



Assessing the English Speaking Self-Efficacy of Translation-Major Undergraduates: A Current Perspective

Huang Yuehua^{1, 2}, Wang Qiumei²

¹ No.3 High School of Cenxi, China

² Youjiang Medical University for Nationalities, China

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Abstract—Self-efficacy is a vital determinant of students' future accomplishments or setbacks and has been recognized as a significant influencer of their motivation to learn, intimately linked with academic achievement. Nonetheless, English learners often grapple with a lack of self-efficacy in their speaking skills. In order to investigate the current state of undergraduate translation students' English speaking self-efficacy, a quantitative research design, coupled with a survey strategy, was employed. This investigation involved data gathered from 163 undergraduate translation students across three universities located in Guangxi, China. The findings reveal that translation-major undergraduates possess a moderate level of English speaking self-efficacy. Intriguingly, there were no noticeable differences in speaking self-efficacy and its three dimensions based on the academic year, indicating consistency in speaking self-efficacy across different academic levels. The gender-based comparison also yielded interesting results. There was no significant disparity in English speaking self-efficacy between male and female students. However, when it came to self-regulated self-efficacy—a crucial aspect of autonomous learning—female students significantly outperformed their male counterparts. Drawing from these research outcomes, this paper proposes targeted recommendations to enhance English speaking self-efficacy among undergraduate translation students.



Keywords—translation-major undergraduate; spoken English; speaking self-efficacy.

I. INTRODUCTION

In line with the nation's advancement and the initiation of open-door policies, China has intensified its links with other countries, fostering mutual dependence and prompting the need for enhanced foreign communication. This shift has driven a growing demand for English translators and individuals proficient in English speaking.

Regrettably, English instruction in China has traditionally skewed towards the dissemination of language knowledge, causing students to lean heavily on test-oriented skills such as reading, translation, and writing, while often neglecting crucial listening and speaking abilities. This incongruity between established learning methods and the pressing

demand for advanced speaking skills has engendered misconceptions for many university-level students embarking on the journey of learning spoken English. A macro study conducted by the authors concludes that a significant number of undergraduate translation majors exhibit a lack of self-confidence in their spoken English, leading to a pronounced deficit in oral learning self-efficacy.

The academic literature is rich with studies highlighting the factors influencing students' English speaking output. For instance, Huang and Chang (1988) underscored that speaking self-efficacy is a crucial determinant of students' English speaking performance. Yet, Chen and Yeung (2015) noted that the majority of research conducted on

speaking self-efficacy is centered on elementary, middle, and high school students, with only a handful focusing on college and university English majors. Alarming, there is a relative scarcity of research investigating speaking self-efficacy among translation majors. Furthermore, the most recent empirical studies indicated that English learners grapple with low speaking self-efficacy (Hu, 2022).

This evident gap in the research highlights the pressing need for a more thorough exploration of speaking self-efficacy among students majoring in translation, given the critical importance of advanced spoken English abilities for their future career paths. This deeper understanding will empower us to identify, comprehend, and tackle the unique challenges these students encounter, thereby enabling us to craft pedagogical strategies tailored specifically to foster their oral language development. The rationale behind selecting undergraduate translation majors as our research subjects is to address the following three questions:

1. What is the current level of speaking self-efficacy among undergraduate students majoring in translation?
2. Is there a significant gender disparity in the speaking self-efficacy of undergraduate students majoring in translation?
3. Are there notable differences in speaking self-efficacy among undergraduate students majoring in translation based on their academic year?.

II. LITERATURE REVIEW

2.1 Conceptualization of Self-Efficacy

The term self-efficacy is frequently used interchangeably with phrases such as self-efficacy beliefs, self-efficacy perceptions, and efficacy beliefs. Bandura (1986, p.391) conceptualizes self-efficacy as “an individual’s conviction in their capability to organize and perform the courses of action required to attain a specific achievement.”

2.2 Bandura’s Self-Efficacy Theory

Bandura (1986) contends that human behavior is not solely influenced by the behavior’s outcome, but also by the antecedents of the individual’s expectation of the outcome, which is shaped through cognitive information processing. This personal expectation of success is termed efficacy.

It is generally acknowledged that self-efficacy encompasses two primary components: outcome expectancy and efficacy expectancy. Outcome expectancy pertains to an individual’s conjecture about the probable consequence of their behavior. Efficacy expectancy, on the other hand, refers to an individual’s subjective conjectures

and judgments about their capability to execute the behavior.

Bandura posits that outcome expectations and efficacy expectations are distinct concepts with different roles, and efficacy expectations precede and contribute to outcome expectations. A person might believe that a behavior will yield a desired outcome, yet may not necessarily feel equipped to accomplish it. Hence, Bandura asserts that efficacy expectations exert a greater influence on motivation than outcome expectations and that an individual’s behavior is primarily governed and affected by efficacy expectations.

Bandura (1977, p.194) also maintains that “the theory of self-efficacy does not imply that self-efficacy is the sole factor driving behaviour.” This implies that even with high self-efficacy, the corresponding behaviour might not transpire if the required competencies are absent. It is plausible to surmise that self-efficacy can serve as a determinant of individual behavior only when the individual is motivated and possesses the necessary skills.

By delving into the theoretical backdrop and connotations of self-efficacy, we discern that Bandura (1977) essentially perceives it as a form of cognition where the individual regards themselves as an object. As a prominent element of the subjective factor, self-efficacy reflects an individual’s beliefs, judgments, and perceptions about their ability to carry out a particular behavioral activity.

2.3 Current State of Speaking Self-Efficacy

Existing studies generally suggest that students’ self-efficacy in oral learning is not particularly high. For instance, Zhong (2012) conducted a study to examine the English learning self-efficacy of college students at Qinghai Minzu College. Through the collection and analysis of data via questionnaires and interviews, it was found that the majority of non-English speaking college students’ scores in speaking were generally low, which led to diminished self-efficacy in English speaking learning.

Contrasting, a study conducted by Demirel, Türkel, and Aydın (2020) found that Turkish university students exhibited high speaking self-efficacy. Furthermore, they discovered no significant gender-based difference in speaking self-efficacy.

In a similar vein, Chen (2022) gained insights into students’ English speaking self-efficacy through questionnaires and interviews. After collating the collected data, Chen found that students’ overall speaking self-efficacy was not high, and there were substantial variations among different student groups. Students with high self-efficacy generally demonstrated stronger speaking abilities and were more efficient in speaking practice, while the

reverse held true for students with weaker self-efficacy. These findings suggested a positive correlation between self-efficacy and speaking learning.

In another study, Zhou (2015) investigated students at the Hunan University of Arts and Science and concluded that students' self-efficacy was generally at a moderate level, and there were no significant differences in self-efficacy between male and female students.

These studies reflect the varied nature of speaking self-efficacy among different student demographics and contexts, underscoring the necessity of personalized interventions to enhance this crucial aspect of language learning.

2.4 Factors Influencing Speaking Self-Efficacy

Exploring students' speaking self-efficacy is a pivotal aspect of research in English speaking instruction. It provides invaluable insights into strategies to augment students' oral learning capabilities. The examination of prior studies reveals a wide array of factors influencing speaking self-efficacy.

Individual self-assessment and cognitive evaluation, which encompasses their perceived English speaking competence, interest in learning English, past learning experiences, knowledge and skills, as well as learning strategies, significantly influence their speaking self-efficacy. Ke (2018) posits that two principal elements impact self-efficacy: the individual's language proficiency level and their appraisal of their English speaking capabilities. These two elements are tightly interlinked and mutually influence each other. Interestingly, low language ability levels are inversely correlated with high self-efficacy, and conversely, high self-efficacy is positively correlated with low language ability levels.

Blumenthal (2014) found that foreign language self-efficacy is shaped by several factors such as gender, age, duration spent on foreign language learning, academic performance, the learning environment, and learning style. Among these, perceived learning support, positive evaluations of language competence (i.e., beliefs about language ability), and successful experiences are the most prominent influencers.

Yu (2021) utilized questionnaires, interviews, and observations to investigate the current status of English self-efficacy among minority college students in Guizhou, focusing on the influencing factors at the psychological cognitive level. The results revealed a significant positive correlation between English self-efficacy and psychological factors.

Apart from students' foundational level, emotional attitude, and teacher guidance, numerous other factors can

influence students' oral English abilities. For instance, teachers, acting as organizers and guides in English speaking classes, play an essential role in fostering students' confidence and motivation. Effective organization and verbal guidance are conducive to nurturing this confidence. Hence, the capacity of teachers to create a positive oral English classroom atmosphere can significantly determine whether students actively practice speaking English (Lin, 2013).

2.5 Self-Efficacy in Language Learning Context

In the context of language learning, self-efficacy plays a crucial role. Understanding the role of self-efficacy in language learning can be significant in enhancing teaching and learning outcomes. Research by Mills, Pajares, and Herron (2007) found that learners' self-efficacy beliefs had a significant impact on their success in second language learning. Learners with high self-efficacy had the belief that they could successfully learn a second language, and this belief led to better performance in language tasks.

Another critical aspect to consider is the role of self-efficacy in developing language skills, specifically speaking skills. Speaking a new language often involves overcoming personal insecurities and fears. It requires confidence, which is closely related to one's level of self-efficacy. Hsieh and Kang (2010) pointed out that students with higher self-efficacy tend to speak more in class, participate more actively in oral activities, and receive better scores in speaking tasks. This suggests that cultivating self-efficacy could effectively enhance students' English speaking skills.

III. RESEARCH DESIGN

A quantitative design and survey strategy were used to achieve the aims of the study. Data were collected from 163 undergraduate translation students from three universities located in Guangxi, China. The questionnaires were translated from English into Chinese and validated by bilingual experts before being distributed. The online questionnaire was distributed to participants via Questionnaire Star.

The study used the EFL Speaking Self-Efficacy Scale (SEESS) developed by Gan, Yan and An (2022). SEESS consisted of 18 items with a numerical rating scale ranging from A (not agree at all) to E (highest agreement). SEESS targets three components of the EFL speaking self-efficacy: performance self-efficacy (8 items), self-regulatory efficacy (6 items), and linguistic self-efficacy (4 items). Performance self-efficacy reflects the student's ability to understand or complete oral tasks in class. Self-regulatory efficacy assesses students' ability to learn

through self-planning, self-evaluation and self-monitoring of speaking English learning. Linguistic self-efficacy focused on ability to master accurate and proper oral pronunciation, syntactic grammar, vocabulary and structure.

The reliability of the three dimensions was .947, .948 and .932 respectively. The results of the confirmatory factor analysis using SmartPLS showed that the indicator loadings for each item were above .70 and the AVE values for each dimension ranged from .77 to .83. In addition, the HTMT values for each dimension were less than 1; therefore, the reliability and validity of this study was established (Hair et al., 2017).

IV. RESULT OF THE STUDY

A normality test was carried out to ensure the validity of the statistical procedures used in the study. This test indicated that all items followed a normal distribution pattern, with kewnness and kurtosis values ranging from -.938 to .391. These values fall within the acceptable range for a normal distribution (Chua, 2013), affirming the suitability of subsequent statistical tests.

Table 1 Descriptive Results of Each Item of Performance Self-Efficacy

Item	Description	Mean	S.D.	Level
1	I can speak English fluently when giving a presentation in front of the class.	2.59	1.185	medium
2	I can try to keep a high level of self-confidence when I speak English.	2.67	1.181	medium
3	I can understand the most difficult material presented in speaking courses.	2.54	1.268	medium
4	I can understand the most complex material presented by the teacher of speaking courses.	2.47	1.151	medium
5	I can master the speaking skills taught in English class.	2.68	1.174	medium
6	I can use the speaking skills taught in class for real-life.	2.77	1.146	medium
7	I can do very well on speaking activities in English class.	2.74	1.180	medium
8	I can participate in all English class discussion very well.	2.75	1.161	medium
Overall		2.65	1.036	medium

Table 1 outlines the descriptive statistics for each item relating to performance self-efficacy. From these data, we can ascertain that the performance self-efficacy of current undergraduate students majoring in translation is generally not high, which signifies a moderate level of self-perceived English speaking proficiency.

Each item’s mean score falls within the medium range (2.34-3.67), suggesting that students are somewhat confident in their ability to perform English speaking tasks but do not perceive themselves as particularly skilled. The

To facilitate interpretation, the composite means were grouped into three distinct categories, based on equal intervals. Each category represents a different level of speaking self-efficacy among undergraduate students majoring in translation, with “Low” indicating a lack of self-efficacy, “Medium” representing a moderate level, and “High” signaling a strong level of self-efficacy in spoken English. These categories are as follows: Low: Scores falling in the range of 1 to 2.33; Medium: Scores falling in the range of 2.34 to 3.67; High: Scores falling in the range of 3.68 to 5.

In the study sample, there are 56 males and 107 females, which indicates that the number of females is more compared to males, which is consistent with the objective rule that English majors have more females. From the viewpoint of grade levels, there are 20 students in the first year, 23 students in the second year, 16 students in the third year, and 104 students in the fourth year. Relatively speaking, the age distribution of the study sample was even.

4.1 The Level of Speaking Self-Efficacy

standard deviation values indicate a fair level of variation in responses, meaning some students feel more confident than others. The consistency in medium level scores across different aspects of speaking tasks—ranging from understanding complex material to actively participating in class discussions—suggests a general trend of medium self-efficacy among these students.

Table 2 Descriptive Results of Each Item of Self-Regulated Efficacy

Item	Description	Mean	S.D.	Level
9	I can realize my goal to improve my English speaking.	2.88	1.188	medium
10	I can think of different ways to help me to improve my English speaking.	2.93	1.182	medium
11	I can evaluate whether I achieve my goal in my English speaking.	2.95	1.196	medium
12	I can evaluate whether my speaking performance in class is good or bad.	3.07	1.248	medium
13	I can evaluate my strength and weakness in English speaking.	3.07	1.235	medium
14	I can find different ways to increase my motivation to speak English.	2.97	1.214	medium
Overall		2.98	1.09	medium

Table 2 delineates the descriptive statistics for each item concerning self-regulated efficacy. The mean scores of these items fall within the medium range (2.34 - 3.67), pointing to a moderate level of self-regulated efficacy amongst undergraduate students majoring in translation.

Each item pertains to students' self-efficacy in setting, working towards, and evaluating their goals for English speaking improvement. Their scores imply they have some

confidence in their abilities to self-regulate their learning process, yet there is room for growth. The standard deviation values suggest a reasonable spread in responses, meaning the degree of self-regulated efficacy varies amongst students.

Table 3 Descriptive Results of Each Item of Linguistic Self-Efficacy

Item	Description	Mean	S.D.	Level
15	I can describe my university to others in English with proper expressions.	2.78	1.176	medium
16	When I ask my teacher questions in English, I can speak with proper pronunciation and intonation.	2.88	1.209	medium
17	I can discuss the topics I am interested in with my classmates in English without trying to find the corresponding English expressions.	2.69	1.162	medium
18	I can tell my classmates about a book I have read in fluent English.	2.62	1.208	medium
Overall		2.74	1.084	medium

Table 3 outlines the descriptive statistics for each item related to linguistic self-efficacy. The mean scores for all items suggest a moderate level of linguistic self-efficacy amongst undergraduate translation-major students, given they all fall within the "medium" range (2.34 - 3.67).

Each item evaluates a different aspect of the students' self-perceived English language proficiency. They range from describing their university to others in English to discussing their interests and recounting a book they have read without relying on the translation of expressions. The standard deviation values indicate a reasonable dispersion in the responses, signifying that the level of linguistic self-efficacy differs amongst students.

4.2 Gender Difference in Speaking Self-Efficacy

To verify the influence of gender and academic year on students' English speaking self-efficacy, this study adopted independent sample t-test and one-way ANOVA

to assess whether significant differences exist between gender and academic year based on the mean values of different dimensions of English speaking self-efficacy.

Table 4 Gender Differences in Different Dimensions of English Speaking Self-Efficacy

Variable	Gender	Mean	S.D.	t	p.
Performance Self-Efficacy	Male	2.5379	1.18176	-1.016	.311
	Female	2.7114	.95126		
Self-Regulated Efficacy	Male	2.7321	1.24263	-2.100	.037
	Female	3.1090	.99898		
Linguistic Self-Efficacy	Male	2.6250	1.30645	-1.013	.312
	Female	2.8061	.94751		

Table 4 reports the differences in English speaking self-efficacy across gender for three dimensions: performance self-efficacy, self-regulated efficacy, and linguistic self-efficacy.

For performance self-efficacy, both male (M=2.5379, SD=1.18176) and female (M=2.7114, SD=0.95126) students demonstrated moderate levels. The t-test showed no significant difference between male and female students in this dimension (t=-1.016, p=0.311).

For self-regulated efficacy, both male (M=2.7321, SD=1.24263) and female (M=3.1090, SD=0.99898) students also displayed moderate levels. However, there was a significant gender difference, with female students scoring higher than male students (t=-2.100, p=0.037).

Lastly, in linguistic self-efficacy, male (M=2.6250, SD=1.30645) and female (M=2.8061, SD=0.94751) students again showed moderate levels. The t-test revealed no significant gender difference (t=-1.013, p=0.312).

In summary, these results indicate that while both male and female translation-major undergraduates perceive their self-efficacy in English speaking at a moderate level, females display significantly higher Self-Regulated Efficacy compared to their male counterparts. The implications of this finding necessitate further exploration to develop gender-sensitive approaches to foster English speaking self-efficacy.

4.3 Academic Year Difference in Speaking Self-Efficacy

Tables 5, 6, and 7 report the differences in English speaking self-efficacy across academic years for three dimensions: Performance Self-Efficacy, Self-Regulated Efficacy, and Linguistic Self-Efficacy. One-way ANOVAs were conducted to examine if there were statistically significant differences in self-efficacy perceptions across different academic years.

Table 5 Academic Year Differences in Performance Self-Efficacy

Academic Year	Case	Mean	S.D.	F	p.
Year1	20	2.3000	1.03349	1.646	.181
Year2	23	2.6576	.82505		
Year3	16	2.3516	.99814		
Year4	104	2.7644	1.07208		

The results for the differences in performance self-efficacy by academic year show that fourth-year students exhibited the highest level of performance self-efficacy. First and third-year students followed closely behind, while second-

year students reported the lowest levels of performance self-efficacy. However, the differences in performance self-efficacy across academic years were not statistically significant as per the one-way ANOVA test (F=1.646, p=.181). Therefore, while there are observable trends, we cannot conclusively say that performance self-efficacy varies significantly with the academic year.

Table 6 Academic Year Differences in Self-Regulated Efficacy

Academic Year	Case	Mean	S.D.	F	p.
Year1	20	2.6417	1.07914	.901	.442
Year2	23	3.0000	.92113		
Year3	16	2.8438	.98595		
Year4	104	3.0609	1.15448		

The analysis of self-regulated efficacy differences across academic years revealed that fourth-year students reported the highest self-regulated efficacy. This was followed by first and third-year students, while second-year students registered the lowest levels of self-regulated efficacy. However, the one-way ANOVA test indicated that these differences across academic years were not statistically significant (F=.901, p=.442). Hence, it can be inferred that while there are observed variations, the academic year does not significantly impact self-regulated efficacy in this context.

Table 7 Academic Year Differences in Linguistic Self-Efficacy

Academic Year	Case	Mean	S.D.	F	p.
Year1	20	2.5750	1.02950	.677	.567
Year2	23	2.6522	.86845		
Year3	16	2.5156	.94193		
Year4	104	2.8317	1.15668		

The analysis of linguistic self-efficacy differences by academic year revealed that fourth-year students exhibited the highest linguistic self-efficacy, followed by first and third-year students. Conversely, second-year students reported the lowest levels of linguistic self-efficacy. Nevertheless, according to the one-way ANOVA test, these differences across academic years were not statistically significant (F=.677, p=.567). Thus, we can deduce that while there are observable variations, the academic year does not significantly affect linguistic self-efficacy in this sample.

V. DISCUSSION AND CONCLUSION

5.1 Discussion

This study, drawing on data from translation-major undergraduates across three universities in Guangxi, determined that these students' speaking self-efficacy is of a moderate level. This finding aligns with previous studies conducted by Zhong (2012) and Chen (2022), which similarly reported that students' overall speaking self-efficacy tends to be not particularly high. However, our study's results contradict the findings of Demirel et al. (2020), who reported high confidence levels in speaking ability among their Turkish university student sample. This discrepancy may be attributable to cultural and educational differences between Turkish and Chinese students.

Moreover, we found no significant gender differences in speaking self-efficacy among translation-major undergraduates. In the three evaluated dimensions of speaking self-efficacy-performance self-efficacy, self-regulation efficacy, and linguistic self-efficacy-only self-regulation efficacy showed a significant gender difference. This result corroborates Demirel et al.'s (2020) findings with Turkish university students but contrasts with Blumenthal's (2014) research, which identified a significant gender impact on speaking self-efficacy. This disparity might stem from the different research contexts, as Blumenthal's study was conducted with medium and low-level English learners in Mexico.

In terms of academic progression, the study found no significant variances in self-efficacy across different academic years. This aligns with Blumenthal's (2014) assertion that age differences can influence students' self-efficacy, which might result in minor variances among students from different academic years. This implies that educators do not necessarily need to adjust their teaching methods to enhance students' self-efficacy based on their academic year.

Yang (2017) posits that the degree of self-efficacy informs students' engagement in various oral communication activities, implying that the speaking proficiency of translation-major undergraduates can be affected. Ke (2018) supports this assertion, noting a negative correlation between students' language ability and their self-efficacy. Hence, it can be inferred that the language abilities of translation-major undergraduates might also be impacted.

Bandura's (1998) research suggests that speaking self-efficacy could serve as a predictive indicator of speaking performance, with students exhibiting high self-efficacy generally achieving higher speaking scores. This demonstrates the potential of oral self-efficacy to positively influence students' speaking performance.

Consequently, future English as a foreign language instruction should focus not only on enhancing speaking inputs and outputs or other external factors but also on improving students' speaking self-efficacy.

5.2 Conclusion

The conclusions drawn from this study are as follows:

The speaking self-efficacy of translation-major undergraduates in Chinese universities is moderate.

Regarding gender, there was no significant overall difference in self-efficacy between male and female students. However, disparities were observed in self-regulating efficacy, with male students outperforming female students. This suggests that male students exhibit stronger skills in self-planning, self-evaluation, and self-monitoring in English speaking learning. Conversely, female students appeared slightly less proficient in these areas.

The study found no significant differences in speaking self-efficacy across academic years. Nevertheless, year 4 students displayed the highest levels of speaking self-efficacy. This might be attributable to longer exposure to English and a deeper knowledge of the language, resulting in higher self-efficacy in speaking. Year 1 students ranked second, perhaps due to the residual enthusiasm for learning following their college entrance examinations and their solid foundational knowledge of English. Year 2 and Year 3 students demonstrated the lowest self-efficacy. This may suggest that transitioning from high-school level English to college-level translation courses can be challenging. Factors such as course examination failures or difficulties with graded examinations in spoken English could lead to a decrease in confidence and enthusiasm for learning English speaking.

5.3 Implication

The investigation into the speaking self-efficacy of translation-major undergraduates across three universities in Guangxi has revealed a general lack of confidence in their speaking abilities. The implications of these findings are multifold:

For Students: This research underscores the critical role of self-assessment and introspection in English speaking ability. It affirms the correlation between a student's language proficiency, their self-perception of English speaking skills, and their resultant speaking self-efficacy, as noted by Ke (2018). Recognizing this interplay can empower students to identify their strengths and weaknesses, assess their proficiency realistically, and enhance their spoken English. For instance, in light of the relatively low English-speaking self-efficacy among translation majors, it's essential for students to develop an

objective understanding of their learning progress. This involves setting achievable goals to avoid disillusionment and self-doubt. In their English speaking practice, a gradual increase in material complexity can contribute to a sense of accomplishment, nurturing their self-efficacy. Moreover, it's crucial for students, especially translation-major undergraduates, to converse in English outside the classroom, prioritizing fluency over accuracy to build confidence and foster English speaking skills.

For Educators and Institutions: This study implies that educators and institutions should prioritize the psychological aspects of learning, in addition to imparting linguistic knowledge. The research supports Yu's (2021) findings that students' emotional states significantly impact their self-efficacy. As a result, fostering a positive mindset and emotional attitude in students is crucial. Due to the increasing academic pressures faced by translation-major undergraduates, their psychological well-being can be adversely affected. It's common for students to overstudy just to pass oral English exams, neglecting the development of a genuine interest in improving their speaking abilities. Therefore, educators should encourage a genuine interest in learning English speaking, alongside guiding students for exams. Institutions could facilitate international exchange events, exhibitions, and social activities with native English speakers, offering students a chance to apply their theoretical knowledge in real-life situations, thereby boosting their confidence and speaking self-efficacy.

5.4 Limitations and Suggestions for Future Research

This study, though insightful, has certain limitations that must be recognized. Firstly, the methodology relied solely on questionnaire surveys. This approach, while effective to an extent, can be limited as it doesn't ensure complete comprehension and accurate interpretation of each question by the participants. Secondly, the focus of the study was primarily on demographic variables, such as gender and academic year. However, the influence of other potential factors like students' learning motivation, self-belief, and self-regulation wasn't considered. These variables could significantly impact spoken English learning and hence, future studies should incorporate these into their research design. Lastly, the scope of this study was restricted to translation-major undergraduates. As a result, the findings can only represent the English-speaking learning conditions of this specific group of students, limiting the generalizability of the results.

With these limitations in mind, some suggestions for future research include adopting a multi-method approach, considering additional variables, and expanding the scope of the study. Future studies could benefit from

incorporating multiple research methods such as interviews, observations, and recordings along with surveys for a more comprehensive understanding. Moreover, including more factors that could influence students' self-efficacy, like motivation, self-belief, and self-regulation, would provide a more holistic picture of the phenomenon. Lastly, the study population could be diversified to include students from different cities, schools, and majors, not just those majoring in translation or attending universities in Guangxi. A more diverse sample would enhance the generalizability of the research findings and provide a more comprehensive understanding of students' English-speaking learning conditions.

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