

PURPOSE OF THE PROPOSED STUDY

To investigate the sources of undergraduate students' self-efficacy for speaking Spanish

RESEARCH BACKGROUND

Self-Efficacy and Second Language (L2) Learning

- Motivation is a key determinant of L2 acquisition (Dörnyei, 1994)
- To communicate in L2 requires both competence and confidence (Waninge, Dörnyei, & De Bot, 2014)
- Confidence, or *self-efficacy*, is individual's set of personal capability judgments specific to a task (Bandura, 1997, 2016)
- Self-efficacy for listening/speaking in L2 is related to undergraduate students' effort, motivation, success, and GPA (Asakereh & Dehghannezhad, 2015; Brown, 2013; Busse & Walter, 2013; Mills, Pajares, & Herron, 2007)

Development of L2 Self-Efficacy

- Less research has focused on how L2 self-efficacy develops
- Research suggests that L2 self-efficacy can be developed by:
 - Providing attainable L2 tasks and frequent practice opportunities (Gorsuch, 2009)
 - Increasing awareness of the task (Kisling & O'Donnell, 2015)
 - Lowering anxiety (Mills, Pajares, Herron, 2006)

THEORETICAL FRAMEWORK

Social cognitive theory is used as the guiding framework for the proposed study (Bandura, 1997, 2016).

Hypothesized Sources of Self-Efficacy




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PROPOSED METHOD

The self-report measure for the proposed study was developed using Bandura's (2006) guidelines.

PARTICIPANTS: ~500 students in 200-level Spanish courses

SPANISH SPEAKING SELF-EFFICACY

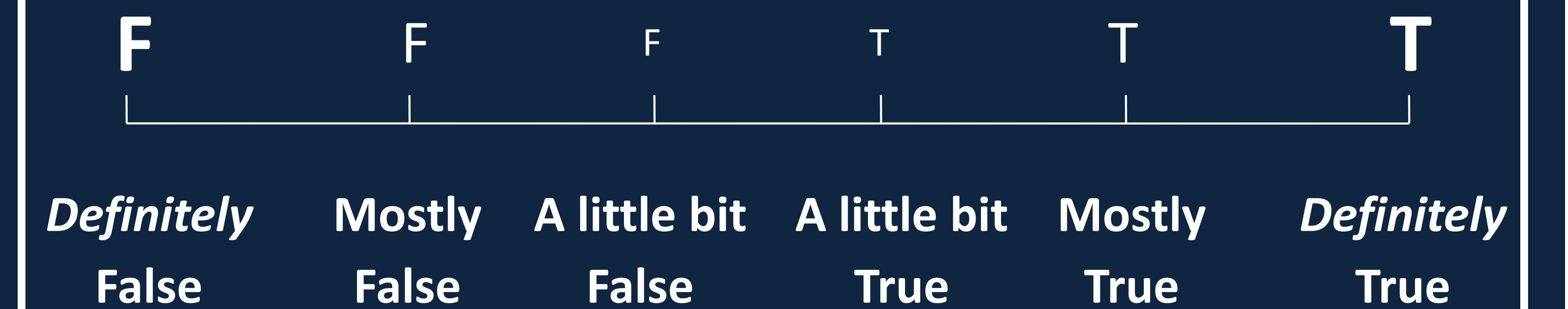


- How confident are you that you can sound like a native speaker when speaking Spanish?
- How confident are you that you can understand the main topic of a conversation held in Spanish?
- How confident are you that you can understand the details of a conversation held in Spanish?
- In general, how confident are you in your ability to speak Spanish?

ANALYSES

- Descriptive analyses of item- and variable-level data
- Correlations between the study variables
- Multiple linear regression
 - DV: Speaking Self-Efficacy
 - IVs: Four sources of self-efficacy

SOURCES OF SPEAKING SELF-EFFICACY



MASTERY EXPERIENCE

- I have had a positive experience(s) speaking Spanish outside the classroom setting.
- I have improved my oral communication skills in Spanish.

SOCIAL PERSUASION

- My teacher has told me that I am good at speaking Spanish.
- Native Spanish speakers have told me that I am good at speaking Spanish.

VICARIOUS EXPERIENCE

- Listening to my classmates speak Spanish pushes me to speak it better.
- I listen to Spanish speakers on a regular basis.

PHYSIOLOGICAL AND AFFECTIVE STATES

- Speaking in Spanish makes me feel stressed and nervous.
- Learning to speak Spanish is boring.

NEXT STEPS

- Add data from ~500 students enrolled in 100-level Spanish courses and compare data from beginner and intermediate learners.
- Collect instructors' ratings of each student's oral proficiency (6-point scale) before the end of the semester.
- Consider additional measures of oral proficiency (e.g., computerized assessment of fluency).
- Investigate possible group differences in the sources of L2 speaking self-efficacy (e.g., gender, race/ethnicity, L1).
- Investigate how students' responses to open-ended questions might complement results from quantitative analyses.
- Compare findings with those in other L2 contexts (e.g., Arabic self-efficacy data collected in 2016).