who is from Addis Ababa freely practiced the minimal pair words without struggling. They easily practiced the short *itch*, *is*, *risen*, *knit* and the long *each*, *ease*, *reason* and *neat* standing in front of the students. Following her some other students also similarly practiced pronouncing the words. They has been a little bit a models for the students. They were encouraged by her situation. Some students struggle to pronounce, the short "it" and the long "eat" correctly. Then the two guys from Gambella modeled the words, emphasizing the short and the long vowel sounds. Some other students then imitated their peers' pronunciation and practiced the words. During pair work also students took turn to correctly pronounce the words. They helped each other to pronounce the words "still and steal" correctly. The confident students first pronounce the words as /stɪl/ and /sti:l/ and then the less confident students followed them feeling more at ease after seeing it modeled. In group activities, few students helped other students practicing the minimal pairs such as *pot* /pɒt/ and *port* /pɔ:t/, *spot* /spɒt/ and *sport* /spɔ:t/ and etc... then the other all students practiced with less intimidating model than teachers's demonstration.

Students'Making Choices in Learning Activities

To foster a sense of autonomy and learning encouragement, students were given freedom to choose minimal pairs for practicing. In fact, students who have confidence of pronouncing the words practiced all words, and some other students hesitate even to choose the minimal pairs that may comfort them. Some other students chose the minimal pairs that comfort them to practice. **For instance** After briefly demonstrating the minimal pairs' lesson and made students practice following the video lesson, the teachers presented a list of pronunciation challenges for students to choose from: minimal pairs e.g., "was" vs. "wars", "shot" vs. "short", "cot" vs. "caught" and other vowel sounds. Students were asked to select the minimal pairs they are interested in to practice and found comforts them. Then, few students selected some words among the minimal pairs' list and practiced showing the difference between the short and long vowel sounds. At the beginning, most of the students hesitated to choose and practice it. After the teachers encouraged them, students had made their selections. Then students asked to practice in pairs.

Topic: Pronunciation... continued

Date: November 04, 2024

Time: 2:00 pm – 3: 00 pm

Duration: 50 minutes

The teachers introduced the day's lesson is the continuation of the previous lesson pronunciation. This day the lesson focused on syllable stress (stressed and unstressed) and Rhythm. The teachers defined syllable as *a small unit of speech that consists of a vowel sound or a vowel and one or more consonants. Stressed and unstressed syllables form the basis of the rhythmic pattern of English words. The vowel within the stressed syllable is longer, louder and higher in pitch. The vowel within the unstressed syllable is reduced and becomes a neutral, short vowel called the "schwa" and is pronounced as /ə/. It can be spelled with a, e, i, o, or u. All of the five vowels can sound the same if they are part of a reduced syllable.* The students listened to a video about one syllable stressed and two syllable words: first and second syllable unstressed. For instance, the words such as *man, control, and salesman* etc respectively... All students attentively followed the explanation and the native speaker's presentation.

Students' participation level

All students practiced the syllable words pronouncing the stressed and unstressed sounds. The more confident students were the beginners of the discussion. First, the students practiced one syllable words: *pose /oʊ/ late /eɪ/ race /eɪ/ cord /ɔ/* etc ... then, first syllable unstressed words: *advice /ə/, lagoon /ə/, podiatrist /ə/* etc ... and second syllable unstressed words: *purpose /ə/, terrace /ə/, chocolate /ə/* etc... basically, two students actively participated asking their teachers unclear syllable unstressed and answering questions too. The other students depended on the teachers' encouragement. When the teachers give them words to practice, they practice otherwise they kept silent.

Teachers's and peers' feedback

The teachers and peers provided constructive and corrective feedback. The teachers round between the students and encourage students to pronounce the words emphasizing on the patterns of the words. Then the students pronounce the one syllable, first syllable stressed and the second syllable stressed words. During this time, the teachers gave corrective feedback immediately when students make mistake. **For instance** The teachers said, in addition to nodding their head, they said yes correct, very good, good, wow excellent. For some students the teachers provided immediate corrective feedback such as *pose /oʊ/ not pose /ɔ/, race /eɪ/ not race /ə/ cord /ɔ/ not cord /oʊ/*. Besides, the teachers provided general comment for students' success and failure pronouncing the words correctly. *The teachers said that few students freely and attentively say the words and they became successful, but most students showed a kind of scary face, fear to pronounce the words as a result they failed to pronounce correctly. So please make practice with your doormats feel fear to make mistake because mistake is a part of lesson. I hope all of you will come with full confidence to pronounce the words we learned today correctly.*

Peer learning habit

The lesson was convenient to see students modeling one another. In general, most students' physical motion (non-verbal communication) showed that the most confident and those who expected will be correct to pronounce the words, go first. It seems they wanted to listen from them in addition to their teachers and the native speaker's video. In addition to this, students were seen modeling each other during pair and group discussion. **For instance** When the teachers invites the whole students to practice after they listened to the video, some students saw the participant students instead of pronouncing the words. Then, after those students the other also tried to pronounce the words even though they still fail to say the words correctly. Besides, during pair discussion, students were seen modeling each other. *Let you say first, and I understand. Ok, let me pronounce first, and you will say after me. Rage /eɪ/, reduced /ə/, courage /ə/*. Then, the other student also pronounced the words. During group discussion also students were seen inviting one of their group-mates then the student pronounces. *Fast /æ/, material /ə/, breakfast /ə/ ...* Then, the other students also pronounced the words turn by turn. When the students make mistakes, they correct one another.

Students making choice habit

On this day, all students practiced all words. However, some students were seen choosing first simple words that they think to pronounce. Then, they proceeded to the next words. In addition, students were also observed selecting pair and group mate, in general.

Date: November 8, 2024

Duration: 9 am – 4:30 am

Topic: Continued ... Accuracy and Fluency

The teachers introduced the topic after revising the previous lesson. Then, he explained that accuracy refers to the correctness of pronunciation based on the rule and guidelines of the language. It helps to be understood without ambiguity. For instance, ship /t/ vs. theyep /i:/ ... Fluency refers to the flow and speed at which speakers speak without unnatural pauses or hesitations. For instance, what time is it? Sounds like whatcha mizin? Students repeated the sentence. Then, the teachers showed native speaker's video about accuracy and fluency.

Students' participation level

All students attentively followed the lesson. The students participated one by one following the lesson on the video on minimal pairs. For instance, hut /hət/ vs. hurt /hɜ:/, here /ɪə/ vs. her /hɜ:/ . Students also tried to identify REcord /N/ and reCORD /V/, 'Impɔrt /N/ vs. Im'pɔrt /V/. The students also practiced the following sentence to identify the classes of the above words through pronunciation. Eg. *Kenenisa's record is a remarkable vs. the photographer recorded a video for tiktok.* Almost all students practiced these sentences.

Feedback behavior

The teachers gave feedbacks both in general and one by one during students' activities practice. The teachers corrected some students when they mispronounce the words. For example, *most of you pronounced well, but there are students who didn't improve. So practice at your dormitory with dorm mates. The teachers repeated the words once again.* One by one ... a student said "*Kenenisa's reCORD is a remarkable*" then the teachers immediately corrected the student. Like *REcord...in this case it is a noun.*

Peer learning

Few students were confidential and volunteer to practice that they became a moral for others. On this day, almost all students showed active participation. A student pronounced the words correctly. The other students were observed showing a sense of listening to the students which may be considered as their model.

Making choice

All students practiced all words given to them as much as they could. They were instead choosing their pair/group mate to practice. All students were seen practicing all words.

Topic: Greeting and Parting (Formal and Informal)

Date: November 15, 2024

Time: 2pm – 3pm

Duration: 60 minutes

The teachers began the lesson by asking students about the previous lesson: accuracy and fluency. Few students answered the questions raised. After revision the teachers introduced the day's lesson "Greetings and Partings". The teachers modeled both formal and informal greeting and parting, emphasizing body language, intonation, and tone. Then students repeated after them, focusing on mimicking their tone.

The teachers: *How do you greet people?* and *How do say if you to tell that you are leaving?*

Greeting **parting**

Few students responded: S1: *Hi?* Teachers: *good goodbye*

S2: *Hello?* Teachers: *Very goodbye*

S3: *How are you?* Teachers: *Very good... see you later*

Then the teachers clearly explained the difference between formal and informal greeting and parting. Formal instances: *Good afternoon Good afternoon*

It's a pleasure to meet you ... It's a pleasure to meet you too

How do you do? Very well, thank you. How do you do?

Informal instances: *Hi? hi?*

What's up?..... what's up?

How is it going?.....good/ not bad/ so so ...

Parting: formal: *I am about to go*

Good bye

It was a pleasure meeting you

Thank you for your time

Best regards

Have a good day

Informal parting: catch you later

See you later

Bye/later/have a good one.

The teachers modeled both formal and informal greeting and parting, emphasizing body language, intonation, and tone. Then students repeated after them, focusing on mimicking their tone.

Student Participation Level

During the introduction, many students raised their hands to share their knowledge about greeting and parting. In the meantime, few students hesitated but responded when encouraged by the teachers. Then, the teachers asked students to work in pairs to practice both formal and informal greetings and partings. Students were told to decide which greeting was appropriate for the following examples (*meeting English language department head and greeting his/her old friend*). Many students practiced correctly making a dialogue in a pair. For instance, meeting English language department head: the students' conversation: some students used formal greeting and parting, some informal and others both.

S: *Good morning Mr. Hailu?*

S: *Hi/hello, Sir*

T: *Good morning?*

T: *Hello student*

S: *I'm sorry, but I would like to check exam schedule*

S: *I am looking for our instructor*

T: *Oh! OK. Here you are*

T: *See her at 224 offices*

S: *Thank you for your time, sir*

S: *Bye teachers*

T: *My pleasure*

T: *Bye student*

Greeting his/her old friend:

S1: *Hi belen, how are you?*

S2: *Hi, fine thanks, and you?*

S1: *catch you later*

S2: *see you later*

Teachers and Peer Feedback:

The teachers were observed praising after students attempt, saying, *Excellent, Very good, good, and don't forget to make your tone more formal for professionals*. **For instance** individual corrective feedback: After a student said, "Good afternoon, how's it going?" *the teachers corrected by saying, that is good job, but how's it going? is a bit too informal for a greeting in the evening*. Instead, you can say *good evening, how are you?* Peer feedback wasn't observed on this day.

Peer learning

During discussion, few students, who was confident, demonstrated an excellent greeting with a clear, respectful tone, saying, *Good afternoon, Mr. Nigus, it's a pleasure to meet you*. The reserved students encouraged and mimicked this model and said it correctly.

Making Choice Habit:

There was no special choice students made on this day except for pair works. All students practiced all activities given by their teachers.

Topic: Introducing Oneself and Others

Date: November 22, 2024

Time: 2 pm – 3:30 pm

Duration: 1:30 minutes

The teachers began revising the previous lesson and by introducing the concept of self-introduction and introducing others. They explained that it's important *to introduce oneself in a polite, clear way, when we meet someone for the first time*. They also discussed how introductions vary depending on the situation, such as *in meeting a friend (informal) versus a business environment (formal)*. Some students also participated recalling the previous discussion.

Examples formal self introduction and responses

Good morning. My name is

Please, allow me to introduce myself.

I am ...

May I introduce myself? I am ...

How do you do? My name's...

Let me introduce myself. My name is ...

Good morning, how do you do?

How do you do, nice to meet you?

I am / my name's ...

Hello. My name's Renata. Pleased/glade to meet you.

Good evening. I'm ... How do you do?

How do you do? My name is ... Nice to meet you.

During formal context giving emphasis to your tone and body language (stand handshake with a business man, professionals and authorities) is important, they said.

Student Participation Level

The teachers asked students how they would introduce themselves by giving them different scenarios: decide formal or informal. For instance 1, *in a job interview ...* Some students raised their hands at first then the teachers asked them one by one. Student 1, *I say, hello, my name is ... and I am pleased to work here.* The teachers said, *great! You used formal language that is correct for an interview.* Student 2, *I say, hello, my name is ... , and thank you for calling me.* Student 3 said, *good morning my name is ... and I am here for job interview.* Example 2, *meeting a new employee in a company...* Student 4, *good afternoon, my name is ... and I am an accountant.* Student 5, *how do you do, my name is ... and ...* Student 6, *hi, my name is...* and. Example 3, *meeting at school event ...* Student 7, *pleased to meet you, my name is ... and I am 2nd year ELLD student.* Student 8, *hello, my name is ... and I am 3rd year psychology dep't student ... etc...* Students also practiced in pairs based on different scenarios: *introducing to your teachers, introducing at a conference, introducing in social setting, introducing as a guest speaker, and meeting your friend's friend.* Then, students practiced and presented to the class.

For instance, Student1: *Good afternoon teachers, my name is ...*

Teachers1: *Nice to meet you*

Student2: *Hello, my name is ...*

Student3: *Pleased to meet you, my name is ...*

Student2: *Good afternoon, my name is...*

Student3: *Hello, my name is*

Scenario 4: *Hi everyone, my name is... and I am a guest speaker*

Scenario 4: *Hi welcome, my name is ...*

Scenario 5: *how are you, my name is ...*

Scenario 5: *how are you, my name is ...*

Teachers and peer feedback

The teachers gave group and individualized feedback throughout the lesson. For instance, *in formal introduction don't forget to use clear and polite speech taking care about your tone, body language and informing your position after telling your name. In case of the informal context it doesn't matter you can be as your usual speech and situations.* During individual participation and presentation When Student 1 introduced at a job interview the teachers acknowledged, *great! You used formal language that is correct for an interview.* Student 2, *that is very good.* It is formal. student3, *right that is also formal introduction. Don't forget to make eye contact to show confidence.* For 2nd scenario meeting a new employee ... the teachers said *here we uses formal introduction- it is not informal.* Student 4, *oh nice that is a clear businessman's introduction.* Student 5 & 6 corrective feedback, *you're doing great. Try adding your position for more formal touch.* Student 6, *good but make it formal introduction: you can begin with, hello/good afternoon/pleased to meet you, etc.*

In the case of meeting at school event, the teachers commented that *students can use informal introduction because this is where school friends meet.* Student 7 & 8, *you can greet by using informal greetings, hi/hello/what's up, etc...*

During pair presentation the teachers gave valuable feedbacks: Scenario one... *you must tell him why you are there... you can say I am the new student. Then, the teachers can say welcome/great/I hope you will enjoy the class, ect...* Scenario 2, *that is great, but to be more formal add some description about you.* Scenario 3 *is informal introduction; it is friends meeting. so you rather say hi/hello/how are you, etc.* Scenario 4 *is formal ... please try to identify the formal and informal context. So we can begin with pleased to meet you/how do you do/ etc...* Scenario 5, *this is where we can use informal introduction. That is good.*

Peer feedback wasn't observed during their presentation, but students commented one another during their discussion by saying *no this is formal, no it is informal because the context is where friends meet etc.* there wasn't strong peer feedback.

Peer learning

Few students were observed actively participating: answering and asking questions. Then, when teachers encourage the other they also tried to participate with a lit bit confidence. In fact, all students presented their own discussion after a couple of paired volunteer students demonstrated their introduction in front of class.

Making choice habit

Students were observed while choosing among the scenarios given to them. They seem to do with comfortable situation. Some selected the formal context and others took the informal context. During presentation students' facial expressions were different. The students who presented based on their choice were showed normal body movement, confidence and strong interest than students who didn't choose.

Topic: Continued...Introducing Others

Date: November 29, 2024

Time: 2 pm – 3:30 pm

Duration: 1:30 minutes

The teachers began revising the previous lesson. The usual participant students recalled some discussions about the previous. Then, the teachers recalled the continuation of the previous lesson: introducing others in both formal and informal ways.

For instance, formal: let me introduce *my wife, Hana*

I would like to introduce *my teachers, Ermiyas*

May I introduce *my brother Dawit*

Allow me to introduce ...

It's my pleasure to introduce ...

Please meet...

Informal: I would like you to meet *my friend, Markos*

This is *my classmate, Fenet*

Have you met, *Feben, they is the one I told you about*

Hey meet my

Student participation level

Similar to the previous lesson the teachers gave students some scenarios and asked to apply one of the expressions above and introduce others.

For instance, *introducing a new employee in English language and literature department, colleagues meeting, old men's meeting, business meeting, introducing dorm mates, introducing you sister to you friend ...* How do you introduce others according to the above case, formal or informal? After 5 minutes discussion the students responded the following.

S1, said, *hello everyone, I would like to introduce, Mr. Zeyid.* S2, *Good afternoon, father. Please meet, Mr. Tekola, my dorm mate's father. Mr. Tekola, please meet, Mr. Yared, my father.* S3, *Good afternoon everyone, please allow me to introduce, Dr. Aman, the new marketing department head.* S4, *Hello everyone, may I introduce, Zerihun.* S5, *Hey, this is Sara, my friend. Sara, this Rahel, my sister.*

The teachers also gave students other scenarios to practice and present in pairs. The following were the scenarios and students' presentation:

For instance: *at a university graduation ceremony, at university students cultural exchange event, during university event with local government officials, at university's cafeteria, at a coffee ceremony, during group study session, at sport events.*

Pair1: *I would like to introduce Dr. Tatek, professor of philosophy at Addis Ababa University*

Pair2: *Hello everyone, please meet my friend, Elias.*

Pair3: *It's my pleasure to introduce, Dr. Tamene, the Director of the Ministry of higher education*

Pair4: *hey friends, this is, Abriham, my friend*

Pair5: *Hello everyone, this is Mulu, my friend from Hawassa*

Pair6: *guys, meet my friend, Tadiyos, he is also our department's student*

Pair7: *hey, have you met, Moibon, my friend from Wollega etc...*

Teachers and peer feedback

The teachers gave feedback after the students' presentation. *Very good presentation... You have identified the formal and informal expressions, but during introducing others most of you forget to introduce the persons to each other.* For instance, at the university graduation ceremony, this is big stage where formal people meet. So it is perfect if you introduce like this: *it is my honor introducing Dr. Tatek Firew, an esteemed professor of philosophy at AAU. Dr. Tatek, this is our graduating class of 2017. The other one is you tone and body language must be formal and use clear and polite words.*

Peer learning

The usual students participated at first then the other students followed. On this day there is no unique Peer learning observed.

Making choice

Students were observed choosing the easiest and more informal scenarios that they think convenient for presentation.

Topic: Debate

Date: December 6, 2024

Time: 2pm-3pm

Duration: 60 minutes

The teachers revised the previous lesson and introduced the today's lesson. Then, they explained concept of debate that it involves *not only presenting one's own opinion, but also engaging with opponent's' views.* They said it's important to use language that encourages discussion, not conflict. Besides, while presenting counterarguments, debating requires the ability to agree or disagree respectfully, support or oppose others' opinions. They wrote some important debate phrases on the blackboard that students could use to express agreement, disagreement, support, and opposition:

Agreeing

I agree with your point because...

That's a good point.

I see your point, and I think...

I think he/they has the right idea.

I'd like to add something to that.

I completely/totally agree.

I fully support that stance.

Supporting Others' Views

I agree with you ...

I'd like to add that...

I'd like to emphasize that...

That's a great point ...

Disagreeing

I completely/totally disagree.

No, I don't think that's true because...

I take your point, but...

I see your point, but...

I'm afraid I don't agree because...

I'm sorry, but I have to disagree because...

Opposing Others' Views

I understand your argument, but

Here's why I think differently...

I see where you're coming from, but I disagree because...

The teachers also demonstrated a model debate with a volunteer student. The topic was whether *it better to study alone or in a group.* The teachers played the role of supporting group study, whereas the student argued for studying alone.

Teachers: *in my opinion it is better to study in a group because studying in a group offers chance to learn from peers, share ideas and receive feedback. It also gives opportunity to argue on a topic that may help students to deeply understand the topic.*

Students: *I understand your point, but here is why I see differently. You know ... when studying in a group, students may not focus on the study; they rather begin to talk, play and gossip others. So I rather agree with the idea studying alone for focus and time saving.*

Teachers: *you are right, but the point is which one is better? As to me studying in a group focusing on a topic help students understand the topic more than studying alone because we all have different understanding ability. So we share ideas from different point of view.*

Student: *As to me, studying alone is much better because the person gets enough time to refer from other books, has freedom and quiet study environment.*

Teachers: *generally, two heads are much better than one head. Thus, I believe studying in a group is better than alone as we can help each other in case of difficulties.*

Student: *Because of time consumption, to avoid disturbance and for freedom, I prefer studying alone.* Then, the teachers gave three topics for students to practice on it before they make a real debate with their classmates'. 1. Education delivery in university is better than in high school

2. Online teaching is much better than on campus

3. Government must close distance education in Ethiopia

Student Participation

At the beginning of the introduction, few students participated. Student 1, for example, said that *debate is an argument between two individuals.* Student 2, said that *debate is the discussion that two opposite groups...* Student 3, added that *debate is the talk between two persons.* Besides, students mentioned some debate phrases: *I agree with you, I don't accept this idea, in my view, as to me, and I disagree this idea.* A student also debated with the teacher to demonstrate a model debate. Then, all students showed debating based the three motions listed above.

Group 1: *University deliver better education than high school*

Supporter: S1, *I believe education in university is better than in high school because in university there is enough time for student.* S2, *Let me add, university education is good than high school because there is food.*

Opponent: S1, *I think high school education is good because it give base for me.* S2, *yes, high school education is better because we live with my parents ... so we are free to learn.*

Supporter: S3, *I conclude because university education is good because many doctors, cafeteria, big library and internet for students. And more time ...students are free free to learn.*

Opponent: S3, *No, high school education is good why because I learn first high school then come to university. If no learn in high school you don't come. And good teachers, family and other people help me read ... read.*

Group 2, online teaching is better than on campus

Opponent: S1, *Online teaching is not good because students do not follow. Students can disturb and do not understand the lesson. S2, I agree my friend on campus teaching is good because teachers help more ... when we see we understand. There is no network in this country.*

Supporter: S1, *why I say online teaching is good is because time saving, no fear to learn...and I like. S2, if network is full online teaching is good. Students learn helping family, working and helping themselves and no disturb because you sit alone.*

Opponent: S3, *totally, for me on campus is good than online teaching. Teachers see students participation, and help, gives class work and home work, motivates students.*

Supporter: S3, *Generally, students motivate their own...teachers do not motivate because students sit online and learn and listen very carefully because they are alone.*

Group 3: Government must close distance education in Ethiopia

Opponent: S1, *distance education is good for persons who can' learn come to college, go to school. My brother for example is learn distance and working bank with the degree. It is good. S2, government does not close distance because it gives chance for students who want learning with working, and the degree is equal so why not learn distance?*

Supporter: S1, *distance education has no quality like regular so government must close it. S2, yes, now see our country there is many corruption, many car accident and many problems ... this is because maybe distance education. Learners does not correctly learn in distance.*

Opponent: S3, *Learning distance is another opportunity and as my friend says it is equal degree so no problem. It helps to increase number of students. So government must not close it.*

Supporter: S3, *no, government must close distance education in Ethiopia because one as compared to regular education distance gives little, two no quality and quantity also, so distance education should be closed. S4, it should be closed because for economy and good leader regular education is quality for distance not good. So government must close distance education.*

Teachers and peer feedback

While students were presenting teachers also gave feedback based on their debate. In between students presentation teachers acknowledged students by saying *good, very good, great, but a little bit correction, use debate phrases properly to make your view more argumentative. All of you don't forget to use introductory debate phrase when you begin showing your view for or against a motion the, teacher said. Some of you made grammatical error, try to use singular noun with singular verb like, he does not he do.*

For example, G1, opponent S1, *"it give"* should be *it gives*. S2, *not we live with my parts, but we live with our parents.* Supporter, S3, *to conclude, university education is good because there are many doctors etc... similarly, please correct your errors.*

G2, opponent, S2, *I agree with my friend's view ...* G3, opponent S1, *My brother, for example, learned distance education, etc...* there is no peer feedback.

Peer learning

It was observed that some students first hesitated to participate and to present, however; after they saw other students' presentation they also presented their discussion.

Making choice

Students selected their own choice among the motions given by the teachers.

Topic: Continued...debate

Date: December 13, 2024

Time: 8pm-3:10pm

Duration: 70 minutes

The teacher revised the previous lesson, and explained that on this day all students present their debate based the motion they selected.

Student level of participation

Group 1 motion: *social media do more harm than good*

For the motion: S1, *Does social media do more harm than good? As our group yes... let's be clear before I talk several harms of social media, you need to know that there is benefit of social media ... I didn't mean that there is no advantage of social media. There are so many harms of social media as we all know. For example, it hurts our ethical behavior, and it can damage our mentality. And, it damages our life. so these are disadvantage of social media.*

Against the motion: S1, *thank you for giving me this opportunity. I am against the motion. Social media do more good than harm. We can see the benefit of social media in terms of its connection. That means social media promote global connection. We can get world news using social media. It can create job opportunity. We are moving to*

digital world which our life based on social media. So provide online educational resources. So, social media do more good than harms, in general.

For the motion: S2, thank you for this chance ... social media harms than good. Disadvantages of social media are it is time consuming, affect health well being.

Against the motion: S2, I believe that social media is good than harm because it entertains students. It helps to refresh mind. Social media are important for communication. We can see one another using social media. So, I conclude social media do good than it hurts

For the motion: S1, for me social media have more disadvantage than advantage. For example, excessive uses of social media bring depression. It also harms because it reduces your focus. Besides, there is a big problem in our country and the world disseminating fake news via social media. Listening to fake news, hurts a lot by confusing readers or listeners. Generally, social media have more disadvantage than advantage.

Against the motion: S1, social media do more good than harm. For example if we properly use social media, we save our time, human sources and others. I say social media do more good than harms.

Question from audiences: you said a lot but, can you clearly tell us the disadvantage of social media? From for the motion: as I mentioned using different platforms such as telegram, intagram and face book, etc for a long time brings mental health damage.

Group 2's motion: Should schools eliminate dress code?

For the motion: S1, yes, dress code should be eliminated because for development. Fashion followers buy a lot if they get freedom of dressing which leads to our nation's economical development.

Against the motion: S1, thank you for giving this chance. Our topic is should schools eliminate dress code? I'm the opposite. I support dress code. Argument for not eliminating dress code is ...yeah...it is because cultural respect, uniformity, respect, freedom of social value and freedom of expressions.

Against the motion: S2, OK. I say dressing code should be available in school. Students will have positive attitude towards each other and there is social acceptance focusing on specific school culture and the group.

For the motion: S2, professional interaction. Profession means expertise in a specific field of study. Interaction means physical contact that means students freely contact for their learning. They can mentally separate their school life from their own personal life.

For the motion: S3, schools should eliminate dress code because we need freedom. There shouldn't be dress limitation because when there is limitation, we can't manipulate our freedom. Many students in this area dress different clothes that suit them...make them handsome and beautiful. It allows even to gain knowledge. So the school shouldn't limit dress code because I see many people dressing different and I see they are attractive.

Against the motion: S3, dress code helps to have normal interaction without social discrimination

For the motion: S3, you said school shouldn't eliminate dress code. You know now we don't have uniform or dress code as a result we freely move in the campus. There is no problem. So why do you say school should legalize dress code?

Against the motion: S2, as my opinion, dress code ... as I think it is very important to control people.

For the motion: S1, According to our university there are securities. In case of any problem, there is phone contact. So we don't need dress code.

Against the motion: S1, generally, we support dress code because it helps to control easily and for security and social value.

Group 3's motion: Should there be stricter gun control laws?

Against the motion: S1, there shouldn't be gun control laws because all people can safeguard him/herself. Violence in the country, especially with individuals, will be minimized because every individual has gun.

For the motion: S1, gun should be controlled because no accident will happen. For example, in our country there is no gun freedom that is why there is no problem. If you go to across the border, there is no one attacks you or make you frighten. This is the way gun is controlled.

Against the motion: S2, there shouldn't be gun control law because when individuals carries gun they can protect themselves.

For the motion: S2, as to me gun should be controlled because no terrorist comes. If our country's government control gun, no one will be killed. People can travel peacefully from one place to another. Students can attend schools and universities.

Comments from audience: S1, I support those who support guns should be controlled. So today if there is no guns control, our wealthy become distracted become destroyed. We cannot be alive. Even there is war around us. It is because gun in the hands of individuals. Take for example the war in south Sudan. It killed many people. So gun should be controlled.

Teacher and peer feedback

The teacher said that *when you prepare for debate don't forget to gather enough information about your topic. Your ideas should be clear, informative and argumentative. In your argument please use introductory words, debate phrase, such as I disagree, I am in different, I agree, I support his/ her ideas etc. you forget this. It is very important to make your argument clear and strong. You have to make your point interactive by asking and responding questions. The other point is you have to research about the topic before you come to present it. You were given these topics 3 weeks ago, but you didn't perform well. Not good enough presentation except few students.*

Peers also commented one another. *They said the supporter in group 1 didn't present enough evidence for their argument. So the opponents are the winner. The other student also said that the supporters of group 2 presented more tangible evidences that the opponents. So I think they are the winner.*

Peer learning

During the debate more confident students began the presentation then others follow them. Even though no one left out to present, in each group self-confident and usual participant students were the ice-breaker.

Making choice

All students have chosen their own topic debate among the given lists, and they also selected their best group mates. *A student commented the teacher: today I am very happy because this is the way we can improve our language. Teacher, thank you for giving us this chance. This is also your opportunity where you can foster or encourage your students to practice speaking skill. Students can improve through this kind of activities. When we approach the next level, we become fluent in this manner.*

Topic: Discussion: ways of beginning discussion, ways of expressing an opinion and ways of asking questions and giving responses

Date: December 20, 2025

Time: 3 pm – 4:30pm

Duration: 90 minutes

The teacher began discussion after revising the previous lesson. She introduced that the today's lesson is *discussion focusing on ways of beginning discussion, expressing opinion and asking and replying.* The teacher explained *discussion is an exchange of ideas aiming to understand different viewpoints.* Then, the teacher presented the following expressions and informed students to use them during discussion appropriately.

Some phrases used to start a discussion: *I'd like to open this discussion by saying...*

Some people say... but I'm not so sure because...

I think it's important to start by addressing...

The case we have to consider today is...

Let's begin by discussing...

Our topic for today is...

For instance, she introduced the social media by saying; *let's begin by discussing the role of social media in modern life.*

Some expressions used to express your opinion: *I think that ...*

I believe that ...

I feel that...

In my opinion ...

I hold the view that ...

From my perspective ...

For example, she demonstrated the above topic example, stating, *I believe social media has both positive and negative impacts on communication.*

Some phrase used for asking and responding: *How do you feel about...?*

What is your view/ position on ...?

Could you elaborate on...?

Could you tell me...?

What do you think about...?

For instance, she gave instance on same topic above by saying, *could you elaborate about the positive impacts of social media on communication?*

Responding: *That's an interesting point. However ...*

My point of view is that ...

I see what you mean, but...

Well I'd say ...

I agree with you on some aspects, but I also think...

For instance, she said you can respond in this way; *well I'd say the positive impact of social media on communication is a lot. To begin with, using social media information reaches the audiences very fast ...*

Student participation

At the beginning, few students actively participated by answering questions. For instance, student 1, *said that there is difference between debate and discussion: debate is an argument, but discussion is idea sharing.* Student 2, *discussion is talking about a topic in a group.* Student 3, *discussion is explaining a topic with friends ... no conflict.*

Following this, students were given different topics printed on a paper, and they discussed based on their own topics in a pair and small group. The topics were *the best way to learn language, the role of technology in education, the advantage of discussion in pairs and groups for understanding, the advantage of debate for learning, challenges of learning language, the importance of practicing speaking skill daily, online learning and the future of education, the impact of unemployment rate in Ethiopia.*

After 15 minutes preparation students presented their ideas being in pair. For instance, student 1, *the best way to learn language is using smart phone.* Student 2, *said what about using you tube?* Student 1, *yes, that is what I'm saying using you tube and other apps.*

Student 3, *the role of technology in education are many advantage. For example, we can find answers for our questions.* Student 4, *for education technology is good because easy to get what we want.*

Student 5, *when students discuss in pair or groups, they feel confident, no fear and they help each other.* Student 6, *group discussion help to understand more.*

Student 7, *said sometimes debate is not good because students conflict each other.* Students 8, *asked how about sharing knowledge for understanding?* Student 7, *answered yes, good to know other students knowledge, but when not good in debate student may get small mark.*

Student 9, *learning language is difficult. We learned many years, but difficult to speak English because not easy to understand.* Student 10, *there are challenges ... knowing grammar, vocabulary, tense and sentences. I think ... practicing is good to decrease challenge.*

Student 11, *yes, it is important to practice speaking always why because we practice and we don't fear to talk.*

Student 12, *I am happy this year because I learn English from this practice. So practice is good.*

Student 13, *as to me, online learning is not good because no internet and enough computers. I believe when internet and materials available, online learning is good for education.* Student 14, *online learning saves time, no fear, no difficult thing.*

Student 15, *now even the students do not like learning because no job. In the future education may be closed because no work. So why we learn?* Student 16, *I believe that learning can change our life. Employment is not good. You become poor because only salary. After learning you work your own. So yes ...don't relate job with unemployment rate.*

Teacher and peer feedback

The teacher gave general feedback. At the beginning of the lesson, the teacher said, *very good, yes excellent...yeah good etc.* After the pair discussion the teacher seems to warn students ... *you must use the phrases and expressions we listed earlier. No one used the expressions while mentioning your ideas during the discussion. The objective of this lesson is to practicing to use the expressions during discussion. As a practice this is ok, but next time your discussion will be marked. So please be careful in using these expressions, practice them at your dormitory with your friends. Just follow the examples I gave you. Don't hesitate to say the phrases appropriately when you share your ideas for someone.*

It is good to share your point of view based on the topics you chose, but you didn't totally use the phrases supposed to use during discussion. That means you missed the objective.

Peer-modeling

There are few students who indirectly motivate other students through their participation, confidence and demonstration during classroom discussion. Following these students the other students try to answer questions, present their discussion and be motivated to learn.

Making choice

Students seem happy with choosing their topic of interest when teachers order them make presentation after the general discussion. The teacher gave them a list of topics then students selected their topic of interest. They always have also best friends attracted to sit aside for pair and/or group discussion.

Topic: continued ... discussion, ways of giving suggestions, accepting and declining

Date: December 27, 2025 repetition

Time: 3pm – 4:30 pm

Students were observed learning some points from one another. During pair discussion S1, was trying to show how to produce ideas and write a dialogue. Then, S2 Immediately tried her best though she didn't write a dialogue. Students were seen helping each other. They also asked each other. They were seen explaining the questions Making choice
No choices were given. Then students didn't choose this day

Appendix G-Interview Transcript

Student 1

This interview will be used for research purpose only so feel free explaining whatever you feel in relation to the questions forwarded.

General Background

How long have you been learning English?

Yeah...hhh I have been learning the English starting from grade one. Eee I think almost ten years learning English.

What is the current level of your English proficiency? How do you rate yourself? Sorry? Do you think are you fluent, intermediate or low in speaking?

Yeah I am very learning to fix the English very carefully. Are you intermediate?

Yeah I am intermediate in speaking English.

How often do you engage in speaking skill activities in English classroom?

Practically ... I engage to pronounce the words. For example listening skill is encouraging me to correctly pronounce the words. So this is my engagement. Eeee When you sit in spoken classroom ... do u actively engage in speaking skill activities? Yes of course. I am very interested ... in spoken English class I engage in a lot of exercises to practice pronunciation.

Speaking skill self-efficacy

Yeah I'm very confident when speaking to teachers and students

My situation contribute to my confident I have more understanding...eee I have good learning and I feel I can speak well...this contributed to my confidence

Can you provide some examples or situations that contribute to your confidence speaking in English? For example take the classroom situation..... I really have more understanding ... when anyone speaks to me in English I can easily understand what they say relatively... this contributed to my confidence.

Sources of speaking skill self-efficacy

My participation in English classroom...when teacher come to classroom gives us the assignment and class activities, tests or quiz...so because I participate for change... I took participation as practice...to improve my English. To be honest, I ask questions when the teachers speaking and asking the students... I am always ready to answer and ask questions.

I believe 100%. The participation in the classroom helps to get a better knowledge and to be clever and to become a good speaker. It makes you to be strong for the way you progress, the way you learn. These are what I believe ... when participating in a class it helps to learn more and speak well..so eee I believe also participation increases my speaking skill achievement

I learn feedback when teacher give me my exam paper after correcting it. the result teaches me a lot. From good grades I really enjoy my feedback.... In classroom I believe it is very important if teacher give feedback... when a teacher teaches in a classroom...scoring a good grade ...the teachers congratulates you..by saying you did a great job, excellent...very good...keep it on. This brings very good participation in a class.

The feedbacks as I told you before...when you get great mark the teacher give you feedback to improve yourself...very good excellent...keep it up your good works. When you see this you feel happy.

No choice. When the teacher gives tasks she gives one topic. I believe choice is not good because it may confuse students in decision on which topic to do. Choice is not motivating. When the teacher gives one topic, you need to accept it because we don't know how to prefer the topic...but the teacher know how to prefer...yeah so I think it is very good to give one topic...

Probing...for example which do you like during presentation assignment giving you one topic or different topics? It is good if you give me one topic because I can prepare myself to present in the classroom.

Yes I learn from my classmates. Getting together for learning with classmates is interesting ... yeah so I like it.

For example I learned from classmates when they present their assignment and participate in classroom... this is very interesting

Speaking skill achievement

My overall performance in speaking skill is very good. The way I see speaking encourages to know how to pronounce words and to differentiate the kind of word pronunciation...eee this is really important to learn

My speaking skill achievement is very good

In the classroom I need to be active ... to be good participant and listener...because I need more achievement to very initiate me speaking well

Student 2

General Background

How long have you been learning English?

Thank you for giving me this chance. It is been fourteen years since I have begun learning English.

What is your current level of English proficiency?

My current level, I am not fluently speaking English, but as I think I am intermediate speaker.

How often do you engage in speaking activities in the English language classroom?

I actively participate in the classroom. I communicate with the teacher and students.

Probing: Do you ask and answer questions? Most probably I don't ask question, but I participate.

Probing:Why don't you ask questions? Lack of confidence... I think its lack of confidence

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

I am not confident enough. But I am confident, but I am not fluent English speaker. So sometimes I think I may make mistake so... my pronunciation may... the way I talk the way I speak English let me back not to ask teachers. So I am not that much confident when I speak English.

What situations contribute to your confidence or lack thereof in speaking English?

The reason why I am less confident is because fearing mistake ... thinking students may laugh at me. I think I told you fearing the students because I am not good in my pronunciation...I am not correct. But because I am intermediate speaker of English, I have a lit bit confidence relatively.

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

Seeing other students during their presentation ...I am shy standing in front of the students.

Probing: where did that lit bit confidence came from? Because it has been fourteen years since I have begun learning English ... I actively participate in classroom and outside... watching movies... listening to music...this all helped to know little English...I actively practice to speak English...this all contributed to my confidence.

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

In English classroom ... ? ... Actually, I actively participate in English classroom... if there is presentation if there is something I have to answer...I communicate with my teacher or with my team workers ... I participate.

Probing: do you speak in English or in Amharic sitting in a pair or groups with your classmates?

No, I use speaking in English.

How do you believe your level of participation affects your speaking skill development? Yes, participation is good fro the development of speaking skill.

How frequently do you receive feedback on your speaking skills in the English language classroom?

Ok... I haven't receive any feedback

Probing: didn't teacher give you any feedback? No feedback

What do you believe relating to feedback ... does it contribute to your speech or achievement? Yes, both positive and negative feedback helps me to enhance the way I speak. If someone comment me that about my speech..it helps me to improve my speaking skill ability.

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

Yes, teachers sometimes give us only one topic to do different tasks, sometimes they give us different topics letting us choose from the topics to do tasks.

How do these choices affect your engagement and motivation in speaking tasks?

It motivates us ... in my opinion giving different topics for doing an assignment or classroom tasks is very interesting...because students can choose the one they like ..it is easy for me if I get more topics from which I can choose one that comfort me. But when you give me one topic and if I don't know about that topic would be hard for me to do the tasks especially to search more information about the topic. But if I am interested in one topic from that topics, I will do more..

How often do you observe or learn from your peers during speaking activities in the English language classroom?

I have no peer model in my classroom. I don't observe students performance. I rely on myself.

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

Speaking Skill Achievement

How would you evaluate your overall performance in speaking tasks in the English language classroom?

Actually I engage actively...I participate. I answer questions...I communicate with my friends...I actively participate

And your speaking skill achievement in spoken course classroom?

I expect high mark because I actively participate in speaking skill activities classroom. I try to do everything that the teacher gives us...all assignments. I think I will score a high mark

In what area do you think you need improvement to enhance your speaking skill achievement?

By interacting with teachers, classmates in classroom, and by interacting with other people outside the classroom. Besides, watching movies, listening to English music help me to improve my speaking skill ability and achievement. Chatting with friends, peers help me to improve speaking skill. Other than this I have no any comment on the spoken course content. For me it is go. I have got more information more knowledge.

Student3

General Background

How long have you been learning English?

Yeah! It is good question. So when I am going to replied...so I have been learning English for fourteen years. But I am still not professional ...because I am stillin the precess to be professional in the English.

What is your current level of English proficiency?

Yeah really... the proficiency I have now in the English Spoken ... I am intermediate. I am still not professional... I am still in the learning process...after that I will complete it...when I complete it ... when I practice always always...so I can be a professional.

How often do you engage in speaking activities in the English language classroom?

Yeah really...I engage in spoken activities/practice always or classroom situation or outside with my peers or classmate I try to use or communicate with them...to improve myself.

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

Yeah really...confidence is very important ...when I feel confident ... first I may reply ...So when I reflect ...I will think...when I think I feel confident.

Probing: How do you rate yourself during speaking English? Do you feel confident or not? Yeah somehow...but... when teacher ask me or when I want to ask questions ... I raise my hand up...and say

what I want to ask. But at the beginning it is very difficult to me to be confident. But... when I practice it I feel confident.

What situations contribute to your confidence or lack thereof in speaking English?

Yeah there are many situations...first I can be calm to look my teacher...I can understand the ways my teacher instructs or deliver ... the speech or concept...I can look them very carefully and latter can record them.

Yeah really there are situations ... that reduce the confidence of the students ... so first when my teacher come into the classroom and if I get bored this is the major impact the put me struggling listening to the lessons...then I couldn't understand the theme of the less which may leads to losing confidence. Besides, I hate the teacher or I may feel that teacher is not good and this may distract class situation. It is a disaster for classroom.

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

For instance, when praising the teacher and look at him very carefully...which leads to paying attention to the lesson that make us confident. On the other way, the situation that makes less confident ...when the students fear an when the students not pay attention to the teacher that is a problem.

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

Yeah really...I participate always in classroom activities ... or I learn English to be a professional... I participatetalk with my classmates to be a professional... I try all my best

How do you believe your level of participation affects your speaking skill development?

Yeah really ... so first if I know my ability... if my teacher says you have an exam ...then if I read very carefully...so I can feel confident. Yes, participant students can score high mark... not only high mark but they become popular in their knowledge producing good things. They become confident enough. If students fail to participate ... so they may lose their objective.

How frequently do you receive feedback on your speaking skills in the English language classroom?

Yeah really ... I receive always from my teacher and classmates. When I do good things in a classroom...teacher may say excellent ... when I get good marks I feel confident and try to improve more

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

For instance...when I score good mark...then when teacher and students admire me saying you are clever students you scored good mark...then I feel confident to do more for future.

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

Yes, teachers sometimes give us different topics to choose from for doing assignments, activities and tasks. by the way, sometimes it confuse me which one to choose to do the assignment...thus I feel one topic, which already decided by the teacher, is good enough to do tasks

How do these choices affect your engagement and motivation in speaking tasks?

Yes, it affects it increase my confidence...when I read different topics I increase my knowledge

How often do you observe or learn from your peers during speaking activities in the English language classroom?

Yeah really...when I interact with my classmates or students ... I try to communicate them in English... and we learn from each other.

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

Last time...in the previous week ...we have presented...when I listen carefully ...I understand the point they want to convey. I like their style...

Speaking Skill Achievement

How would you evaluate your overall performance in speaking tasks in the English language classroom?

And your speaking skill achievement in spoken course classroom?

Yeah really... when I evaluate myself in English language practice... I get myself in intermediate because I am still not proficient. But I may improve more in the future..that why I am learning English.

My achievement in Spoken English Course is medium ... it is moderate...I am not professional.

I expect improvement in classroom areas ... the instruction between theories and practice ...the students and the instruction... grasping the whole course content... paying attention towards teachers...in order to fully understand the lesson they deliver...

S4

General Background

How long have you been learning English?

I have been learning English since grade one, but I began identifying words and speaking since grade 4.

What is your current level of English proficiency?

I think I am a beginner...because I can understand little English... in fact I can speak, write read and listen.

How often do you engage in speaking activities in the English language classroom?

During spoken English classroom teacher arranges classroom presentation making students in pairs.

During that time I speak with my friends making dialogue. Sometimes I ask questions... and I answer questions.

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

I am almost self confident person...but sometimes I am confused because of lack of vocabulary...when my friends or teacher talk to me with words that I am not familiar with or new and difficult words...during that time I am confused...then this may decrease my confidence.

What situations contribute to your confidence or lack thereof in speaking English?

Through gradual process I learned English vocabulary, grammar and its forms, and other lessons that a little bit contributed to my confidence in speaking English.

There are also situations that deteriorate my speech confidence like for example... fearing friends in case of making mistakes.

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

I remember when I was in lower grade...one of my teachers praised me with words saying very good, nice, excellent, etc.... the spoken course teacher similarly appreciated me when I answered questions in classroom. this helped me to develop self confidence. There are also occasions that made me lose my confidence in Learning English language... I remember we used to practice in English day club.... One day it was my turn leading students....then to say make a straight line... I said another words...then students laughed at me very loudly... I remember I shocked that hindered me not to practice English again.... Students' reaction when I make mistake definitely decreases my confidence. It blenched me.

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

I actively participate in spoken English classroom...I ask questions...answer questions.

How do you believe your level of participation affects your speaking skill development?

By the way, I believe that active participants pass any exams mostly. Anyone who works hard expected can get good things. I believe participation helps to develop speaking skill proficiency and achievement. I believe practice lead to more understanding...even it is said that learning 10 new words in 10 minutes is very important for language learning. On the contrary, if we stop practicing or participating we can't understand the language ...

How frequently do you receive feedback on your speaking skills in the English language classroom?

Yes, I receive feedback mostly from teachers, and sometimes from students. he says very good, good or excellent when I answer questions.

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

I believe feedback is important to improve our speaking skill abilities and confidence. For instance, during classroom discussion sometimes there are situations when I can't fully understand the lesson. That time I ask my teacher. The teacher replies the answer and appreciates me for asking him a question by

saying... good question... I appreciate you for asking... keep on asking questions etc. this is very important to develop students question asking habit. If not I may not ask him next time where I could sit without understanding the point of the lesson the teacher wants to convey.

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

This year the teacher didn't give us chance to make choice, instead he forced us to do assignments, tasks, classroom activities providing us only one topic. By the way, personally, I believe that if I am given different topics to choose from for my assignment helps more to do the best. This is because there could be very difficult words or the only topic could be unfamiliar with my knowledge. This then hurts, discourages me for future work.

How do these choices affect your engagement and motivation in speaking tasks?

Yes, I believe making choice has a positive effect on the development of our speaking skill and improvement of speaking skill achievement. When we have choice, it means we have chances to do better than when we don't have choices.

How often do you observe or learn from your peers during speaking activities in the English language classroom?

Yes, there is. One of my friends used to ask questions always. I observed his confident in his speech and his eager to get better knowledge about the lessons. His unique work motivates me to do like him even though we are not perfect ...

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

For instance, when students ask question the lesson I also didn't understand...that time I correct my understanding. I have no peer modeling in my classroom.

Speaking Skill Achievement

How would you evaluate your overall performance in speaking tasks in the English language classroom?

I am intermediate performer

And, your speaking skill achievement in spoken course classroom?

I expect more than 50%

In what area do you think improvement should be made to enhance your speaking skill abilities and achievement?

The scaffolding should be improved in the ongoing teaching process. If students begin practice early when they are in elementary school, achievement at higher education will be easy. Therefore, Ethiopian students should practice English beginning from grade 1 without any obstacle. On the other hand, in higher education language teachers should fully teach all course contents according to their schedule...I have seen a gap on this. Teachers do not dig details in teaching contents. You know input matters for language students especially whose background is rural area. Similarly Spoken English Course teachers should use perfectly their allotted schedule. Otherwise, as to me, the course content is importantly designed.

S5

General Background

How long have you been learning English?

I have been learning English since grade one

What is your current level of English proficiency?

This time I am a beginner.

How often do you engage in speaking activities in the English language classroom?

I participate sometimes in a presentation ... sometimes answering questions if my teacher asked...sometimes I ask my friends the question I didn't understand...I don't ask teachers

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

I have confidence for the part I know, but I lose confidence for the part I don't know.

What situations contribute to your confidence or lack thereof in speaking English?

I lose confidence for the part I don't know because I think I fear my friends laugh at me. However, if I know the topic I invite to speak I freely say that or I have full confidence when I speak in English with guys who are similar in speech with me.

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

For instance watching videos on tiktok, youtube, facebook and others build my confidence. There is situation when I lose my confidence while presenting with my classmates standing in front of the students ... some part of my part speech disappeared because I didn't practice it well. Trying to present without practicing well paid me off.

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

I attentively follow classroom lessons, but I don't ask and I don't answer questions in a classroom. However, I practice English with my classmates that helped me to enhance my English knowledge.

How do you believe your level of participation affects your speaking skill development?

Participation has positive effect on development of speaking skill abilities and achievement. I believe that participation is a practice. So you know practice helps guys to know more about English...so participant students may achieve high marks.

How frequently do you receive feedback on your speaking skills in the English language classroom?

Yes, I have received feedback many times from teachers and friends.

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

For instance, during presentation my teacher gave me feedback that I should correct in the future presentation. The teacher corrected my mistake or error by telling me the correct version of the words. I learned a lot from the feedback because it tells me my weak side. It is good lesson for me.

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

Yes, we have got opportunities to choose the topic we were interested in for presentation.

How do these choices affect your engagement and motivation in speaking tasks?

Yes, many choices give broad knowledge than a single choice. In addition, it gives us chances to choose and do the one we know more. I believe also it motivates for learning...

How often do you observe or learn from your peers during speaking activities in the English language classroom?

No, this level we all are beginners...so I have no peer modeling.

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

Even though, we all are in the same level, there are situations where I learned from my friends during their presentation and during group discussion. You know we have different style and knowledge level... thus I learn a lot from friends.

Speaking Skill Achievement

How would you evaluate your overall performance in speaking tasks in the English language classroom?

And your speaking skill achievement in spoken course classroom?

I am a medium participant, and I expect more than 50% mark

Area of improvement

I believe practice can enhance my speaking skill achievement so I want to practice more that attending in classroom. I am happy with the content of the course,... I comment no part of it. But, it is good if students always involve in conversation than we have been doing in our previous course. This year we didn't practice as much as we should be because of shortage of time, but I believe if we had practiced a lot, we would have been improved more that we are now.

S6

General Background

How long have you been learning English?

I have been learning English since grade one.

What is your current level of English proficiency?

My current proficiency level of English is medium

How often do you engage in speaking activities in the English language classroom?

Mostly I listen attentively. I participate sometimes. I believe I can get remarkable knowledge because the teacher was good.

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

I have a medium self confidence.

What situations contribute to your confidence or lack thereof in speaking English?

So first I plan to see different English videos ... and other reference books like dictionary. And other lacks, I remember when I was in grade 10, one of our group member tried to demonstrate her presentation singing in English...then students laughed at her which discourage her and me also. I asked students why they laughed at her, but no one answered me. My point is, students' wrong attitude towards students' mistake puts in feeling ashamed of saying in English language. by the way, I don't bother about whatever attitude students have towards me, but I think I can learn from my mistake...I believe error is a part of lessons. What makes me lose confidence is the gap between the knowledge I have and the grade level I am in. I need more practice and more in putes.

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

For instance, presentation, practice, participation increase my self-confidence. When we practice a lot we know more we understand how to use grammar then this builds our confidence. When discussing with friends, it also increases my confidence. On contrary, when my group mates show a kind of reluctance for discussion, I feel sad and this deteriorate my confidence ... they may show scary face, or touch this and that or use social media sitting with me... then I discouraged to work hard with leads loss of confidence. The inconsistent interests that my group mates show destruct me from my attention.

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

I participate actively ... asking students and teachers...

How do you believe your level of participation affects your speaking skill development?

Participation has an effect on achievement and speaking skill abilities. For instance, before I came to English language and literature department, I was not interested in English language. But, after I join, I saw it deeply and I loved it. for instance, I took different courses including grammar, spoken , vocabulary lessons and I am interested in it. so I participate to know all these, and I believe participation has a great impact on achievement and development.

How frequently do you receive feedback on your speaking skills in the English language classroom?

When I answer questions teachers praise me saying ...good, very good and excellent... sometimes also our teacher comments on our presentation style and content ... for instance, he said feel free when you stand on stage...don't fear students. On the content of our presentation, the teacher commented that our introduction, body and conclusion is good, but that we poorly organize the sequence of the idea... and we corrected on the next presentation.

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

Yes, feedback is important or crucial for me; it is where teachers help us identify the wrong from the right. Thus, I like feedback.

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

Yes, the teacher has given us different topics to choose from to do assignment. For me this is very important because I read different reference books, I get different knowledge... so I like it is good.

How do these choices affect your engagement and motivation in speaking tasks?

Yes, choices more motivate me because I get chance to read more and I may get chance to select the best topic I am interested in.

How often do you observe or learn from your peers during speaking activities in the English language classroom?

I have a model student when I was in high school. I like his presentation style, his fluency..he is native like speaker. We used to practice in English with him. He taught me a lot. He is my model. But here in this campus I have no a model student.

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

For instance, previously, I say Where you are...to ask from where a person came from... and my friend corrected me during his presentation by say... “where are you from” I believe peer modeling is important to improve my English language

Speaking Skill Achievement

How would you evaluate your overall performance in speaking tasks in the English language classroom? And your speaking skill achievement in spoken course classroom?

I evaluate myself first I should attentively follow classroom discussion...then I must practice using the language with friends day to day. I must also correct my mistake.

I expect my achievement in Spoken English Course will be more than 50 %

Improvement area I suggest is First I must follow closely classroom lessons, and teachers also should teach in details explaining every details steps and giving different activities that help to practice in English... so they must teach very well and I must study hard... the environment also should be comfortable for the development of our English... the environment we are in doesn't invite us practice English... we speak we talk in our language than chatting in English... It is not motivating me to practice English. I would live if I get friends who love to use English during speaking....

S7

General Background

How long have you been learning English?

I have been learning English since grade one.

What is your current level of English proficiency?

My current proficiency level of English is medium

How often do you engage in speaking activities in the English language classroom?

Mostly I listen attentively. I participate sometimes. I believe I can get remarkable knowledge because the teacher was good.

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

I have a medium self confidence.

What situations contribute to your confidence or lack thereof in speaking English?

The little confidence I have came from my friends' strength in that I observed them while they make a nice presentation relative to me. I find them very clever, and I tell to myself I must be like them. I think this contributed to my little confidence. The situation that more discourages me is thinking that my friends may make fun of me if I misuse English words.

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

For instance, the teacher gave us our course related reading materials then we read a lot, and I comprehended some points about the classroom lesson...then I fear no one to answer question, to ask and to participate in classroom ... even during presentation I feel free to say whatever I should say or input and practice make feel free. Otherwise, if I don't make practice standing in front of my friends I loss confidence to speak to teachers and friends.

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

I participate sometimes... I ask and answer questions if my friends keep silent to ask... this semester I mostly attend classroom a carefully. I study hard after classroom.

How do you believe your level of participation affects your speaking skill development?

I believe if students participate actively in language classroom, their language understanding also develops accordingly. If they don't, they can't understand the language. they do not bring any change ... they may stay stagnant or dormant in speaking, reading, writing and listening the language.

How frequently do you receive feedback on your speaking skills in the English language classroom?

Yes, the teacher gives us feedbacks mostly when we make presentation we feel nervous that we can't speak or say what we want to say. Then the teacher says don't bother about me and your friends... say calm when you come to stage.. don't fear. He also comments on the content of our presentation.

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

For instance, when we speak with our dorm mates one day I make grammar mistake then my friend corrected me ... if I remember it was ... subject verb agreement problem... like for example... I said he do not like speaking in English ...and then my friend said no he doesn't ...

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

By the way choice is very nice. Yes the teacher gave us many choices... the opportunity to choose help a lot because when we choose we choose the one convenient to us to do that we believe we can achieve high mark doing it. If we don't choose we may fail because the single topic could be difficult to us.

How do these choices affect your engagement and motivation in speaking tasks?

Yes, it motivates... focusing on a single topic narrow downs your memory and knowledge. In contrary, working on different topics and selecting one of them to present broaden your memory and increase your knowledge. Besides, it motivates a lot for learning for additional knowledge. I think providing many topics for language students to do any tasks means inviting them to enjoy the language. this can solve the problem we notice as a language students.

How often do you observe or learn from your peers during speaking activities in the English language classroom?

There are few students who are not perfect speak speaks and understand English language more than I do. I admire them, and I plan also to work hard like them and more even.

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

I don't remember exactly

Speaking Skill Achievement

How would you evaluate your overall performance in speaking tasks in the English language classroom?

And your speaking skill achievement in spoken course classroom?

I am a medium performer in English classroom activities

I expect my achievement in Spoken English Course will be more than 50 %

Improvement area I must work hard more than I was doing

Appendix H- Node A Students self-efficacy from classroom observation data

Name: Node A\\Students' self efficacy

<Internals\\CSV\\qualitative data excel1> - § 16 references coded [3.40% Coverage]

Reference 1 - 0.08% Coverage

few students practice pronouncing the words with confidence and ease. Few showed self-confidence

Reference 2 - 0.06% Coverage

Students who feel confident participated, lack of confidence the majority

Reference 3 - 0.29% Coverage

Few students raise their hand and answered as short or long vowel sounds after they heard the sound.

Participation, confidence

Reference 4 - 0.15% Coverage

For instance a female student freely practiced the minimal pair words without struggling. Signify self-confidence

Reference 5 - 0.13% Coverage

Students who have confidence of pronouncing the words practiced all words, ability to do tasks, confidence influence performance

Reference 6 - 0.95% Coverage

The more confident students were the beginners of the discussion. Independent performance

Reference 7 - 0.17% Coverage

The other students depended on the teachers' encouragement. Low level of confidence, dependency

Reference 8 - 0.21% Coverage

The teachers round between the students and encourage students to pronounce the words emphasizing on the patterns of the words. Teacher encouragement/reserved majority of the participants

Reference 9 - 0.60% Coverage

Few students were confidential and volunteer to practice that they became a moral for others. Independent motivational

Reference 10 - 0.25% Coverage

The usual participant students recalled some discussions about the previous. Active participation of few students

Reference 11 - 0.04% Coverage

At the beginning of the introduction, few students participated. Active participation of few students

Reference 12 - 0.05% Coverage

At the beginning, few students actively participated by answering questions. Low participation/ majority lack confidence

Reference 13 - 0.10% Coverage

Few students answered questions. Independent students are few

Reference 14 - 0.14% Coverage

Some students participated by answering questions, and demonstrated some points by writing on the whiteboard. Active participation of few students/ lack of confidence of the majority

Reference 15 - 0.06% Coverage

some students wrote their suggestion on board. Limited participation/lack of self-confidence

Reference 16 - 0.14% Coverage

The teacher provided students different incomplete dialogues and asked to fill out depending on the context

Appendix I- Node B Students' participation level from classroom observation data

Name: Nodes B\students participation level

<Internals\CSV\qualitative data excell> - § 59 references coded [22.88% Coverage]

Reference 14 - 0.31% Coverage

they discussed based on their own topics in a pair and small group. Engagement/ active learning/ participation

Reference 1 - 0.18% Coverage

The video demonstrated words like "fit" and "feet," and more other words-showing the phonemic transcription like /ft/ and /fi:t/. demonstrating phonemic transcription of words/for phonemic awareness

Reference 1 - 0.18% Coverage

The teachers motivated the students to practice one by one. Teacher encouragement

Reference 2 - 0.13% Coverage

Following they practiced the minimal pairs. Participation

Reference 3 - 0.37% Coverage

The majority of the students hesitate to practice at the beginning, however; when the teachers encouraged them to practice all of them pronounce the words one after another. Finally, all students actively participated practicing the minimal pairs that the teachers gave them. Hesitate to participate/ active participation of students after encouragement

Reference 4 - 0.04% Coverage

while some others hesitated...majority keep silent

Reference 5 - 0.08% Coverage

Finally, all students practiced the presented minimal pairs. Active participation and practice of a lesson

Reference 7 - 0.23% Coverage

They helped each other while pronouncing the minimal pairs one by one turn by turn. On this stage all students practiced the words loudly with freedom. No one left out. Active learning in collaboration with others

Reference 8 - 0.11% Coverage

some students were seen struggling with how to differentiate the words pronunciation. Difficulty of pronunciation/speaking skill development/language learning challenge

Reference 9 - 0.06% Coverage

Students were heard mispronouncing the words, pronunciation error/speaking difficulty

Reference 10 - 0.43% Coverage

The students were asked to repeat it many times. The teachers provided much guidance to all students. He repeatedly pronounced the words and invited all students to say the short and long vowel sounds. He also individually asked to say the words such as pill and peel, lip and leap, and bin and bean etc. students making practice repeatedly/drilling activities/encouraged by the teacher/ active participation

Reference 13 - 0.10% Coverage

Some students struggle to pronounce, the short "it" and the long "eat" correctly. Pronunciation difficulty/ language learning challenge

Reference 14 - 0.31% Coverage

They helped each other to pronounce the words "still and steal" correctly. The confident students first pronounce the words as /stIl/ and /sti:l/ and then the less confident students followed them feeling more at ease after seeing it modeled. Peer learning/ practicing pronunciation

Reference 18 - 0.39% Coverage

The students listened to a video about one syllable stressed and two syllable words: first and second syllable unstressed. For instance, the words such as man, control, and salesman etc respectively... attending effectively/ active participation

Reference 19 - 0.17% Coverage

All students attentively followed the explanation and the native speaker's presentation. Active participation/listening for understanding

Reference 20 - 0.25% Coverage

All students practiced the syllable words pronouncing the stressed and unstressed sounds. Students make active participation drilling activities/engagement/show focus attention

Reference 21 - 0.36% Coverage

basically, two students actively participated asking their teachers unclear syllable unstressed and answering questions too. Majority showed low participation level

Reference 22 - 0.08% Coverage

otherwise they kept silent/ majority do not participate without encouragement

Reference 26 - 0.16% Coverage

All students attentively followed the lesson. Lesson engagement of the majority/show focus

Reference 27 - 0.33% Coverage

The students participated one by one following the lesson on the video on minimal pairs.

Learning behavior/attentiveness/imitation/concentration

Reference 28 - 0.57% Coverage

For instance, hut /hət/ vs. hurt /hɜː/, here /ɪə/ vs. her /hɜː/. Students also tried to identify REcord /N/ and reCORD /V/, 'Impɔːt /N/ vs. Im'pɔːt /V/. Practicing pronunciation that is active participation of the students

Reference 29 - 0.46% Coverage

Eg. Kenenisa's record is a remarkable vs. the photographer recorded a video for tiktok. Almost all students practiced these. Recognizing correct pronunciation/accuracy

Reference 30 - 0.25% Coverage

One by one ... a student said "Kenenisa's reCORD is a remarkable" pronunciation for accuracy

Reference 31 - 0.32% Coverage

almost all students showed active participation. Participation/engagement/learning behavior

Reference 33 - 0.49% Coverage

All students were seen practicing all words. Drilling activities/active participation

Reference 34 - 0.11% Coverage

many students raised their hands to share their knowledge about greeting and parting. Learning behavior/active engagement

Reference 35 - 0.09% Coverage

few students hesitated but responded when encouraged by the teachers. Lack of confidence/ reluctant participation/improved engagement through support

Reference 36 - 0.09% Coverage

meeting English language department head and greeting his/her old friend). Practicing using functional language

Reference 38 - 0.99% Coverage

Some students also participated recalling the previous discussion. For instance, Good morning, how are you?, Hello, Hi, goodbye, bye, see you later. Then the teacher introduced the day's lesson

Examples formal self introduction and responses

□ Good morning. My name is

□ Please, allow me to introduce myself.

I am ...

□ May I introduce myself? I am ...

□ How do you do? My name's...

□ Let me introduce myself. My name is ...

□ Good morning, how do you do?

□ How do you do, nice to meet you?

□ I am / my name's ...

□ Hello. My name's Renata. Pleased/glade to meet you.

□ Good evening. I'm ... How do you do?

□ How do you do? My name is ... Nice to meet you. Some students' active participation linking to prior knowledge/

Reference 39 - 0.23% Coverage

For instance 1, in a job interview ... Some students raised their hands at first then the teachers asked them one by one. Student 1, I say, hello, my name is ... and I am pleased to work here. Speaking skill activities engagement/active participation/some students show high confidence

Reference 40 - 0.55% Coverage

Student 2, I say, hello, my name is ... , and thank you for calling me. Student 3 said, good morning my name is ... and I am here for job interview. Example 2, meeting a new employee in a company... Student 4, good afternoon, my name is ... and I am an accountant. Student 5, how do you do, my name is ... and ... Student 6, hi, my name is... and. Example 3, meeting at school event ... Student 7, pleased to meet you, my name is ... and I am 2nd year ELLD student. Active participation showing engagement

Reference 41 - 0.17% Coverage

Student 8, hello, my name is ... and I am 3rd year psychology dep't student ... etc...Students also practiced in pairs based on different scenarios: Active participation showing engagement

Reference 42 - 0.19% Coverage

introducing to your teachers, introducing at a conference, introducing in social setting, introducing as a guest speaker, and meeting your friend's friend. Active participation showing engagement

Reference 43 - 0.58% Coverage

students practiced and presented to the class. For instance, Student1: Good afternoon teachers, my name is ...

Teachers1: Nice to meet you

Student2: Hello, my name is ... Student3: Pleased to meet you, my name is ...

Student2: Good afternoon, my name is... Student3: Hello, my name is

Scenario 4: Hi everyone, my name is... and I am a guest speaker

Scenario 4: Hi welcome, my name is ...

Scenario 5: how are you, my name is ...

Scenario 5: how are you, my name is ... Active participation showing engagement/knowledge application

Reference 44 - 0.42% Coverage

S1, said, hello everyone, I would like to introduce, Mr. Zeyid. S2, Good afternoon, father. Please meet, Mr. Tekola, my dorm mate's father. Mr. Tekola, please meet, Mr. Yared, my father. S3, Good afternoon everyone, please allow me to introduce, Dr. Aman, the new marketing department head. S4, Hello everyone, may I introduce, Zerihun. S5. Hey, this is Sara, my friend. Sara, this Rahel, my sister. Active participation showing engagement/demonstrating communication

Reference 45 - 0.93% Coverage

students' presentation: For instance: at a university graduation ceremony, at university students cultural exchange event, during university event with local government officials, at university's cafeteria, at a coffee ceremony, during group study session, at sport events.

Pair1: I would like to introduce Dr. Tatek, professor of philosophy at Addis Ababa University

Pair2: Hello everyone, please meet my friend, Elias.

Pair3: It's my pleasure to introduce, Dr. Tamene, the Director of the Ministry of higher education

Pair4: hey friends, this is, Abriham, my friend

Pair5: Hello everyone, this is Mulu, my friend from Hawassa

Pair6: guys, meet my friend, Tadiyos, he is also our department's student

Pair7: hey, have you met, Moibon, my friend from Wollega etc... learner autonomy/presentation skill

Reference 46 - 0.20% Coverage

Student 1, for example, said that debate is an argument between two individuals. Student 2, said that debate is the discussion that two opposite groups... Student 3, added that debate is the talk between two persons. Besides, students mentioned some debate phrases: I agree with you, I don't accept this idea, in my view, as to me, and I disagree this idea. Active participation showing engagement/knowledge application

Reference 48 - 0.94% Coverage

It was observed that some students first hesitated to participate and to present,

Reference 52 - 1.46% Coverage

A student commented the teacher: today I am very happy because this is the way we can improve our language. Teacher, thank you for giving us this chance. This is also your opportunity where you can foster or encourage your students to practice speaking skill. Students can improve through this kind of activities. When we approach the next level, we become fluent

Reference 53 - 0.19% Coverage

For instance, students 1, said that there is difference between debate and discussion: debate is an argument, but discussion is idea sharing. Student 2, discussion is talking about a topic in a group. Student 3, discussion is explaining a topic with friends ... no conflict. Active participation showing engagement/knowledge application

Reference 55 - 0.30% Coverage

Teacher students

I'm exhausted You should take a rest for a minute

I think you are free Shall we have a class today?

I'm hungry.... You should eat the food

Have you thought about ... I try to do

You can go and have breakfast Students participation/healthy wellbeing interaction/teacher support

Reference 56 - 0.13% Coverage

For example, S1, why don't you go to hospital? S2, what about taking shower?

S3, How about eating food?

Reference 58 - 0.32% Coverage

For instance, S1: Hi, would you like going to market, today?

S2: no, may be some other day

S1: so, when shall we go?

S2: I am available tomorrow afternoon

S1: sure! How should we get there?

S2: why don't we catch a bus

S1: that sounds great Active participation showing engagement/knowledge application

Appendix J- Node C Teachers and peers feedback from classroom observation data

Name: Nodes C\teachers' and peers' feedback activities

<Internals\CSV\qualitative data excell> - § 35 references coded [17.38% Coverage]

Reference 11 - 0.13% Coverage

There were some other students who kept silent even though they heard their friend's mistakes. Feedback

Reference 12 - 0.11% Coverage

They lacked the specificity necessary to address their friend's error directly. Feedback

Reference 1 - 0.21% Coverage

the teachers kindly corrected the students by modeling the words (still and steal) very slowly and emphasizing the correct /stIll and sti:l/ sounds corrective feedback

Reference 2 - 0.15% Coverage

The teacher's feedback was specific, showing how to place the tongue to achieve the correct pronunciation. Corrective feedback

Reference 3 - 0.25% Coverage

During pair work activities, students were also giving corrective feedback to one another. Peer feedback seems the more constructive feedback that students accept immediately. Peer Corrective feedback

Reference 4 - 0.05% Coverage

Students were encouraged by classmate's situation. Peer learning

Reference 5 - 0.11% Coverage

Some other students then imitated their peers' pronunciation and practiced the words imitation, learning by observing

Reference 6 - 0.10% Coverage

During pair work also students took turn to correctly pronounce the words. Making practice

Reference 7 - 0.16% Coverage

During this time, the teachers gave corrective feedback immediately when students make mistake. Immediate Corrective feedback

Reference 8 - 0.32% Coverage

In addition to nodding their head, they said yes correct, very good, good, wow excellent. For some students the teachers provided immediate corrective feedback. General or praise feedback, corrective feedback

Reference 9 - 0.70% Coverage

The teachers said that few students freely and attentively say the words and they became successful, but most students showed a kind of scary face, fear to pronounce the words as a result they failed to pronounce correctly. So please make practice with your doormats feel fear to make mistake because mistake is a part of lesson. I hope all of you will come with full confidence to pronounce the words we learned today correctly. General feedback, negative feedback, advisory feedback

Reference 10 - 0.09% Coverage

When the students make mistakes, they correct one another. Peer corrective feedback

Reference 11 - 0.38% Coverage

The teachers gave feedbacks both in general and one by one during students' activities practice. Constructive feedback

Reference 12 - 0.81% Coverage

The teachers corrected some students when they mispronounce the words. For example, most of you pronounced well, but there are students who didn't improve. So practice at your dormitory with dorm mates. Constructive feedback, general feedback

Reference 13 - 0.19% Coverage

The teachers immediately corrected the student. Immediate corrective feedback

Reference 14 - 0.15% Coverage

Like REcord...in this case it is a noun. Direct feedback

Reference 15 - 0.68% Coverage

The teachers were observed praising after students attempt, saying, Excellent, Very good, good, and don't forget to make your tone more formal for professionals. General feedback

Reference 16 - 1.32% Coverage

For instance individual corrective feedback: After a student said, "Good afternoon, how's it going?" the teachers corrected by saying, that is good job, but how's it going? is a bit too informal for a greeting in the evening. Instead, you can say good evening, how are you? Peer feedback wasn't observed on this day. General feedback, corrective feedback

Reference 17 - 0.27% Coverage

During formal context giving emphasis to your tone and body language (stand handshake with a business man, professionals and authorities) is important, general feedback

Reference 18 - 0.10% Coverage

The teachers said, great! You used formal language that is correct for an interview. Positive/evaluative/explicit feedback

Reference 19 - 0.07% Coverage

The teachers gave group and individualized feedback throughout the lesson

Reference 20 - 0.16% Coverage

For instance, in formal introduction don't forget to use clear and polite speech taking care about your tone, body language and informing your position after telling your name. Directive/ explicit feedback

Reference 21 - 0.61% Coverage

In case of the informal context it doesn't matter you can be as your usual speech and situations. During individual participation and presentation When Student 1 introduced at a job interview the teachers acknowledged, great! You used formal language that is correct for an interview. Student 2, that is very good. It is formal. student 3, right that is also formal introduction. Don't forget to make eye contact to show confidence. For 2nd scenario meeting a new employee ... the teachers said here we uses formal introduction- it is not informal. Student 4, oh nice that is a clear businessman's introduction. Student 5 & 6 corrective feedback, you're doing great. Positive/evaluative feedback

Reference 22 - 0.10% Coverage

Student 6, good but make it formal introduction: you can begin with, hello/good afternoon/pleased to meet you, etc positive/general feedback

Reference 23 - 0.28% Coverage

Student 7 & 8, you can greet by using informal greetings, hi/hello/what's up, etc...During pair presentation the teachers gave valuable feedbacks: Scenario one... you must tell him why you are there... you can say I am the new student. Then, the teachers can say welcome/great/I hope you will enjoy the class, ect... corrective/general/positive feedback

Reference 24 - 0.36% Coverage

Scenario 2, that is great, but to be more formal add some description about you. Scenario 3 is informal introduction; it is friends meeting. so you rather say hi/hello/how are you, etc. Scenario 4 is formal ... please try to identify the formal and informal context. So we can begin with pleased to meet you/how do you do/ etc...Scenario 5, this is where we can use informal introduction. That is good. Constructive/evaluative feedback/ positive/general feedback

Reference 25 - 0.22% Coverage

Peer feedback wasn't observed during their presentation, but students commented one another during their discussion by saying no this is formal, no it is informal because the context is where friends meet etc. there wasn't direct peer feedback. Peer corrective feedback

Reference 26 - 0.56% Coverage

Very good presentation... You have identified the formal and informal expressions, but during introducing others most of you forget to introduce the persons to each other. Positive/evaluative feedback

Reference 27 - 1.23% Coverage

For instance, at the university graduation ceremony, this is big stage where formal people meet. So it is perfect if you introduce like this: it is my honor introducing Dr. Tatek Firew, an esteemed professor of

philosophy at AAU. Dr. Tatak, this is our graduating class of 2017. The other one is you tone and body language must be formal and use clear and polite words. Corrective/constructive feedback

Reference 28 - 0.42% Coverage

In between students presentation teachers acknowledged students by saying good, very good, great, but a little bit correction, use debate phrases properly to make your view more argumentative. General, constructive feedback

Reference 29 - 1.40% Coverage

All of you don't forget to use introductory debate phrase when you begin showing your view for or against a motion the, teacher said. Some of you made grammatical error, try to use singular noun with singular verb like, he does not he do. For example, G1, opponent S1, "it give" should be it gives. S2, not we live with my parts, but we live with our parents. Supporter, S3, to conclude, university education is good because there are many doctors etc... similarly, please correct your errors. G2, opponent, S2, I agree with my friend's view ... G3, opponent S1, My brother, for example, learned distance education, etc... there is no peer feedback. Constructive/direct/corrective/positive feedback...communicative and repair linguistic error/ accuracy

Reference 30 - 0.22% Coverage

The teacher said that when you prepare for debate don't forget to gather enough information about your topic. Constructive feedback/content focus

Reference 31 - 0.57% Coverage

Your ideas should be clear, informative and argumentative. In your argument please use introductory words, debate phrase, such as I disagree, I am in different, I agree, I support his/ her ideas etc. you forget this. It is very important to make your argument clear and strong. Constructive feedback/ accuracy and fluency based

Reference 32 - 1.20% Coverage

You have to make your point interactive by asking and responding questions. The other point is you have to research about the topic before you come to present it. You were given these topics 3 weeks ago, but you didn't perform well. Not good enough presentation except few students. Peers also commented one another. They said the supporter in group 1 didn't present enough evidence for their argument. So the opponents are the winner. The other student also said that the supporters of group 2 presented more tangible evidences that the opponents. So I think they are the winner. Constructive/ negative feedback/interactive/communicative/preparation focus. Peer comment

Reference 33 - 1.01% Coverage

At the beginning of the lesson, the teacher said, very good, yes excellent...yeah good etc. After the pair discussion the teacher seems to warn students ... you must use the phrases and expressions we listed earlier. No one used the expressions while mentioning your ideas during the discussion. The objective of this lesson is to practicing to use the expressions during discussion. As a practice this is ok, but next time your discussion will be marked. General/negative/ constructive corrective positive evaluative feedback-pedagogically confidence building and accuracy focus

Reference 34 - 0.91% Coverage

So please be careful in using these expressions, practice them at your dormitory with your friends. Just follow the examples I gave you. Don't hesitate to say the phrases appropriately when you share your ideas for someone. It is good to share your point of view based on the topics you chose, but you didn't totally use the phrases supposed to use during discussion. That means you missed the objective. Constructive feedback --- building confidence

Reference 35 - 2.00% Coverage

On this day, the teacher was observed acknowledging participant students by saying, yeah, ok, that is great, and by nodding her head. General feedback

Appendix K- Node D Peer learning from classroom observation data

Name: Nodes\|Students peer learning behavior

<Internals\|CSV\|qualitative data excell> - § 27 references coded [13.09% Coverage]

Reference 57 - 0.08% Coverage

students in pairs discussed on their own dialogue and presented. Peer learning/ active participation

Reference 59 - 0.64% Coverage

Students were seen helping each other. They also asked each other. They were seen explaining the questions. Peer learning

Reference 32 - 0.74% Coverage

The other students were observed showing a sense of listening to the students which may be considered as their model. Imitation/learning from peer through observation

Reference 23 - 0.18% Coverage

Then the students pronounce the one syllable, first syllable stressed and the second syllable stressed words. Imitation

Reference 24 - 0.15% Coverage

In addition to this, students were seen modeling each other during pair and group discussion peer learning/collaboration

Reference 25 - 0.34% Coverage

During group discussion also students were seen inviting one of their group-mates then the student pronounces. Fast /æ/, material /ə/, breakfast /ə/ Then, the other students also pronounced the words turn by turn. Peer learning/collaboration

Reference 15 - 0.20% Coverage

In group activities, few students helped other students practicing the minimal pairs such as pot /pɒt/ and port /pɔ:t/, spot /spɒt and sport /spɔ:t/ and etc... Peer learning/ in collaboration

Reference 6 - 0.05% Coverage

Students also practiced sitting in pairs peer learning/collaboration

Reference 2 - 0.12% Coverage

Some students kept silent and waited to see if others would participate before joining in. reluctant participation

Reference 3 - 0.13% Coverage

The students also identified short or long vowel sounds after listening to the native speaker. Imitation/active participation

Reference 4 - 0.25% Coverage

Some students effectively guide their friends by pronouncing the correct words sounds like tin /tɪn/ and pitch /pɪtʃ/ short and teen /ti:n/ and peach /pi:ç/ long vowel sounds. Peer learning/imitation

Reference 5 - 0.09% Coverage

Then, their friends immediately pronounce the words correctly. Imitation

Reference 6 - 0.26% Coverage

Almost all students have the same level of English proficiency as a result except few students a girl from Addis Ababa and two guys from Gambella who have confidence to pronounce the words with ease. Self-confidence/ability to do tasks/modeling others

Reference 7 - 0.12% Coverage

Some students were seen watching their classmates' pronunciation in that they seem motivated to pronounce words like them. peer learning/peer modeling/ imitation

Reference 8 - 0.27% Coverage

They easily practiced the short itch, is, risen, knit and the long each, ease, reason and neat standing in front of the students. Following her some other students also similarly practiced pronouncing the words.

Demonstrating/ modeling/imitation/practicing

Reference 9 - 0.13% Coverage

Then the two guys from Gambella modeled the words, emphasizing the short and the long vowel sounds.
Modeling/peer encouragement

Reference 10 - 0.12% Coverage

the other all students practiced with less intimidating model than teachers' demonstration. Active participation arises from peer encouragement

Reference 11 - 0.48% Coverage

For instance When the teachers invites the whole students to practice after they listened to the video, some students saw the participant students instead of pronouncing the words. Then, after those students the other also tried to pronounce the words even though they still fail to say the words correctly. Learning through observation/ majority show lack of confidence/peer leaning

Reference 12 - 0.10% Coverage

during pair discussion, students were seen helping each other. Peer learning/modeling/imitation

Reference 13 - 0.28% Coverage

Let you say first, and I understand. Ok, let me pronounce first, and you will say after me. Rage /εɪ/, reduced /ə/, courage /ə/. Then, the other student also pronounced the words. Peer encouragement and learning

Reference 14 - 0.28% Coverage

Then, the teachers showed native speaker's video regarding accuracy and fluency. Learning through observation

Reference 15 - 1.39% Coverage

During discussion, few students, who was confident, demonstrated an excellent greeting with a clear tone, saying, Good afternoon, Mr. Nigus, it's a pleasure to meet you. Few students show self-confidence/modeled others/ peer learning/

Reference 16 - 0.61% Coverage

The reserved students encouraged and mimicked this model and said it correctly. Low participation of them aajority/peer modeling/imitation

Reference 17 - 0.04% Coverage

A student also debated with the teacher to demonstrate a model debate. Model conversation for the whole class on techniques of debate/demonstration

Reference 18 - 0.94% Coverage

after they saw other students' presentation they also presented their discussion. Engagement behavior/peer learning/ modeling

Reference 19 - 0.83% Coverage

During the debate more confident students began the presentation then others follow them. Few participants show confidence/modeling

Reference 20 - 1.15% Coverage

Even though no one left out to present, in each group self-confident and usual participant students were the ice-breaker. High confidence/modeling

Reference 21 - 0.91% Coverage

she demonstrated the above topic example, stating, I believe social media has both positive and negative impacts on communication. Some phrase used for asking and responding: How do you feel about...?What is your view/ position on ...?Could you elaborate on...?Could you tell me...? What do you think about...? For instance, she gave instance on same topic above by saying, could you elaborate about the positive impacts of social media on communication? Responding: That's an interesting point. However ...My point of view is that ...I see what you mean, but...Well I'd say ...I agree with you on some aspects, but I also think...For instance, she said you can respond in this way; well I'd say the positive impact of social media on communication is a lot. To begin with, using social media information reaches the audiences very fast ... Active participation with confidence/ indirectly be a model for others

Reference 22 - 2.00% Coverage

There are few students who indirectly motivate other students through their participation, confidence and

demonstration during classroom discussion. Following these students the other students try to answer questions, present their discussion and be motivated to learn. Learning through observation/ active participation/ modeling others

Reference 26 - 0.08% Coverage

students in pairs discussed on their own dialogue and presented. Peer learning

Reference 27 - 1.36% Coverage

Students were observed learning some points from one another. During pair discussion S1, was trying to show how to produce ideas and write a dialogue. Then, S2 Immediately tried her best though she didn't write a dialogue. Peer learning/

Reference 6 - 0.54% Coverage

Most students' gesture (non-verbal communication) showed that the most confident and those who expected to correctly pronounce the words are go first. It seems they wanted to listen from them in addition to their teachers and the native speaker's video. Seeking peer's lesson/peer learning/imitation

Appendix L- Node E learner autonomy from classroom observation data

Name: Nodes\Students making choice habit

<Internals\CSV\qualitative data excel1> - § 17 references coded [14.99% Coverage]

Reference 17 - 0.13% Coverage

After the teachers encouraged them, students had made their selections. Learning autonomy

Reference 16 - 0.15% Coverage

Some other students hesitate even to choose the minimal pairs that may comfort them. awareness of making choice

Reference 1 - 0.22% Coverage

students were given freedom to choose minimal pairs for practicing. Fostering a sense of autonomy and learning encouragement

Reference 2 - 0.13% Coverage

Some other students chose the minimal pairs that comfort them to practice. Awareness of making choice/ learner autonomy

Reference 3 - 0.33% Coverage

the teachers presented a list of pronunciation challenges for students to choose from: minimal pairs e.g., “was” vs. “wars”, “shot” vs. “short”, “cot” vs. “caught” and other vowel sounds. Pronunciation challenge choice/leads students to become autonomous

Reference 4 - 0.25% Coverage

few students selected some words among the minimal pairs’ list and practiced showing the difference between the short and long vowel sounds. Students’ choice-minimal pairs/pronunciation practice

Reference 5 - 0.13% Coverage

At the beginning, most of the students hesitated to choose and practice it. The majority of the students are reluctant to choose

Reference 7 - 1.36% Coverage

all students practiced all words. However, some students were seen choosing first simple words that they think to pronounce. Then, they proceeded to the next words. Choosing the easiest and convenient word to practice pronunciation/active participation/engagement/practicing

Reference 8 - 0.54% Coverage

students were also observed choosing pair and group mate, in general. Choosing pair or group mate

Reference 9 - 0.70% Coverage

They were instead choosing their pair/group mate to practice. Choosing pair or group mate

Reference 10 - 2.00% Coverage

There was no special choice students made on this day except for pair works. All students practiced all activities given by their teachers. Active participation/engagement/choosing pair mates

Reference 11 - 2.00% Coverage

Students were observed choosing the easiest and more informal scenarios that they think convenient for presentation. Students choose familiarity/convenience for presentation/learner autonomy

Reference 12 - 2.00% Coverage

Students selected their own choice among the motions given by the teachers. Students making choice of their topic of interest

Reference 13 - 0.47% Coverage

All students have chosen their own topic debate among the given lists, and they also selected their best group mates. Students choose familiar topic and group mates

Reference 15 - 0.84% Coverage

Students seem happy with choosing their topic of interest when teachers order them make presentation after the general discussion. Feel confident because of interest based presentation

Reference 16 - 1.15% Coverage

The teacher gave them a list of topics then students selected their topic of interest. They always have also

best friends attracted to sit aside for pair and/or group discussion. Making choice based on their interest

Appendix M-Interview 1 Node A from interview transcript

<Internals\Interview data\interview transcribed 2A> - § 50 references coded [9.84% Coverage]

Reference 1 - 0.05% Coverage

General Background

References 2-3 - 0.11% Coverage

1. How long have you been learning English?

References 4-5 - 0.31% Coverage

Yeah...hhh I have been learning the English starting from grade one. Eee I think almost ten years learning English. Fourteen years-language learning experience/length of experience

Reference 6 - 0.40% Coverage

2. What is the current level of your English proficiency? How do you rate yourself? Sorry? Do you think are you fluent, intermediate or low in speaking?

Reference 7 - 0.34% Coverage

Yeah I am very learning to fix the English very carefully. Are you intermediate?

Yeah I am intermediate in speaking English. Rating/self-assessment as an intermediate speaker

Reference 8 - 0.20% Coverage

3. How often do you engage in speaking skill activities in English classroom?

Reference 9 - 0.34% Coverage

Practically ... I engage to pronounce the words. For example listening skill is encouraging me to correctly pronounce the words. Speaking skill activities/ pronunciation practice based on input/listening

References 10-15 - 0.67% Coverage

Speaking skill self-efficacy

Yeah I'm very confident when speaking to teachers and students- evaluating with high self-confidence

My situation contribute to my confident I have more understanding...eee I have good learning and I feel I can speak well...this contributed to my confidence. self-assessment with high confidence/speaking skill ability/self-efficacy

Reference 16 - 0.27% Coverage

4. Can you provide some examples or situations that contribute to your confidence speaking in English?

Reference 17 - 0.54% Coverage

For example take the classroom situation..... I really have more understanding ... when anyone speaks to me in English I can easily understand what they say relatively... this contributed to my confidence. Learners ability to understand English improves confidence

Sources of speaking skill self-efficacy

Reference 19 - 0.10% Coverage

My participation in English classroom- when teacher come to classroom gives us the assignment and class activities, tests or quiz...so because I participate for change. Activity/encouragement based participation

References 21-22 - 0.55% Coverage

I took participation as practice...to improve my English. To be honest, I ask questions when the teachers speaking and asking the students... I am always ready to answer and ask questions. Learner classroom engagement/ active participation

I believe also participation increases my speaking skill achievement. I believe 100%. Learner believe level of participation influences speaking skill achievement

References 23-24 - 0.31% Coverage

The participation in the classroom helps to get a better knowledge and to be cleaver and to become a good speaker. Student believe level of participation improves speaking skill ability/fluency/accuracy

Reference 25 - 0.19% Coverage

It makes you to be strong for the way you progress, the way you learn. Learner believe participation enhances self-confidence/efficacy/ability

Reference 26 - 0.18% Coverage

When participating in a class it helps to learn more and speak well. Students believe that participation motivates and increase speaking skills ability

References 27-29 - 0.46% Coverage

I learn from feedback when teacher give me my exam paper after correcting it. the result teaches me a lot. Student believes feedback is a lesson/exam error correction teaches

Reference 30 - 0.12% Coverage

5. From good grades I really enjoy my feedback. Student learn from positive feedback

Reference 31 - 0.19% Coverage

In classroom I believe it is very important if teacher give feedback...student believes that feedback important for learning speaking skill

Reference 32 - 0.56% Coverage

When a teacher teaches in a classroom...scoring a good grade ...the teachers congratulates you...by saying you did a great job, excellent...very good...keep it on. This brings very good participation in a class. Learner believe teacher's praise/general/evaluative positive feedback motivates for engagement/can create learning

References 34-36 - 0.84% Coverage

When you get great mark the teacher give you feedback to improve yourself...very good excellent...keep it up your good works. When you see this you feel happy. Learner believes in positive reinforcement from teachers and good marks

No choice. When the teacher gives tasks she gives one topic. I believe choice is not good because it may confuse students in decision on which topic to do. Learner believes making choice is not motivational/dependent on teacher's choice for his assignment work content

Reference 37 - 0.58% Coverage

Choice is not motivating. When the teacher gives one topic, you need to accept it because we don't know how to prefer the topic...but the teacher know how to prefer...yeah so I think it is very good to give one topic... Learner believe that making choice creates confusion/dependent on teacher's choice

References 39-41 - 0.34% Coverage

Yes I learn from my classmates. Getting together for learning with classmates is interesting ... yeah so I like it. Learner believe in peer learning

References 42-43 - 0.39% Coverage

For example, I learned from classmates when they present their assignment and participate in classroom... this is very interesting. The students learn from peers during their presentation and classroom participations

Speaking skill achievement

References 44-45 - 0.15% Coverage

My overall performance in speaking skill is very good. Self- evaluation/positive performance/high level of proficiency

References 46-50 - 0.92% Coverage

The way I see speaking encourages knowing how to pronounce words and to differentiate the kind of word pronunciation...eee this is really important to learn. Positive attitude towards speaking skill learning/makes pronunciation practice

My speaking skill achievement is very good...high level of performance

In the classroom I need to be active ... to be good participant and listener...because I need more achievement to very initiate me speaking well. Learner believes that classroom engagement enhances achievement

Appendix N-Interview 2 Node from interview transcript

<Internals\\Interview data\\interview transcribed 2> - § 53 references coded [13.50% Coverage]

General Background

How long have you been learning English?

Reference 3 - 0.27% Coverage

Thank you for giving me this chance. It is been fourteen years since I have begun learning English. Students have above a decade English language learning experience

References 4-5 - 0.40% Coverage

What is your current level of English proficiency?

My current level, I am not fluently speaking English, but as I think I am intermediate speaker. Intermediate speaking level but limited fluency/Student believe that he is not fluent on one hand and rate himself intermediate proficiency

References 6-7 - 0.46% Coverage

How often do you engage in speaking activities in the English language classroom?

I actively participate in the classroom. I communicate with the teacher and students. Active participant/

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

I am not confident enough. But I am confident, but I am not fluent English speaker. Low confidence/express self-doubt/limited-fluency

References 12-13 - 0.65% Coverage

So sometimes I think I may make mistake so... my pronunciation may... the way I talk the way I speak English let me back not to ask teachers. So I am not that much confident when I speak English. Low self-confidence/self-efficacy mixed feeling/ low confidence hinder participation/communication barrier

What situations contribute to your confidence lack thereof in speaking English?

The reason why I am less confident is because fearing mistake ... thinking students may laugh at me. I think I told you fearing the students because I am not good in my pronunciation...I am not correct. (Lack of confidence/ speaking anxiety/fear of negative evaluation/ pronunciation difficulty)

Reference 16 - 0.24% Coverage

But because I am intermediate speaker of English, I have a lit bit confidence relatively. Moderate confidence/intermediate speaking skill level

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

Seeing other students during their presentation ...I am shy standing in front of the students. Learning from peers through observation/presentation anxiety

Reference 19 - 0.63% Coverage

Probing: where did that lit bit confidence came from? Because it has been fourteen years since I have begun learning English ... I actively participate in classroom and outside... watching movies... listening to music...this all helped to know. Long-term English learning/formal and informal learning strategies/active participation

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

References 22-23 - 0.78% Coverage

Actually, I actively participate in English classroom... if there is presentation if there is something I have to answer...I communicate with my teacher or with my team workers ... I participate. Active participation/external enforcement dependent/collaboration

Probing: do you speak in English or in Amharic sitting in a pair or groups with your classmates?

No, I use speaking in English. Using English during pair/group work

How do you believe your level of participation affects your speaking skill development?

References 26-28 - 0.54% Coverage

Yes, participation is good for the development of speaking skill ... learner believe participation influence speaking skill achievement

How frequently do you receive feedback on your speaking skills in the English language classroom?

Ok... I haven't receive any feedback

References 30-36 - 1.90% Coverage

What do you believe relating to feedback ... does it contribute to your speech or achievement? Yes, both positive and negative feedback helps me to enhance the way I speak. If someone comment me that about my speech... it helps me to improve my speaking skill ability... Student believe feedback enhance speaking skill ability/

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

Yes, teachers sometimes give us only one topic to do different tasks, sometimes they give us different topics letting us choose from the topics to do tasks. Availability of choice opportunity

How do these choices affect your engagement and motivation in speaking tasks?

References 37-38 - 0.45% Coverage

It motivates us ... in my opinion giving different topics for doing an assignment or classroom tasks is very interesting....because students can choose the one they like . Learner autonomy/interest based learning

Reference 39 - 0.85% Coverage

it is easy for me if I get more topics from which I can choose one that comfort me. But when you give me one topic and if I don't know about that topic would be hard for me to do the tasks especially to search more information about the topic. But if I am interested in one topic from that topics, I will do more... choice motivates/makes task easy/ a single topic limits learner engagement

How often do you observe or learn from your peers during speaking activities in the English language classroom?

I have no peer model in my classroom. I don't observe students performance. I rely on myself. Lack of peer modeling/Independent learning/self-reliance

Speaking Skill Achievement

How would you evaluate your overall performance in speaking tasks in the English language classroom?

References 46-47 - 0.48% Coverage

Actually I engage actively... I participate. I answer questions...I communicate with my friends...I actively participate. Active participation/collaboration/

And your speaking skill achievement in spoken course classroom?

References 48-49 - 0.76% Coverage

I expect high mark because I actively participate in speaking skill activities classroom. I try to do everything that the teacher gives us...all assignments. I think I will score a high mark. High speaking skill achievement/effort/self-efficacy/engagement

In what area do you think you need improvement to enhance your speaking skill achievement?

Reference 50 - 0.31% Coverage

By interacting with teachers, classmates in classroom, and by interacting with other people outside the classroom... improvement in both formal and informal learning

Reference 51 - 0.31% Coverage

Besides, watching movies, listening to English music help me to improve my speaking skill ability and achievement. enhancement in informal learning behavior

Reference 52 - 0.17% Coverage

Chatting with friends, peers help me to improve speaking skill. Using digitals/peer learning

Reference 53 - 0.35% Coverage

Other than this I have no any comment on the spoken course content. For me it is good. I have got more information more knowledge. Skill improvement/satisfied with content

Appendix O-Interview 3 Node from interview transcript

<Internals\\Interview data\\interview transcribed 2> - § 45 references coded [15.15% Coverage]

References 1-2 - 0.16% Coverage

General Background

How long have you been learning English?

References 3-8 - 2.03% Coverage

I have been learning English for fourteen years. But I am still not professional ...because I am still in the process to be professional in the English. Long time language learning experience but feeling limited proficiency

What is your current level of English proficiency?

Yeah really... the proficiency I have now in the English Spoken ... I am intermediate. I am still not professional... I am still in the learning process...after that I will complete it...when I complete it ... when I practice always always...so I can be a professional. Intermediate speaking skill level/ still believe in practice/participation/learning improves proficiency

How often do you engage in speaking activities in the English language classroom?

Yeah really...I engage in spoken activities/practice always or classroom situation or outside with my peers or classmate I try to use or communicate with them...to improve myself. Engagement /active participation/believe in both formal and informal learning improves speaking skill ability/

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

Yeah really...confidence is very important ...when I feel confident ... first I may reply ...So when I reflect ...I will think...when I think I feel confident. Student believes confidence is essential for engagement and vice-versa.

Probing: How do you rate yourself during speaking English? Do you feel confident or not?

References 12-13 - 0.73% Coverage

Yeah somehow...but... when teacher ask me or when I want to ask questions ... I raise my hand up...and say what I want to ask. But at the beginning it is very difficult to me to be confident. But... when I practice it I feel confident. Dependent on teacher's encouragement/practice improves confidence/

What situations contribute to your confidence lack thereof in speaking English?

Yeah there are many situations...first I can be calm to look my teacher...I can understand the ways my teacher instructs or deliver ... the speech or concept...I can look them very carefully and latter can record them. Focus on discussion/teachers presentation/learn from lesson through attention

References 16-18 - 2.31% Coverage

Yeah really there are situations ... that reduce the confidence of the students ... so first when my teacher come into the classroom and if I get bored this is the major impact the put me struggling listening to the lessons...then I couldn't understand the theme of the less which may leads to losing confidence. Besides, I hate the teacher or I may feel that teacher is not good and this may distract class situation. It is a disaster for classroom. First impression distracts learner attention/hurts confidence

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

For instance, when praising the teacher and look at him very carefully...which leads to paying attention to the lesson that make us confident. On the other way, the situation that makes less confident ...when the students fear and when the students not pay attention to the teacher that is a problem. Confidence enhance engagement also paying attention enhance confidence/peer influence on confidence

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

References 21-23 - 1.10% Coverage

Yeah really...I participate always in classroom activities ... or I learn English to be a professional... I participate ...talk with my classmates to be a professional... I try all my best. Active participation/corroborating with others to improve/engagement

How do you believe your level of participation affects your speaking skill development?

Yeah really ... so first if I know my ability... if my teacher says you have an exam ...then if I read very carefully...so I can feel confident. Confidence enhance ability/studying improves achievement

Reference 24 - 0.35% Coverage

Yes, participant students can score high mark... not only high mark but they become popular in their knowledge producing good things. Participation improves achievement and ability

References 25-27 - 0.71% Coverage

They become confident enough. If students fail to participate ... so they may lose their objective. Participation enhance confidence/low participation decrease achievement

How frequently do you receive feedback on your speaking skills in the English language classroom?

Yeah really ... I receive always from my teacher and classmates.

References 28-31 - 1.36% Coverage

When I do good things in a classroom...teacher may say excellent ... when I get good marks I feel confident and try to improve more. Participation improves achievement/achievement improves good feedback/positive feedback improves confidence

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

For instance...when I score good mark...then when teacher and students admire me saying you are cleaver students you scored good mark...then I feel confident to do more for future. Achievement and feedback improves confidence

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

References 32-33 - 0.96% Coverage

Yes, teachers sometimes give us different topics to choose from for doing assignments, activities and tasks. by the way, sometimes it confuse me which one to choose to do the assignment...thus I feel one topic, which already decided by the teacher, is good enough to do tasks. Choice opportunity/choice makes confusion/dependent on teacher's choice

How do these choices affect your engagement and motivation in speaking tasks?

Reference 34 - 0.24% Coverage

It affects it increase my confidence...when I read different topics I increase my knowledge. Choice improve knowledge/speaking skill ability

How often do you observe or learn from your peers during speaking activities in the English language classroom?

References 36-38 - 1.05% Coverage

Yeah really...when I interact with my classmates or students ... I try to communicate them in English... and we learn from each other. Peer learning through collaboration

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

Last time...in the previous week ...we have presented...when I listen carefully ...I understand the point they want to convey. I like their style... learning through observation/following attentively

Speaking Skill Achievement

How would you evaluate your overall performance in speaking tasks in the English language classroom?

And your speaking skill achievement in spoken course classroom?

Yeah really... when I evaluate myself in English language practice... I get myself in intermediate because I am still not proficient. But I may improve more in the future..that why I am learning English. Expressing intermediate speaking skill level/learning/practice improves speaking skill ability

Reference 43 - 0.25% Coverage

My achievement in Spoken English Course is medium ... it is moderate...I am not professional. Expressing moderate speaking skill achievement

References 44-45 - 0.67% Coverage

I expect improvement in classroom areas ... the instruction between theories and practice ...the students and the instruction... grasping the whole course content... paying attention towards teachers...in order to fully understand the lesson they deliver... classroom dynamics improves achievement/proficiency/ focus on content improves speaking skill ability/ following teacher

Appendix P-Interview 4 Node/code from interview transcript

<Internals\Interview data\interview transcribed 2> - § 46 references coded [16.91% Coverage]

Reference 1 - 0.05% Coverage

General Background

How long have you been learning English?

I have been learning English since grade one, but I began identifying words and speaking since grade 4.

Long time language learning experience/late to speak

What is your current level of English proficiency?

I think I am a beginner...because I can understand little English... in fact I can speak, write read and listen. Beginner speaking skill level/able to communicate

References 6-7 - 0.78% Coverage

How often do you engage in speaking activities in the English language classroom?

During spoken English classroom teacher arranges classroom presentation making students in pairs.

During that time I speak with my friends making dialogue. Sometimes I ask questions... and I answer questions. Engagement in speaking skills activities/active participation

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

I am almost self confident person...but sometimes I am confused because of lack of vocabulary...when my friends or teacher talk to me with words that I am not familiar with or new and difficult words...during that time I am confused...then this may decrease my confidence. Self-efficacy/low proficiency/unfamiliarity context decrease confidence

What situations contribute to your confidence or lack thereof in speaking English?

Through gradual process I learned English vocabulary, grammar and its forms, and other lessons that a little bit contributed to my confidence in speaking English. Improved confidence through learning

There are also situations that deteriorate my speech confidence like for example... fearing friends in case of making mistakes. Fearing negative evaluation decrease confidence

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

I remember when I was in lower grade...one of my teachers praised me with words saying very good, nice, excellent, etc.... the spoken course teacher similarly appreciated me when I answered questions in classroom. this helped me to develop self confidence. Feedback improves self-efficacy

Reference 18 - 0.95% Coverage

I remember we used to practice in English day club.... One day it was my turn leading students....then to say make a straight line... I said another words...then students laughed at me very loudly... I remember I shocked that hindered me not to practice English again.... Students' reaction when I make mistake definitely decreases my confidence. It blenched me. Fearing of negative evaluation...negative feedback decreases speaking confidence

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

I actively participate in spoken English classroom...I ask questions...answer questions. Active participation

How do you believe your level of participation affects your speaking skill development?

References 23-25 - 1.46% Coverage

By the way, I believe that active participants pass any exams mostly. Anyone who works hard expected can get good things. I believe participation helps to develop speaking skill proficiency and achievement. I believe practice lead to more understanding...even it is said that learning 10 new words in 10 minutes is very important for language learning. On the contrary, if we stop practicing or participating we can't understand the language ... participation improves speaking skill ability and achievement/practice improves understanding

How frequently do you receive feedback on your speaking skills in the English language classroom?

References 26-28 - 0.87% Coverage

Yes, I receive feedback mostly from teachers, and sometimes from students. He says very good, good or excellent when I answer questions. General feedback provision from both teacher and students

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

I believe feedback is important to improve our speaking skill abilities and confidence. Feedback enhances speaking skill ability/speaking skill self-efficacy

References 29-31 - 2.83% Coverage

For instance, during classroom discussion sometimes there are situations when I can't fully understand the lesson. That time I ask my teacher. The teacher replies the answer and appreciates me for asking him a question by saying... good question... I appreciate you for asking... keep on asking questions etc. this is very important to develop students question asking habit. If not I may not ask him next time where I could sit without understanding the point of the lesson the teacher wants to convey. Teacher provide constructive and general feedback/feedback enhances participation/

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

This year the teacher didn't give us chance to make choice, instead he forced us to do assignments, tasks, and classroom activities providing us only one topic. By the way, personally, I believe that if I am given different topics to choose from for my assignment helps more to do the best. This is because there could be very difficult words or the only topic could be unfamiliar with my knowledge. This then hurts, discourages me for future work. No opportunity of making choice/believe making choice give chance for more reading, grasping knowledge, ability to do assignment/motivational

How do these choices affect your engagement and motivation in speaking tasks?

Yes, I believe making choice has a positive effect on the development of our speaking skill and improvement of speaking skill achievement. When we have choice, it means we have chances to do better than when we don't have choices. Making choice improves speaking skill ability/achievement/doing tasks based on topic of interest improves ability to do

How often do you observe or learn from your peers during speaking activities in the English language classroom?

Yes, there is. One of my friends used to ask questions always. I observed his confident in his speech and his eager to get better knowledge about the lessons. His unique work motivates me to do like him even though we are not perfect ... peer learning through observation/motivates/enhance confidence

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

For instance, when students ask question the lesson I also didn't understand...that time I correct my understanding. I have no peer modeling in my classroom. observing while classmates ask question enhance speaking skill ability/no model student

Speaking Skill Achievement

How would you evaluate your overall performance in speaking tasks in the English language classroom?

I am intermediate performer Intermediate speaking skill level expectancy

And, your speaking skill achievement in spoken course classroom?

I expect more than 50% Moderate speaking skill achievement

In what area do you think improvement should be made to enhance your speaking skill abilities and achievement?

The scaffolding should be improved in the ongoing teaching process. If students begin practice early when they are in elementary school, achievement at higher education will be easy. Therefore, Ethiopian students should practice English beginning from grade 1 without any obstacle. On the other hand, in higher education language teachers should fully teach all course contents according to their schedule...I have seen a gap on this. There is low English practicing habit in schools sector/content coverage/input improves proficiency

Reference 46 - 0.65% Coverage

You know input matters for language students especially whose background is rural area. Similarly Spoken English Course teachers should use perfectly their allotted schedule. Otherwise, as to me, the

course content is importantly designed. Input can improve proficiency/content coverage is essential for improving ability

Appendix Q-Interview 5 Node from interview transcript

<Internals\Interview data\interview transcribed 2> - § 43 references coded [11.74% Coverage]

Reference 1 - 0.05% Coverage

General Background

How long have you been learning English?

Reference 3 - 0.12% Coverage

I have been learning English since grade one. Attending English for a long period of time

References 4-5 - 0.21% Coverage

What is your current level of English proficiency?

This time I am a beginner. Beginner speaking skill level

References 6-7 - 0.69% Coverage

How often do you engage in speaking activities in the English language classroom?

I participate sometimes in a presentation ... sometimes answering questions if my teacher asked...sometimes I ask my friends the question I didn't understand...I don't ask teachers. Dependent participant/depend on teacher's encouragement to participate/ collaborate with classmates more

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

References 10-11 - 0.36% Coverage

I have confidence for the part I know, but I lose confidence for the part I don't know. Context/familiarity based confidence

What situations contribute to your confidence or lack thereof in speaking English

Reference 13 - 0.24% Coverage

I lose confidence for the part I don't know because I think I fear my friends laugh at me. Fear of negative evaluation/unfamiliar context

References 14-17 - 0.98% Coverage

However, if I know the topic I invite to speak I freely say that or I have full confidence when I speak in English with guys who are similar in speech with me. Familiarity with context improves speaking skill confidence

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

For instance watching videos on tiktok, youtube, facebook and others build my confidence. Informal leaning improves confidence

References 18-19 - 0.79% Coverage

There is situation when I lose my confidence while presenting with my classmates standing in front of the students ... some part of my part speech disappeared because I didn't practice it well. Trying to present without practicing well paid me off. Lack of preparation decrease self-confidence

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

I attentively follow classroom lessons, but I don't ask and I don't answer questions in a classroom. However, I practice English with my classmates that helped me to enhance my English knowledge. Focus on teacher presentation/Low participation/practice enhance speaking skill confidence/ability

How do you believe your level of participation affects your speaking skill development?

Participation has positive effect on development of speaking skill abilities and achievement. I believe that participation is a practice. So you know practice helps guys to know more about English...so participant students may achieve high marks. Participation improves speaking skill achievement/

How frequently do you receive feedback on your speaking skills in the English language classroom?

Reference 25 - 0.18% Coverage

Yes, I have received feedback many times from teachers and friends. There is teacher and peer feedback opportunity

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

For instance, during presentation my teacher gave me feedback that I should correct in the future presentation. The teacher corrected my mistake or error by telling me the correct version of the words. I learned a lot from the feedback because it tells me my weak side. It is good lesson for me. Corrective feedback provision by teacher during presentation/positive feedback improves and encourages learning

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

Yes, we have got opportunities to choose the topic we were interested in for presentation. Making choice opportunity

How do these choices affect your engagement and motivation in speaking tasks?

Yes, many choices give broad knowledge than a single choice. In addition, it gives us chances to choose and do the one we know more. I believe also it motivates for learning... making choice improves knowledge/it motivates/enhance confidence and ability

How often do you observe or learn from your peers during speaking activities in the English language classroom?

References 33-36 - 1.21% Coverage

No, this level we all are beginners...so I have no peer modeling. Same level of English proficiency/no peer modeling

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

Even though, we all are in the same level, there are situations where I learned from my friends during their presentation and during group discussion. You know we have different style and knowledge level... thus I learn a lot from friends. Peer learning through observation/skill/styles/knowledge

Speaking Skill Achievement

How would you evaluate your overall performance in speaking tasks in the English language classroom?

And your speaking skill achievement in spoken course classroom?

I am a medium participant. Moderate participation level

Reference 40 - 0.07% Coverage

I expect more than 50% mark. Average score expectation

Area of improvement

References 42-43 - 1.26% Coverage

I believe practice can enhance my speaking skill achievement so I want to practice more that attending in classroom. I am happy with the content of the course,... I comment no part of it. But, it is good if students always involve in conversation than we have been doing in our previous course. This year we didn't practice as much as we should be because of shortage of time, but I believe if we had practiced a lot, we would have been improved more that we are now. Practice/participation improves achievement/encouraging participation/lack of practice negatively affects achievement

Appendix R-Interview 6 Node from interview transcript

<Internals\\Interview data\\interview transcribed 2> - § 48 references coded [14.95% Coverage]

General Background

How long have you been learning English?

I have been learning English since grade one. Long time language learning experience

What is your current level of English proficiency?

My current proficiency level of English is medium Intermediate level of speaking skill ability

How often do you engage in speaking activities in the English language classroom?

Mostly I listen attentively. I participate sometimes. I believe I can get remarkable knowledge because the teacher was good. Focus on classroom discussion/low participants/qualified professional improves achievement/ability/

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

Reference 10 - 0.09% Coverage

have a medium self confidence. Intermediate self-confidence

What situations contribute to your confidence or lack thereof in speaking English?

So first I plan to see different English videos ... and other reference books like dictionary. Informal learning or practice/input/reading books

Reference 14 - 1.71% Coverage

And other lacks, I remember when I was in grade 10, one of our group member tried to demonstrate her presentation singing in English...then students laughed at her which discourage her and me also. I asked students why they laughed at her, but no one answered me. My point is, students' wrong attitude towards students' mistake puts in feeling ashamed of saying in English language. by the way, I don't bother about whatever attitude students have towards me, but I think I can learn from my mistake...I believe error is a part of lessons. What makes me lose confidence is the gap between the knowledge I have and the grade level I am in. Fearing negative evaluation decreases self-confidence/mistake is a part of lesson/ashamed of discrepancy between grade level and proficiency

References 15-18 - 0.63% Coverage

I need more practice and more inputs. Practice and learning improves confidence/self-efficacy

Can you provide specific examples of situations that make you feel more or less confident in speaking English?

For instance, presentation, practice, participation increase my self-confidence. Participation/practice improves self-efficacy

Reference 19 - 0.27% Coverage

When we practice a lot we know more we understand how to use grammar then this builds our confidence. Practice makes perfect

References 20-22 - 1.25% Coverage

When discussing with friends, it also increases my confidence. On contrary, when my group mates show a kind of reluctance for discussion, I feel sad and this deteriorate my confidence ... they may show scary face, or touch this and that or use social media sitting with me... then I discouraged to work hard with leads loss of confidence. The inconsistent interests that my group mates show destruct me from my attention. Peer learning improves self-efficacy/peer reluctance to participate decrease confidence/group mates' loss of interest destruct focus

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

I participate actively ... asking students and teachers... Active participation

How do you believe your level of participation affects your speaking skill development?

Reference 26 - 0.19% Coverage

Participation has an effect on achievement and speaking skill abilities. Participation enhances achievement and ability

References 27-29 - 1.77% Coverage

For instance, before I came to English language and literature department, I was not interested in English language. But, after I join, I saw it deeply and I loved it. for instance, I took different courses including grammar, spoken , vocabulary lessons and I am interested in it. so I participate to know all these, and I believe participation has a great impact on achievement and development. Interest and practice/participation increase achievement

How frequently do you receive feedback on your speaking skills in the English language classroom?

When I answer questions teachers praise me saying ...good, very good and excellent... sometimes also our teacher comments on our presentation style and content ...Teacher's general/praise feedback provision/comment on learner's presentation

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

Yes, feedback is important or crucial for me; it is where teachers help us identify the wrong from the right. Thus, I like feedback. Feedback is important to identify the right form the wrong

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

References 34-35 - 0.76% Coverage

Yes, the teacher has given us different topics to choose from to do assignment. For me this is very important because I read different reference books, I get different knowledge... so I like it is good.

Making choice opportunity/making choice supports reading/improve knowledge

How do these choices affect your engagement and motivation in speaking tasks?

Reference 36 - 0.35% Coverage

Yes, choices more motivate me because I get chance to read more and I may get chance to select the best topic I am interested in. Making choice motivates/support to do tasks with interest

How often do you observe or learn from your peers during speaking activities in the English language classroom?

I have a model student when I was in high school. I like his presentation style, his fluency... he is native like speaker. We used to practice in English with him. He taught me a lot. He is my model. But here in this campus I have no a model student. Previous peer model influence interest in English language learning/ no current peer model

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

For instance, previously, I say Where you are...to ask from where a person came from... and my friend corrected me during his presentation by say... "Where are you from" I believe peer modeling is important to improve my English language. Peer learning improves proficiency

Speaking Skill Achievement

How would you evaluate your overall performance in speaking task your speaking skill achievement in spoken course classroom?

I evaluate myself first I should attentively follow classroom discussion...then I must practice using the language with friends day to day. I must also correct my mistake. Peer learning often/self-evaluation/attention during discussion/

Reference 45 - 0.19% Coverage

I expect my achievement in Spoken English Course will be more than 50 %. Perceived average speaking skill achievement

Improvement area

Reference 47 - 0.85% Coverage

First I must follow closely classroom lessons, and teachers also should teach in details explaining every details steps and giving different activities that help to practice in English... so they must teach very well and I must study hard... the environment also should be comfortable for the development of our English... more engagement in different tasks/practicing with details/study hard/convenient classroom atmosphere improves speaking skill achievement

Reference 48 - 0.65% Coverage

the environment we are in doesn't invite us practice English... we speak we talk in our language than

chatting in English... It is not motivating me to practice English. I would love if I get friends who love to use English during speaking.... Uncomfortable learning hinder improvement of speaking skill ability/peer learning motivates and improves ability

Appendix S-Interview 7 Node from interview transcript

<Internals\\Interview data\\interview transcribed 2> - § 47 references coded [12.56% Coverage]

General Background

How long have you been learning English?

Reference 3 - 0.12% Coverage

I have been learning English since grade one. Language learning experience for a long time

What is your current level of English proficiency?

My current proficiency level of English is medium Intermediate speaking skill level/proficiency

How often do you engage in speaking activities in the English language classroom?

Mostly I listen attentively. I participate sometimes. I believe I can get remarkable knowledge because the teacher was good. Classroom attending/moderate participation/perceived good teacher improves achievement

Speaking Skill Self-Efficacy

How confident do you feel about your ability to speak in English?

I have a medium self confidence. Intermediate language proficiency

What situations contribute to your confidence lack thereof in speaking English?

The little confidence I have came from my friends' strength in that I observed them while they make a nice presentation relative to me. I find them very clever, and I tell to myself I must be like them. I think this contributed to my little confidence. Peer modeling improves self-efficacy/

References 15-16 - 0.51% Coverage

The situation that more discourages me is thinking that my friends may make fun of me if I misuse English words. Fear of classmates' negative evaluation contribute to lose confidence

Can you provide specific examples of situations that make you feel more-less confident in speaking English?

References 18-19 - 0.90% Coverage

For instance, the teacher gave us our course related reading materials then we read a lot, and I comprehended some points about the classroom lesson...then I fear no one to answer question, to ask and to participate in classroom ... even during presentation I feel free to say whatever I should say or input and practice make feel free. Practice improves confidence

References 20-21 - 0.44% Coverage

Otherwise, if I don't make practice standing in front of my friends I loss confidence to speak to teachers and friends.

Lack practice decrease confidence

Components of speaking skill self-efficacy

How often do you actively participate in speaking activities in the English language classroom?

I participate sometimes... I ask and answer questions if my friends keep silent to ask... this semester I mostly attend classroom a carefully. I study hard after classroom. Relatively participation/study hard/attend class carefully

How do you believe your level of participation affects your speaking skill development?

I believe if students participate actively in language classroom, their language understanding also develops accordingly. Practice develops speaking skill ability/language proficiency

References 26-28 - 1.10% Coverage

If they don't, they can't understand the language. they do not bring any change ... they may stay stagnant or dormant in speaking, reading, writing and listening the language. lack of practice slows proficiency

How frequently do you receive feedback on your speaking skills in the English language classroom?

Yes, the teacher gives us feedbacks mostly when we make presentation we feel nervous that we can't speak or say what we want to say. Teacher provides feedback during presentation

References 29-38 - 4.73% Coverage

The teacher says don't bother about me and your friends... stay calm when you come to stage.. don't fear. He also comments on the content of our presentation. General positive feedback

Can you provide examples of specific feedback that has helped you enhance your speaking skills?

For instance, when we speak with our dorm mates one day I make grammar mistake then my friend corrected me ... if I remember it was ... subject verb agreement problem... like for example... I said he do not like speaking in English ...and then my friend said no he doesn't ... Peer constructive and corrective feedback

Do you have opportunities to make choices regarding topics, tasks, or formats in speaking activities?

By the way, choice is very nice. Yes the teacher gave us many choices... the opportunity to choose help a lot because when we choose we choose the one convenient to us to do that we believe we can achieve high mark doing it. If we don't choose we may fail because the single topic could be difficult to us. Making choice gives improvement opportunity/topic of interest is motivational help to do tasks/tasks without choice may result in failure. How do these choices affect your engagement and motivation in speaking tasks?

Yes, it motivates... focusing on a single topic narrow downs your memory and knowledge. In contrary, working on different topics and selecting one of them to present broaden your memory and increase your knowledge. Besides, it motivates a lot for learning for additional knowledge. I think providing many topics for language students to do any tasks means inviting them to enjoy the language. this can solve the problem we notice as a language students. Making choice motivates/non optional task may hurt memory and knowledge deficiency/making choice broaden knowledge/making choice makes language learning fun/making choice can solve language problems that learners have

How often do you observe or learn from your peers during speaking activities in the English language classroom?

There are few students who are perfect speaker speaks and understand English language more than I do. I admire them, and I plan also to work hard like them and more even. Peer learning through observation-peer modeling

Can you provide examples of specific instances where peer modeling has positively influenced your speaking skills?

I don't remember exactly... No instance of peer learning

Speaking Skill Achievement your overall performance in speaking tasks speaking skill achievement

Reference 44 - 0.15% Coverage

I am a medium performer in English classroom activities. Intermediate proficiency

References 45-46 - 0.24% Coverage

I expect my achievement in Spoken English Course will be more than 50 %. Average speaking

skill expectation

Improvement area

Reference 47 - 0.11% Coverage I must work hard more than I was doing. Practice makes perfect

Appendix T- Speaking skill achievement test score Speaking skill achievement test result Rate 1 & 2

Code	Task1 R1	Task1 R2	Task2 R1	Task2 R2	Task3 R1	Task3 R2	Task4 R1	Task4 R2	100%
P1	5	4	6	6	5	5	4	4	54
P2	4	5	5	5	5	5	5	5	51
P 3	4	4	6	5	5	6	5	4	55
P 4	5	5	6	5	5	6	5	5	57
P 5	3	3	4	5	4	4	3	3	38
P 6	4	4	5	4	3	3	5	5	48
P 7	5	6	5	4	4	4	5	5	53
P 8	5	5	5	4	4	4	4	4	48
P 9	4	5	4	4	4	5	3	3	45
P 10	5	5	5	5	4	5	5	5	51
P 11	5	4	4	5	5	5	5	5	50
P 12	3	3	5	5	4	4	5	4	46
P 13	4	4	3	3	5	4	5	4	45
P 14	5	6	5	5	6	6	5	4	57
P 15	5	4	6	6	5	5	4	4	54
P 16	4	4	4	5	4	5	5	6	43
P 17	5	5	4	5	5	5	5	5	51
P 18	5	5	5	5	4	5	5	4	49
P 19	5	5	5	5	5	4	4	5	50
P 20	4	4	5	5	4	5	3	3	48
P 21	4	4	5	4	5	6	5	4	43
P 22	4	5	5	6	5	6	5	5	55
P 23	3	3	4	4	4	5	4	5	45
P 24	3	3	5	5	4	4	4	5	48
P 25	6	5	4	5	5	5	4	5	53
P 26	5	6	5	5	4	6	5	5	57
P 27	4	4	6	5	5	6	5	5	56
P 28	5	6	4	5	6	5	5	6	58
P 29	5	6	6	5	4	4	5	5	56
P 30	5	5	5	6	6	6	5	4	57
P 31	5	6	6	6	5	5	5	5	58
P 32	6	5	5	6	5	5	5	4	56
P 33	5	5	4	4	5	6	5	5	55
P 34	5	5	5	5	4	5	5	5	49
P 35	5	5	5	6	6	5	4	4	56
P 36	5	4	5	5	5	5	5	5	51
P 37	5	4	5	6	5	5	4	4	52
P 38	5	6	6	6	5	5	4	5	57
P 39	5	4	5	5	4	5	4	4	50
P 40	5	5	5	4	4	4	5	6	54
P 41	5	5	5	5	5	4	5	4	51
P 42	4	4	4	5	6	5	4	4	53
P 43	5	5	4	5	4	4	6	5	52
P 44	5	4	6	5	5	6	5	6	57
P 45	5	5	4	4	3	3	5	4	46
P 46	5	4	6	5	5	5	4	5	52

Appendix U: Spaking skill marking criteria and rubrics
IELTS Speaking Band Descriptors

OIC% ScaleEQV	Band	Fluency coherence	and	Lexical resource	Grammatical range	and	Pronun ciation (now changed)
96% or higher	9	<ul style="list-style-type: none"> speaks fluently without repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 		<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 		
	8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topic coherently and appropriately 		<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skillfully with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wider range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors 	<ul style="list-style-type: none"> is easy to understand throughout, with a slight accent having minimal effect on intelligibility uses a wide range of phonological features to convey meaning effectively 	
	7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence uses a range of connectives and discourse markers with some flexibility may demonstrate language-related hesitation at times, or some repetition and/or self-correction. 		<ul style="list-style-type: none"> uses vocabulary flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation with some inappropriate choices uses paraphrase effectively 	<ul style="list-style-type: none"> uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist 		
86%-95%	6.5						

66%-85% Intermediate	6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse <p>Marker s but not always appropriately</p>	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies <p>• generally paraphrases successfully</p>	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes <p>with complex structures, though these rarely cause comprehension problems</p>	<ul style="list-style-type: none"> can be understood throughout, though mispronunciation may occasionally cause momentary strain for the listener
	31%-65% Low Intermediate	5.5			
0%-30% Basic	5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manage to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempt to paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	
	4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate 	<ul style="list-style-type: none"> produces some acceptable features of English pronunciation but overall control is limited and

		<ul style="list-style-type: none"> links basic sentences but with repetitive use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> structures are rare errors are frequent and may lead to misunderstanding 	There can be severe strain for the listener
	3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on 	

		responses and is frequently unable to convey basic message	n • has insufficient vocabulary for less familiar topics	apparently memorized utterances • makes numerous errors except in memorized expressions	
	2	<ul style="list-style-type: none"> • pauses lengthily before most words • little communication possible 	<ul style="list-style-type: none"> • only produces isolated words or memorized utterances 	<ul style="list-style-type: none"> • cannot produce basic sentence forms 	<ul style="list-style-type: none"> • cannot produce basic sentence forms
	1	<ul style="list-style-type: none"> • no communication possible • no ratable language 			
	0	<ul style="list-style-type: none"> • does not attend 			

Appendix V: IELTS speaking exams criteria

Exam:	TOEFL	IELTS	Cambridge ESOL
Criteria	<ul style="list-style-type: none"> • Speaking Delivery • Use of Language • Topic Development 	<ul style="list-style-type: none"> • Fluency and Coherence • Lexical Resource • Grammatical Range and Accuracy • Pronunciation 	<ul style="list-style-type: none"> • Grammatical Resource • Lexical Resource • Discourse Management • Pronunciation • Interactive Communication
Scale	25% (0-30 score scale)	25% (1-9 score scale)	20% - 25%

Retrieved from: <https://www.semanticscholar.org/paper/The-Design-and-Use-of-Speaking-Assessment-Rubrics-Ulker/cc7a7b0a2a51ca712462e8ea658c9cb763b2e317>

Appendix W: Validity request form

Dear -----,

I am currently in the process of ascertaining the face and content validity of a survey instrument am going to use for collecting data for my Ph.D. thesis. My thesis topic is "*The relationship between students' self-efficacy, sources of students' self-efficacy and their speaking skill achievement: WSU in focus*". The purpose of this study is to investigate the correlation between students speaking skill self-efficacy, sources of self-efficacy and their speaking skill achievement. I really appreciate your serving on my panel of experts to help determine the face and content validity of my instruments.

The questionnaires *the classroom observation checklist and the interview question* will be administered to undergraduate university English language and literature department students in South Ethiopia and Addis Ababa Regions. The *students' speaking skill self-efficacy and sources of self-efficacy* questionnaires consists of one parts intend to elicit students' believe in their ability to do tasks in spoken course classroom and to identify whether students' participation, feedback, peer-modeling and making choice improves students' speaking self-efficacy respectively. The classroom observation checklist also consists four sections: participation, feedback, peer modeling and making choice. To observe students' actual participation level, feedback behavior, peer modeling and making choice habit.

The researcher has attached a special form for to use to comment on the *questionnaires and checklist* items. As you review the proposed items, please feel free to comment based upon the following criteria:

Face validity: Does the instrument "look like" it is measuring what it is supposed to measure?

Content validity: Are the items representative of concepts related to the dissertation topic and course content?

Clarity: Is each item in the instruments clear? Is the language/wording appropriate?

Format: Logical flow? Suggestions?

Other: Please make any additional suggestions as warranted. Please delete those items you feel inappropriate. If you have any question you can contact me via melkedesse@yahoo.com or my using phone number

Thank you in advance for your great helps

Sincerely,

Melkamu Dessalegn, PhD Candidate in ELT at AAU

Appendix X- Sample coding table with quotes (selective sample)

Theme	Code	Sample quote
Self-efficacy	Familiarity with content/Domain specific self-efficacy	<i>"I have confidence for the part I know, but I lose confidence for the part I don't know"</i>
Self-efficacy	Speaking self-efficacy/ oral-interaction confidence	<i>"I am very confident when I speak with teachers and students"</i>
Participation	Selective participation/peer-reliance/low self-efficacy/	<i>"I participate sometimes in a presentation ... sometimes answering questions if my teacher asked...sometimes I ask my friends the question I didn't understand...I don't ask teachers"</i>
Participation	Active participation	<i>"I actively participate in spoken English classroom...I ask questions...answer questions"</i>
Feedback	Feedback timing	<i>"The teacher gives us feedbacks mostly when we make presentation we feel nervous that we can't speak or say what we want to say"</i>
Feedback	positive attitude towards feedback	<i>"I believe feedback is important to improve our speaking skill abilities and confidence"</i>
Learner autonomy	Self-reliance/independent learning	<i>"I have no peer model in my classroom. I don't observe students performance. I rely on myself"</i>
Imitation	Peer learning/ imitating from peer	<i>"I learn from my classmates. Getting together for learning with classmates is interesting ... yeah so I like it"</i>
Learner autonomy	Decision making/	<i>"We have got opportunities to choose the topic we were interested in for presentation"</i>
Learner autonomy	Lack of learner choice	<i>"This year the teacher didn't give us chance to make choice, instead he forced us to do assignments, tasks, classroom activities providing us only one topic"</i>
Speaking skill achievement	Self perceived proficiency level	<i>"I believe I am not fluent, I think I am intermediate speaker"</i>
Speaking skill achievement	Self-perceived achievement level	<i>"My achievement in Spoken English Course is medium ... it is moderate...I am not professional"</i>

Appendix Y-Students self efficacy theme from interview data

Believes easily able to communicate with students and teachers. Confident enough in ability
I have good understanding . I feel I can speak well- ability to comprehend/believe in speaking ability
Easily understanding when anyone speaks in English during classroom Comprehension ability
lack confidence because not fluent but eager to build confidence- low confidence level/
loss confidence because of fear of making mistake and poor pronunciation fear of negative
evaluation/lack of pronunciation knowledge influence
believe in once ability help build confidence- self-efficacy improves learning confidence
self-confidence or have high self efficacy
peer pressure judgment fear of being laughed at, fear of mistakes, limited accuracy negatively influence
confidence
Psychological barrier, social factor and linguistic challenges
Believe in peers influence during their presentation encourages confidence
Previous experience, participation and lessons from different language sources-inputs
Believe confidence is very important. It help me to answer questions...to think and this though boosts my
confidence
believe practice improve confident.-You know when teacher asks question I raise my hand and I answer.
When I want to ask question I raise my hand and I ask question. This boosts my confidence
Following lessons attentively to understand teachers explanation this increase my confidence Attending
classroom lessons effectively improves confidence
Situation that decrease students confidence is when students hate teachers style. Teaching strategies
influence confidence if they hate teachers style they do not follow his lesson. If they do not follow they do
not understand the them of the lesson. So they loss confidence- Understanding classroom lesson enhance
confidence and if not it negatively influence confidence
and I follow his lesson attentively. On the other hand when students fear the teacher and this distract their
attention to follow lesson- fear of teachers' negative evaluation decrease confidence
Low self confidence, lack of vocabulary and grammar knowledge negatively influence confidence
Previous English language experience familiarity improves self-efficacy
Social pressure...lack of self confidence- negative peers treatment hurts confidence
familiarity with the content and context of topics improve confidence
Familiarity with the guy I speak with also gives comfort
Lack of knowledge about the specific Issue decrease confidence--- Needs more input
Making practice and referring English sources---practice improves confidence
Lack of practice decreases confidence.
Expressed intermediate confidence in speaking English
Referring English spoken and written sources enhance confidence
Practice increase confidence
Participation increase confidence
Discussion increases confidence.
social pressure-students show scary face, use social media decrease confidence
social pressure ... and lack of knowledge contributed to loss confidence
Social factor or pressure negatively affect confidence
well preparation increase confidence to interact
lack of knowledge about a topic-lack of preparation decrease confidence
perceived medium self confidence to speaking in English

Appendix-Z level of classroom participation data from interview

Classroom participation behavior theme

tasks based practice improve speaking skill

believe participation is practice. believe participation improves English. practice by asking and answering questions in classroom

participation level improves speaking skill achievement

Strongly believes participation improves speaking skill achievement.

believe classroom participation improves speaking skill ability

Participation improves confidence

believe in participation improves fluency

Participation in formal speaking tasks. verbal engagement-responding in class. peer interaction and teacher students communication

Practice in English during group/pair work

participation level improves achievement

believe in level of participation improves speaking skill achievement

active participation in English classroom. trying all the best to be professional-

believe about level of participation affects your speaking skill ability and achievement

level of participation improves speaking skill achievement. high participant students not only score high mark but also increases their knowledge confidence speaking ability

Participant students become confident but if they fail to participate they loss confidence

Participation increases ability and make students popular and help to score high mark

actively participate through interaction

Participation level affects speaking skill ability and achievement

Believe that participation level increases speaking skill ability and achievement. comprehension boosts self confidence.

Lack of participation decrease confidence

Attending classroom lesson and making practice with classmates improve confidence

participant students score high mark

Active participant

level of participation influences speaking skill development

participation affects speaking skill ability and achievement

Participation develops interest-develops achievement

level of participation affects speaking skill development

participation improves speaking skill ability and achievement

low participation makes dormant

Sometimes. attending class lesson. study hard improves confidence

Appendix A1 provision of feedback theme

Feedback frequency

Receiving feedback from teachers and peers

Teacher's correction enhance confidence

Receive feedback through exam result

Believe feedback improves confidence

Peer feedback encourages a lot to improve confidence

Good result and teachers and classmates feedback boosts confidence

Absence of feedback means teacher didn't support and

Probing ... feeling unsupported-absence of feedback

Feedback improves speaking skill abilities and speaking skill achievement. error correction support and develops fluency

Teacher and classmates comment improves speaking skill performance

Participation influence the teacher to praise saying excellent. Feedback improves performance. Good mark enhance confident and help to improve more

believe feedback enhances speaking ability and achievement

Participation and positive feedback enhance ability and achievement

Many times from teachers and friends

Examples that feedback enhanced confidence

Teacher's correction improves ability

Correcting errors a situation that feedback increase speaking skill development/improves speaking skill ability
feedback improves achievement

Feedback improves mistakes-ability

peer feedback improves speaking skill ability

Sometimes. peer feedback at dormitory correcting grammar

mostly feedback is given during presentation

teacher's comment improves confidence

speaking skill ability increase when teacher praise ...feedback improves confidence

Positive feedback increases confidence

negative feedback or social pressure decreases confidence....

Appendix B1- Peer learning behavior theme

A role model improves speaking skill performance

there are few peer learning students

past experience as a role model improves speaking skill ability

There is role model.

All classmates are beginner

Peer modeling enhances ability and achievement

Experience sharing during group discussion improves speaking skill

Having a role model classmate...encourage psychological factor

Learning from others participation motivates

Learn from friends during communication

During presentation learned presentation style

Lack of peer role model. homogeneous proficiency level. self confidence and self reliance in learning

examples of peer become role model

have peer modeling habit/believe peer modeling teaches a lot

presentation is events learned from classmates

when students present their assignment and during their participation

Appendix C1-opportunities to make choice during doing tasks theme

Rare opportunity to choose

Believes making choice decrease confidence/makes confusion

believes single topic is more suitable to do tasks than multiple topics to choose from/dependent on teachers choice/Dependent on others choice

Making choice boosts confidence to do tasks

Making choice affects students engagement and motivation in speaking skill tasks

It motivates

Making choice boosts interest to do speaking skill tasks. Students become successful

Making choice improves ability. Being dependent on teacher's choice discourages

ye s sometimes teachers give us different tiopic to choose and to do assignments. But I donot like to choose. I am confused to choose the best so I like if teacher himself give me a topic

Impacts of making choice

It increases confidence and ability

No choice for tasks, but believe that choice boosts confidence

influences of making choice to speaking skill ability

positive influence. boostes speaking skill ability and achievement

making choice increases interest-yes there is opportunity

making choice influence engagement in speaking skill activities

making choice boosts confidence and interest of doing tasks

making choice affects speaking skill development

choice opportunity improves interest, confidence and achievement

Making choice help to read more increase English knowledge

making choice improves speaking skill

making choice gives opportunity to read more

Sometimes choice opportunity. It help to broaden knowledge

Appendix D1-overall speaking skill performance theme

Self evaluating as medium participant and achiever/Intermediate proficiency level

Evaluating self as above average achiever/average score

Improving participation improves achievement...improving schedule

English language curriculum must be improved for early English language practice to enhances students achievement/suitable content for practice

Qualified teachers must be produced. Teachers must cover content. Students must practice continuously. input matters for all students. teachers properly use their schedule

evaluating as intermediate and practicing to be professional

medium ... moderate ...I am learning ti improve more

Improvement areas you want to improve

I want to improve my classroom activities..more paying attention to teachers explanation to understand the full content of the lesson

active participation and classroom interaction ... interacting with classmates and teachers

speaking skill achievement

high self efficacy. self confidence. believe in once ability.

Area of improvement

interacting with teachers...classmates and other people outside the classroom.

Referring English written and spoken sources...listening and reading to improve speaking ability

In addition chatting with friends and peers help to improve speaking skill

no comment on the content of spoken course

believe having very good speaking skill-self-perception

Positive attitude towards speaking. believes speaking encourages correct pronunciation. priority to learning

peaking skill achievement

self assessment of speaking ability. high perceived performance and positive self evaluation

Improvement area needed

eager to improve participation level. believes participation improves speaking skill ability and achievement