

A SYSTEMATIC REVIEW OF THE RELATIONSHIPS BETWEEN SELF-EFFICACY, ANXIETY AND SPEAKING LEARNING STRATEGIES

MINGSHEN, G.¹ – JOHAR, E. M.^{1*} – ANUARUDIN, A. A. S.¹

¹ *Akademi Pengajian Bahasa, Universiti Teknologi MARA (UiTM), Selangor, Malaysia.*

**Corresponding author
e-mail: elia[at]uitm.edu.my*

(Received 28th January 2026; revised 10th April 2026; accepted 21st April 2026)

Abstract. This systematic review examines the relationships among speaking self-efficacy, speaking anxiety, and speaking learning strategies in second-language acquisition. Guided by the PRISMA 2020 methodology, 15 peer-reviewed studies were analyzed to identify key trends and insights. The findings reveal a strong inverse relationship between self-efficacy and speaking anxiety, emphasizing the critical role of confidence in language learning in promoting learners' willingness to communicate. In addition, learning strategies, particularly metacognitive and social strategies, were found to mediate the effects of anxiety and reinforce self-efficacy, creating a positive feedback loop that enhances speaking proficiency. Cultural and contextual factors, such as collectivist orientations and teaching methods like flipped classrooms, were identified as moderating variables that can shape learners' strategic preferences and emotional regulation. The review also highlights the dual-path model of strategy use: a promotion path where high self-efficacy fosters diverse strategy use and improved performance, and an inhibition path where anxiety constrains strategy use and perpetuates low achievement. It emphasizes the need for targeted interventions to enhance speaking confidence and mitigate anxiety in language learners. Future research should focus on longitudinal studies to further clarify the dynamic evolution of these psychological and strategic factors in the development of speaking proficiency, particularly in the EFL context.

Keywords: *speaking self-efficacy, speaking anxiety, speaking learning strategies, strategy use*

Introduction

Driven by the pressing need for globalization, English, being a key language for international communication, has been widely regarded as a key tool for improving academic, professional, and social mobility in many non-English-speaking countries (Wei et al., 2024). Among the four skills of English - listening, speaking, reading, and writing, the improvement of speaking ability is particularly challenging. It not only requires a solid language foundation but also relies heavily on the language learners' confidence, emotional regulation, and communicative motivation. In recent years, research in psycholinguistics and educational psychology has shown that non-cognitive factors such as self-efficacy and speaking anxiety have significantly influenced language learning, particularly in speaking. As a result, these psychological constructs warrant sustained scholarly attention as to how their influence could enable or impede the development of speaking. Self-efficacy and language anxiety are two dynamic, contrasting constructs in oral language learning. Speaking self-efficacy, defined as learners' beliefs in their ability to perform oral tasks successfully, has been consistently linked to higher willingness to communicate and better oral output (Su, 2021; Bandura, 1997). Conversely, speaking anxiety refers to a situational manifestation of language learning anxiety, which has been shown to hinder fluency, increase hesitation, and reduce classroom participation (Ghaffar and Irshadullah, 2024; Horwitz et al., 1986).

The constructs are often found to be inversely related and may interact through the mediating or moderating influence of strategic behaviors. They therefore function reciprocally, with the former facilitating and the latter constraining language learners' communicative development.

Speaking learning strategies enable learners to manage the demands of speaking tasks, reduce anxiety, and enhance self-efficacy (Razawi and Mohamad, 2024; Oxford, 1990). These strategies include memory, cognitive, compensation, metacognitive, social, and affective strategies. Although each construct has been extensively examined, the interrelationships among them have been insufficiently synthesized within a systematic and integrative way. There is still no clear picture of how they interact in the current literature. The role of strategies, whether they mediate or moderate the relationship between self-efficacy and language anxiety, therefore, becomes a critical gap in the literature. The present study, therefore, aimed to conduct a systematic review of empirical research published between 2015 and 2024 on that examined the relationships among speaking self-efficacy, speaking anxiety, and speaking learning strategies in EFL and ESL contexts. The main objective was to identify prevailing trends, methodological approaches, and theoretical models, and to highlight areas of convergence and divergence across studies. The review will also provide pedagogical and research implications for enhancing learners' oral communication outcomes through informed psychological and strategic interventions.

Literature review

Theoretical framework

According to Bandura's social cognitive theory, self-efficacy not only predicts whether an individual can persist in completing a task but also determines his or her psychological resilience and inclination in strategy selection when facing challenges. In EFL speaking learning, the enhancement of self-efficacy is usually accompanied by an increase in the frequency and diversity of strategy use, forming a positive cycle. Meanwhile, Krashen (1982), in the affective filter hypothesis, explains that when learners experience high anxiety, their ability to absorb and process language input will be inhibited, thereby indirectly limiting the scope and effects of their strategy use. These theories provide solid theoretical support for understanding the interaction between efficacy, anxiety, and learning strategies. The use of strategies can, in turn, further enhance learners' self-efficacy and form a positive cycle.

Sub-title/topic The relationship between speaking anxiety and speaking learning strategies

Unlike the positive mutual promotion relationship between self-efficacy, speaking anxiety often intervenes in the language learning process with an inhibitory effect. Speaking anxiety refers to learners' negative emotional reactions such as nervousness and fear, when they express themselves (Horwitz et al., 1986), which are usually manifested as physiological symptoms such as sweating and accelerated heartbeat, as well as cognitive disorders such as brain blankness and interrupted speech flow. Another key variable related to this is the speaking learning strategy, which refers to the conscious behaviour or thinking activities that learners take to improve their speaking ability (Oxford, 2016). Such strategies can be divided into direct strategies (such as imitating pronunciation and using filler words to help expression) and indirect strategies

(such as making practice plans and engaging in auxiliary activities such as emotional regulation). Anxiety, as a negative emotional experience, often stems from learners' doubts about their ability to express themselves, excessive attention to mistakes, or sensitive reactions to external evaluations. This psychological state will seriously interfere with the efficiency and quality of strategy use.

Materials and Methods

Study selection process

This systematic review followed the PRISMA 2020 guidelines (Page et al., 2021) to ensure a rigorous and transparent literature search and reporting process. Electronic databases, including Web of Science, Google Scholar, and Research Gate, were systematically searched to identify empirical studies published between 2020 and 2024.

Identification phase

In the identification stage, this study systematically searched the academic literature on keywords such as speaking self-efficacy, speaking anxiety and speaking learning strategies from 2020 to 2024. To ensure the comprehensiveness of the literature, the keyword combinations are extended by Boolean logic, such as “(speaking self-efficacy OR speaking confidence) AND (speaking strategies OR speaking language strategies) AND (EFL OR ESL learners)”. A total of 187 related articles were preliminarily retrieved, covering educational psychology, linguistics, applied linguistics, and other research fields.

Screening phase

Of the 187 articles initially retrieved, the researcher first screened the literature based on titles and abstracts. This excluded literature that was not directly related to the research question, such as studies on other language skills (e.g., reading, writing) or on non-EFL learners. Subsequently, the researcher removed duplicate literature and conference abstracts, and kept peer-reviewed journal articles and some high-quality master's and doctoral dissertations. After exclusion of irrelevant or duplicate items at this stage, the number of remaining articles was 42.

Eligibility phase

During the qualification phase, the researcher read the remaining 42 articles in full, focusing on whether the subjects were EFL learners, whether they involved speaking skills, and whether they included any two or more variables from self-efficacy, anxiety, or learning strategies. In addition, the researcher reviewed the clarity of the methodology and the integrity of the data to ensure that the literature provides analyzable data results. On this basis, 27 studies with inappropriate study designs or vague variable definitions were excluded, and only 15 high-quality studies that met the final criteria were retained for systematic analysis.

Inclusion criteria

The 15 articles included in this study all met the following four criteria: (1) publication dates from 2020 to 2024; (2) learners of English as a Foreign Language

(EFL); (3) the research topics cover speaking self-efficacy, speaking anxiety, and learning strategies, or their interrelationships; and (4) the use of empirical research methods (quantitative, qualitative, or mixed) and the provision of clear data analysis processes and results. In addition, studies with cross-cultural backgrounds (e.g., China, Indonesia, Malaysia, Mongolia, etc.) were prioritized to improve the representativeness and breadth of the review.

Results and Discussion

Systematic mapping results

A total of 15 empirical studies published between 2020 and 2024 were included in this systematic review. These studies investigated the relationships among speaking self-efficacy, speaking anxiety, and speaking learning strategies in diverse EFL/ESL contexts, using quantitative or mixed-method approaches (*Table 1*).

Table 1. Simplified table of studies included in systematic map for review.

Author(s)	Context	Sample (N)	Variables Studied	Methodology	Key Findings
Afifah et al. (2024)	Indonesia (high School)	N= 128	Self-efficacy, emotional intelligence, anxiety, strategies	QUAN (questionnaire; multiple regression, mediated model)	The mediating effect of emotional intelligence is significant, and the high efficiency → low anxiety → high strategy use
Arlinda (2022)	Indonesia (junior high school)	N= 60	Self-efficacy, speaking performance	QUAN (questionnaire; descriptive analysis, correlation analysis)	There is a moderate positive correlation, with confidence and practice being key to effectiveness
Dong (2023)	China (IELTS/TOEFL preparation students)	N= 51	Speaking anxiety, self-efficacy	QUAN (questionnaire; correlation analysis, regression analysis)	Anxiety was negatively correlated with efficacy, and anxiety significantly affected self-efficacy
Hao and Fang (2024)	China (university)	N= 132	Self-efficacy, strategy use, teaching mode	QUAN (questionnaire; comparative analysis)	Flipped classrooms enhance the sense of effectiveness and promote the use of interactive strategies
Ju et al. (2022)	Malaysia (public universities)	N = 590	Self-efficacy, anxiety, achievement	QUAN (questionnaire; multiple linear regression)	Self-efficacy positively related to achievement; anxiety negatively related
Khotimah et al. (2023)	Indonesia (senior high school)	N= 22	Self-efficacy, speaking performance	QUAN (questionnaire; correlation analysis)	Exceptionally negative correlation, emphasizing the importance of teaching grading criteria
Leba et al. (2021)	Indonesia	N=1 (Female EFL learner)	Sources of self-efficacy, learning motivation, strategy use	QUAL (case study)	Learning motivation and the use of internal belief reinforcement strategies
Li (2023)	China (Blended learning)	N = 230	Speaking self-efficacy, satisfaction, and performance	QUAN (questionnaire; multiple regression analysis)	Self-efficacy positively predicts speaking performance
Mardianti et al. (2023)	Indonesia (university)	N= 88	Self-efficacy, speaking anxiety	QUAN (questionnaire; correlation analysis)	Efficacy was highly negatively correlated with anxiety, and the suggestion of emotion regulation was significant
Namsrai and Miller (2024)	Mongolia (university)	N= 252	Self-efficacy, self-regulation strategies (SRL)	QUAN (questionnaire; correlation analysis)	High performance significantly predicts time management and strategy usage
Özcanlı and Kozikoğlu (2024)	Turkey (secondary school students)	N= 920	Self-efficacy, anxiety, personality traits	QUAN (questionnaire; regression analysis)	Neuroticism was positively correlated with anxiety, and self-efficacy was a strong predictor of anxiety
Pertiwi and Hidayanti (2022)	Indonesia (university)	N= 33	Anxiety, type of strategy use	Mix-methods: QUAN (questionnaire; descriptive analysis) + QUAL (Semi-structured interviews)	Affective strategies are used most frequently, and anxiety comes from peer comparison and technology
Rød and Calafato (2023)	Norway (upper-secondary school)	N= 42	Self-efficacy, speaking strategies, gender	Mix-Methods: QUAN (questionnaire; multiple regression) + QUAL (language diaries)	High-performing students used more metacognitive and interaction strategies, and there were significant gender differences
Tauchid (2023)	Indonesia (university)	N= 40	Self-efficacy, learning strategies	QUAL (semi-structured interviews)	Five types of strategies are used, with cognitive strategies being the most used and no compensating strategies used
Wei et al. (2024)	China (vocational college)	N = 493	Self-efficacy, learning strategies, anxiety, speaking competence	QUAN (questionnaire; correlation analysis, multiple regression, process mediation analysis)	Strategies and self-efficacy positively affect speaking; anxiety mediates the effect

In-depth interview results

The relationship between speaking self-efficacy and learning strategies

Among the 15 studies reviewed, many consistently highlighted that speaking self-efficacy is an important predictor of learners' strategy use behavior. Students with high self-efficacy usually believe they are capable of language tasks, so they are more willing to try a variety of learning strategies at higher complexity. In a survey of Norwegian high school students, Rød and Calafato (2023) found that high-efficacy learners not only used direct strategies more frequently (such as imitating voice, participating in speaking clubs, and imitating speakers' expressions) but also showed higher strategic flexibility and transfer ability. For example, they will adjust their use of strategies according to different contexts and consciously adopt strategies suitable for the current task in classroom discussions, speeches, or impromptu conversations to maximize their speaking goals. Students generally reported that through repeated practice, peer feedback, and teachers' positive evaluation, they could significantly improve their self-cognition and sense of language control and thus use cognitive and metacognitive strategies (such as speech preparation, practice video review, etc.) more actively. This study further confirmed the close relationship between high self-efficacy and the selected learning strategy. This happened especially in language expression courses with strong task-driven approaches; the growth of efficacy often directly promotes the development of strategy diversity and initiative. Afifah et al. (2024) showed that self-efficacy could indirectly enhance the ability to use strategies by improving emotional intelligence. Specifically, students with high self-efficacy are better at regulating and managing emotions and can effectively use metacognitive strategies in learning to speak. They are also better at using social strategies, such as seeking feedback and support from teachers and peers. In support of this, Arlinda (2022) emphasizes that the three dimensions of self-efficacy (breadth, intensity, and universality) significantly affect strategic tendencies, especially for those who perform well in task breadth, who are more inclined to use strategies in different learning situations.

Strategy use, in turn, reinforces self-efficacy

Research demonstrates that there is no one-way causal relationship between strategy and self-efficacy, but a two-way linear relationship. Wei et al. (2024) found that students who received positive feedback on their strategy use, such as improved speaking fluency, peers' evaluation, and an enhanced sense of task completion, could strengthen their belief that 'I can speak English well'. This positive feedback mechanism forms a reinforcing loop: strategy use brings a positive experience → enhances self-efficacy → encourages more strategy use → continuous optimization of results. Similarly, Özcanlı and Kozikoğlu (2024) reported that after participating in group speaking tasks (such as debates and group discussions), students get the experience of being seen through positive feedback, which also helped improve their sense of efficacy. For introverted students, this social interaction not only reduces expression anxiety, but also encourages them continuously participate in and try complex strategies in future language activities. In contrast, Khotimah et al. (2023) found that students with high self-efficacy, but low speaking scores, may be due to strict grading standards. The students speaking difficulties were concentrated in intonation

and body language, and their self-efficacy was high, but their actual performance did not meet the standard. This shows that the relationship between self-efficacy and speaking strategies may be affected by situational factors (such as grading criteria and teaching methods).

The moderating role of teaching methods and cultural factors

Teaching context and cultural background are important moderating variables that affect the relationship between self-efficacy and strategy. In a comparative study of Chinese college students, Hao and Fang (2024) found that students who participated in the flipped classroom teaching had significantly higher self-efficacy in speaking tasks than those in the traditional teaching model. By providing self-preview materials, strengthening classroom interaction and feedback mechanisms, the flipped classroom enables students to accumulate more transferable successful experiences in the learning-first-and-then-practising and gradually establish a sense of control and competence over language tasks. In the cultural context, the face-saving concept and collectivist tendencies in Asian culture can lead learners to show much stronger social dependence in the use of strategies. Afifah et al. (2024) state that in Indonesia, students are more inclined to adopt social strategies, such as asking classmates for advice, joining group exercises, and organizing study groups. These behaviors not only provide emotional support but also enhance collective identity. In contrast, in Western culture, learners pay more attention to independence and individual expression and prefer to use independent practice and self-regulation strategies. Kenol and Hashim (2022) systematic review pointed out that Asian students were more prone to anxiety due to the face culture and preferred covert strategies (such as memorizing grammar rules), while European and American students preferred social strategies (such as language exchange). This shows that the relationship between anxiety and strategy may be mediated by cultural background. Therefore, teachers need to consider cultural differences in strategy teaching and design more adaptive strategy intervention programs.

The relationship between speaking anxiety and learning strategies

Speaking anxiety is one of the most obstructive emotional variables in language learning. In many studies, researchers generally found that the higher the level of anxiety, the lower the students enthusiasm and diversity in using strategies. Dong (2023) pointed out in a study of Chinese IELTS candidates that students in the high-anxiety group were more inclined to use low-risk strategies, such as mechanical repetition, silent reading, and reciting templates, and avoid output strategies such as impromptu speeches and communication with native speakers. This strategy avoidance behavior limits the improvement of language production ability and aggravates the vicious cycle between anxiety and low effectiveness. Özcanlı and Kozikoğlu (2024) further explained this phenomenon through personality dimensions. Anxiety is positively correlated with the neurotic personality trait. Students with higher neuroticism are more likely to retreat due to fear of making mistakes and are unwilling to try innovative or complex learning strategies, such as interactive games and role-playing. In addition, anxious students are also prone to over-focus on language errors or other evaluations, which interferes with their attention allocation and information processing, further affecting their use of strategy. Mardianti et al. (2023) found that students with high self-efficacy showed higher willingness to produce language and

lower psychological tension. However, students with low self-efficacy generally developed stronger language anxiety due to a lack of preparation, excessive self-denial, and other problems. This study supports the regulatory mechanism in Bandura's theory, explaining how individuals can create an emotional buffer through the construction of self-efficacy, which affects how they cope with stress in foreign language learning. Therefore, anxiety plays a role as a regulator between strategy use and efficacy to a certain extent, strengthening the aforementioned “strategy-anxiety-efficacy” triangle model concept.

Although anxiety limits the use of strategies, appropriate strategies can also be an effective tool to relieve anxiety. The literature generally shows that affective strategies such as deep breathing, positive psychological cues, and self-encouragement play an important role in anxiety regulation. For example, Tauchid (2023) found that Indonesian learners reduced their nervousness by listening to English songs, self-speech in front of a mirror, and built self-confidence through continuous practice. Pertiwi and Hidayanti (2022) explain that in an online learning environment, learners successfully reduced their nervousness when expressing themselves in front of a camera by using methods such as prayer and mindfulness exercises. In addition, the use of technological tools has also been proven to have a situational buffer effect. Wei et al. (2024) found that in a study of Chinese vocational college students who used VoiceThread for asynchronous speaking tasks reported significantly lower levels of anxiety than students in traditional classroom environments. The reason given was that the asynchronous platform eliminates the pressure of immediate evaluation, giving students more time to prepare and adjust.

Anxiety-strategy-efficacy triangle

An interesting research trend is the exploration of the interactive mechanism between anxiety, strategy, and efficacy. Namsrai and Miller (2024) constructed a chain mediation model, showing that anxiety affects self-efficacy through strategy use behavior. Specifically, anxiety inhibits the enthusiasm for strategy use and reduces the accumulation of successful experience, which in turn leads to students' negative evaluation of their own abilities. Conversely, the decline in self-efficacy further exacerbates the level of anxiety, ultimately forming a closed vicious circle. The path analysis of Wei et al. (2024) also confirmed this relationship. Their data showed that 34.2% of the negative impact of anxiety on efficacy was achieved through the mediation of strategy use. This finding emphasizes the role of strategy as a bridge in the “psychological construction chain” and is an important intervention point to break the anxiety-low efficacy cycle.

Comprehensive model and theory construction

Strategic dual-path model

Combined with the above analysis, this paper constructs a “strategy dual-path model” to systematically present the interactive relationship between psychological factors and behavior speaking variables in speaking learning:

High self-efficacy → Use of diversified strategies → Improved language performance → Enhanced achievement experience → Reduced anxiety → Further improved sense of efficacy

Promotion path (positive cycle): In this path, learners continue to obtain positive feedback in the active use of strategies, thereby strengthening their psychological confidence and achieving a spiral increase in speaking ability.

High anxiety → Avoidance of strategy use → Poor language performance → Decreased self-efficacy → Stronger anxiety → Further withdrawal of strategies

Inhibition path (negative cycle): This path reveals how anxiety affects the use of strategies, ultimately leading learners into the dilemma of “low investment-low achievement”.

Identification of regulatory variables

In addition to the facilitation and inhibition paths, several studies have identified several key moderating variables: (1) Gender differences: Rød and Calafato (2023) concluded that boys prefer technology-assisted tools, such as English games and YouTube learning, as speaking strategies, while girls prefer structured strategies, such as note-taking and repeated dictation. This difference may be due to different expectations of expression and tool use in gender socialization. (2) Teaching context: Hao and Fang (2024) emphasized that the task-driven structure in the flipped classroom significantly increased learners' enthusiasm for participating in strategies and significantly reduced task anxiety. In contrast, the “teacher-centered” structure in the traditional lecture classroom restricted the flexibility of learners' strategy selection. (3) Individual traits: Leba et al. (2021) reported that, through case studies, learners' personality traits (such as introversion and extroversion, autonomy) directly affect their strategy preferences. Introverts preferred to avoid social pressure through independent reading and recording exercises, while extroverts showed higher efficacy and task engagement in interactive strategies.

Conclusion

Through a systematic review of 15 empirical research papers from 2020 to 2024, the following key conclusions can be drawn. Speaking self-efficacy significantly affects the frequency and type of strategy use of EFL learners. Students with high self-efficacy tend to use a variety of speaking learning strategies. These strategies not only improve learning outcomes but also further enhance students' sense of efficacy, forming a positive feedback loop. Secondly, speaking anxiety has a repressive effect on strategy use. Learners with high anxiety levels often avoid high-risk strategies (such as public expression and language interaction) due to fear of mistakes and lack of confidence and instead rely on low-output or avoidance strategies (such as rote memorization and silent reading). This behavior may relieve tension in the short term, but in the long run, it inhibits the development of their speaking and strategic ability. Strategies play a key role as mediators and a bridge between efficacy and anxiety. Many studies have shown that reasonable and persistent strategy use can not only enhance students' self-efficacy but also help reduce speaking anxiety, thus forming a positive regulatory chain. On the contrary, the lack of effective use of strategies often leads to poor language performance and lower self-evaluation, which further induces or aggravates anxiety and forms a vicious cycle. Variables such as teaching methods, cultural background, and individual

characteristics have a significant moderating effect on the path of strategy use. Therefore, the effect of the strategy used cannot be analyzed in isolation from the specific teaching situation and cultural context.

Teachers should systematically teach learning strategies to help students understand which strategies are suitable for learning situations. For example, students can be guided to participate in role-playing, group dialogue, impromptu speeches, and other activities, and are supplemented by training in strategy selection and reflection to improve their metacognitive ability. At the same time, technical tools such as video recording and voice-recognition can assist students in doing self-feedback, adjusting accordingly, and enhancing confidence in using strategies. Learners' speaking anxiety often comes from fear of mistakes and sensitivity to negative evaluations. Therefore, teachers should strive to establish an inclusive and exploration-encouraging teaching atmosphere. For example, teachers can make it clear in class that mistakes are part of learning. Teachers should fully consider learners' individual differences (such as gender, personality, learning style) and cultural background, and adopt diversified teaching methods to meet the needs of different students. For example, for learners with strong autonomy, task-based teaching and project-based learning can be introduced. For social learners, group cooperation and language exchange activities can be increased; for anxious learners, technology-assisted practice can be transitioned to face-to-face interaction. Although the existing literature has provided relatively rich empirical data, there are still deficiencies in research design and theoretical deepening. Future research can conduct longitudinal tracking research. At present, most studies are cross-sectional designs. In the future, longitudinal research can be used to track the changes in students' sense of efficacy, anxiety, and strategies in multiple learning stages, and to explore their causal relationships and evolutionary mechanisms in depth.

Acknowledgement

This research is self-funded.

Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

REFERENCES

- [1] Afifah, M., Ningrum, A.S.B., Wahyuni, S., Syaifulloh, B. (2024): Self-efficacy, anxiety, and emotional intelligence: Do they contribute to speaking performance? – *JOLLT Journal of Languages and Language Teaching* 12(2): 793-806.
- [2] Arlinda, F. (2022): The Correlation between EFL Students' Self Efficacy in Speaking and Their Speaking Performance. – *RETAIN: Journal of Research in English Language Teaching* 10(01): 148-155.
- [3] Bandura, A. (1997): Self-efficacy: The exercise of control. – *Freeman* 11: 604p.
- [4] Dong, W. (2023): Anxiety and self-efficacy in foreign language learning speaking among Chinese students. – *Lecture Notes in Education Psychology and Public Media* 27(1): 285-289.

- [5] Ghaffar, A., Irshadullah, H.M. (2024): Effect of Students' Speaking Anxiety on their Self-efficacy at University Level. – *Qlantic Journal of Social Sciences* 5(1): 268-276.
- [6] Hao, X., Fang, F. (2024): Learners' speaking self-efficacy, self-efficacy sources and their relations in the traditional and flipped instructional modes. – *Asia Pacific Journal of Education* 16p.
- [7] Horwitz, E.K., Horwitz, M.B., Cope, J. (1986): Foreign language classroom anxiety. – *The Modern Language Journal* 70(2): 125-132.
- [8] Ju, S.Y., Yusuf, M., Lai, T.T., Mei, S.Y. (2022): Explore the role of self-efficacy and anxiety in MFL achievement at public universities in Malaysia. – *International Journal of Academic Research in Progressive Education and Development* 11(2): 812-824.
- [9] Kenol, N.I.H.H., Hashim, H. (2022): Language learning strategies used by ESL students in enhancing English proficiency: A systematic review (2013–2022). – *International Journal of Academic Research in Business and Social Sciences* 12(12): 223-248.
- [10] Khotimah, K., Amumpuni, R.S., Arifin, S. (2023): Students' Performance in Speaking Skill and Self-Efficacy: An Correlational Study. – *Jurnal Paedagogy* 10(2): 410-416.
- [11] Krashen, S. (1982): *Principles and practice in second language acquisition*. – Pergamon Press Inc. 209p.
- [12] Leba, S.M., Butarbutar, R., Werang, B. (2021): Exploring the English learning strategies of an indigenous Papuan student of Indonesia. – *The Qualitative Report* 26(9): 2745-2768.
- [13] Li, Y. (2023): A preliminary investigation into English as a foreign language (EFL) learners' speaking self-efficacy, satisfaction and speaking performance in the blended teaching environment in a Chinese university: A quantitative study. – *SHS Web of Conferences* 153: 9p.
- [14] Mardianti, N., Rahayu, F., Dwipa, L.B.M. (2023): Between self-efficacy and speaking anxiety: A correlational study in non-english department students. – *Scripta: English Department Journal* 10(1): 175-181.
- [15] Namsrai, E., Miller, A.D. (2024): The Relationship between Self-Efficacy and Self-Regulated Learning Strategies of EFL College Students. – *International Journal of Scientific Research and Management (IJSRM)* 12(05): 3430-3435.
- [16] Oxford, R.L. (2016): *Teaching and researching language learning strategies: Self-regulation in context*. – Routledge 370p.
- [17] Oxford, R.L. (1990): *Language learning strategies: What every teacher should know*. – Newbury House Publisher 342p.
- [18] Özcanlı, N., Kozikoğlu, İ. (2024): The Relationship Between Secondary School Students' English Speaking Anxiety, English Speaking Self-Efficacy And Personality Traits. – *Educational Academic Research* 9p.
- [19] Page, M.J., McKenzie, J.E., Bossuyt, P.M., Boutron, I., Hoffmann, T.C., Mulrow, C.D., Shamseer, L., Tetzlaff, J.M., Akl, E.A., Brennan, S.E., Chou, R. (2021): The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. – *BMJ* 372: 9p.
- [20] Pertiwi, Y.A., Hidayanti, I. (2022): Advanced Students' Speaking Anxiety and Their Strategies to Reduce Anxiety during Online Learning. – *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language* 9(2): 150-163.
- [21] Razawi, N.A., Mohamad, F. (2024): Investigating lecturers' use of socio-affective strategies for ESL students' speaking motivation and speech fluency: a pilot study. – *ESTEEM Journal of Social Sciences and Humanities* 8(2): 62-81.
- [22] Rød, A.J., Calafato, R. (2023): Exploring the relationship between extramural English, self-efficacy, gender, and learning outcomes: A mixed-methods study in a Norwegian upper-secondary school. – *Studies in Educational Evaluation* 79: 12p.
- [23] Su, Y.C. (2021): College students' oral communication strategy use, self-perceived English proficiency and confidence, and communication anxiety in Taiwan's EFL learning. – *Educational Studies* 57(6): 650-669.

- [24] Tauchid, A. (2023): English Speaking Strategies by EFL Learners to Enhance Self-Efficacy. – *Jurnal Ilmiah Pendidik Indonesia* 2(2): 48-61.
- [25] Wei, B., Dipolog-Ubanan, G.F., Khodi, A., Qu, Y. (2024): The effect of learning strategy and self-efficacy on speaking competence of higher vocational college students: Anxiety as a mediator. – *Educational Administration: Theory and Practice* 29(4): 1437-1447.