MEDIATING ROLE OF TEACHER AND CLASSMATE SUPPORT IN THE RELATIONSHIP OF SELF-EFFICACY AND ENGLISH-SPEAKING ANXIETY, IN UNIVERSITY SAMPLE

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Abstract:
The main purpose of this research is to assess the influence of teacher and student support in reducing speaking anxiety. Learners' self-efficacy was also explored in relation to the influence of teacher and classmate support on lowering speaking fear. For the goals of the study, 94 English Language Teaching Department (ELT) students from Atatürk University in Türkiye participated as the study's working group during the autumn term of the 2021-2022 academic year. The information was gathered using the Classmate Support Scale, the Teacher Support Scale, the General Self-Efficacy Scale, and the English-Speaking Anxiety Scale. The Amos and SPPS 22 programs were used to examine the data. The SPSS Macro Process tool was utilized in the study to compute the indirect impact estimates of the variables. The findings revealed a link between teacher support and self-efficacy. Moreover, classmate support exhibited a favorable relationship with self-efficacy. The findings demonstrated that the stronger the learner's self-efficacy, the less speaking anxiety they experienced during oral presentations. These findings indicate that teacher and classmate support have mediating roles in the link between ELT university students' self-efficacy and English-speaking anxiety.

Keywords: ELT department students, English speaking anxiety, teacher support, classmate support, self-efficacy

Impact statement: This study revealed that students had less trouble giving presentations when they believed in their own abilities to do so. Overall, results

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highlight that the connection between ELT college students' self-efficacy and English-speaking anxiety is moderated by the support they get from both teachers and peers.

1. Introduction

Our major means of communication is language. It is the means by which we communicate our ideas and views to others. English's significance in the globe might not be contested or disregarded because it is the most widely spoken language on the planet. English is one of the most widely spoken languages on the planet. Many individuals may speak and comprehend English even outside of nations such as the United States and the United Kingdom. If persons who speak English as a second language are included, an estimated 1 billion people globally speak English (Ilyosovna, 2020). Nevertheless, there are numerous areas where English as a second language (ESL) has restricted access to authentic English contexts, including Türkiye. This has a favorable influence on learners' academic progress (He, 2017; Jackson et al., 2017; Mede & Kararmak, 2017, Villegas-Puyod et al., 2020). While there is some evidence that positive affective variables, like instructor and peer support and a sense of personal competence, can help students feel more comfortable when giving presentations, more study is needed. The goal of this research was to combine these elements and assess how much each added to reducing students' fear of public speaking during formal presentations in an English as a Foreign Language (EFL) classroom.

2. Literature Review

2.1 Self-efficacy

The phrase "self-efficacy" has been recognized in a variety of contexts, depending on the component studied, the unique philosophical viewpoint held, and the functional techniques maintained. The notion of self-efficacy belief was given by Bandura (1977), who stated it as the individual's belief or trust in his/her ability to plan and effectively complete the tasks required to demonstrate a specific performance (Bandura, 1977). Bandura (1986) proposed self-efficacy belief as a component of social-cognitive theory. According to social cognitive theory, humans are defined as a mechanism that can do some work on their own and contribute to their own growth (Pajares, 2002). This idea holds that humans have the knowledge and abilities to govern and manage their conduct (Bandura, 1977). Nevertheless, having knowledge and abilities relevant to a task is insufficient for completing it. Simultaneously, the individual should have trust or confidence in his ability to succeed in his job (Bandura, 1993). Self-efficacy, according to studies, might assist pupils in handling their anxiety in foreign language classes (Linnenbrink & Pintrich, 2002). Self-efficacy reduces anxiety in EFL situations. (Cryder et al., 2006). Self-efficacy affects EFL learners listening and writing skills (Chen, 2007). (Fatemi & Vahidnia, 2013). In terms of oral presentations, Charoensukmongkol (2019)

discovered that learners who indicated low levels of nervousness performed better than those who reported high levels of anxiety.

2.2 Speaking Anxiety

Speaking, from a social standpoint, allows for self-confidence and social position (Ulaş, 2008). Speaking at least one foreign language is now considered a necessary ability in today's society. This language is English, and it is required in order to be a global citizen in the globe. Because English has become an important language in many different fields such as politics, music, tourism, education, research, and media, knowing how to speak it is a significantly valuable skill (Crystal, 2003). The speaking process involves comprehension of stated input as well as the transmission of ideas (Harmer, 2004). Another important factor impacting and deciding their ability to talk is their speaking anxiety. According to studies, many learners think that speaking is a difficult activity that creates anxiety (Gkonou, 2011; Öztürk & Gürbüz, 2014; Tercan & Dikilitaş, 2015; Yalçın & Inceçay, 2014) and that this anxiety reduces the quality of performance. Foreign language speaking anxiety is the nervousness that pupils feel during spoken communication and when learning a foreign language. Learners experience fear and frustration when they are required to talk since, they are unable to communicate. Speaking anxiety can be caused by a variety of aspects, including a fear of speaking English in public, an inability to communicate verbally, a lack of linguistic proficiency, a fear of making mistakes, a lack of grammar, being poorly prepared, a fear of being negatively evaluated by others, and a negative attitude of the educator (Elaldi, 2016; Elsharkawy, 2019; Gardner & MacIntyre, 1993). When the literature is evaluated, it is shown that anxiety has a greater detrimental impact on the process of learning a foreign language. Foreign language students frequently worry about speaking in the target language, claiming that it is the skill that gives them the greatest anxiety in foreign language sessions. As a result, it is said that speaking produces more anxiety than other abilities and is the most concerning skill in foreign language classes (Horwitz, 2001; Vural, 2017; Young, 1990; Zambak, 2016). Some academics, on the other hand, claim that foreign language anxiety is not the cause of bad performance, but instead the effect of poor performance. Sparks et al. (2002) demonstrated that even a little cognitive handicap in learning a language resulted in underperformance, which produced anxiety. They stated that some of the apprehensive students may suffer from public speaking anxiety.

2.3 Teacher Support

Educators influence students' classroom experiences via their instruction and interactions with their peers. Teacher support may be defined in two ways: self-determination and social support. When students feel cognitive (Skinner et al., 2008), affective (Skinner & Belmont, 1993), and autonomy-oriented support from their teachers, this is considered teacher support in the self-determination theory (Wellborn & Connell, 1987). Teacher support may be demonstrated through evaluations, in which learners get evaluation and feedback to improve their performance through talks. The instructor's feedback and

remarks may impact pupils' self-efficacy (Pajares & Schunk, 2001). Rather than merely offering critical criticism, feedback ought to be offered with empathy and include ideas for improvement tactics. Aside from empathy, the teacher might plan classroom tasks that might be used to reduce anxiety, including group projects, building a sense of school community, and encouraging positive interactions among students. Teacher support is divided into three categories: autonomy support, structure support, and engagement support. Teacher supply of choice, relevance, or respect to pupils is an example of autonomy support. Structure is defined as the clarity of expectations and contingencies. One form of autonomous support is when teachers give students a say in what they study or treat them with more consideration. The definition of structure is the elucidation of goals and potential outcomes. Comfort, kindness, resource commitment, student understanding, and dependability are all examples of involvement (Skinner et al., 2008). This idea of teacher support has been used in studies, and it has been found to have an effect on students' levels of worry, sorrow, optimism, as well as additional feelings (Reddy et al., 2003; Skinner et al., 2008; Van Ryzin et al., 2009).

Teacher assistance can be seen in two ways, according to the social support model: broadly or narrowly. Depending on Tardy's (1985) social support paradigm, the wide viewpoint describes teacher support as a teacher providing informational, instrumental, emotional, or evaluative help to a pupil in any setting (Tardy, 1985; Malecki & Demary, 2002). The provision of direction or advice in a particular field is known as informational help. Instrumental support takes the form of a gift of time or money. Love, trust, or empathy are all examples of emotional support. This narrow viewpoint defines instructor support solely in terms of in-class assistance, confidence, friendship, and interest. (Fraser, 1998; Aldridge et al., 1999). Teachers' support sustains beneficial developmental outcomes, such as a positive correlation with student success (Ho et al., 2017), and motivates students to use aid and help-giving strategies in the classroom, which boosts their interest and motivation to learn (Ansong et al., 2017).

2.4 Classmate Support

Classmates offer unstructured help and students are urged to maintain casual channels of communication with one another, particularly when interacting with one another outside of the classroom. According to Lynch and Cicchetti (1997), a child's ability to participate in education is influenced by the people with whom he or she interacts. As a result, informal social support is crucial to participation, although it is not clear whether or not it can be influenced. Research (Öztürk & Gürbüz, 2014) shows that students of a foreign language often feel anxious when presenting in front of their peers. The degree of worry, nevertheless, can be reduced with sufficient assistance. When peers show their support for one another, individuals are more likely to believe that they are part of a supportive community where they are heard and valued (Torsheim et al., 2000). When it comes to peer support, it might allude to emotional support and caring actions displayed by pupils throughout a presentation.

2.5 Self-efficacy and Speaking Anxiety

Many studies over the past few decades have pointed to anxiety as one of the most important feelings to keep in mind while learning a second or foreign language (Brown, 1987; Chastain, 1976; MacIntyre & Gardner, 1991). Different meanings may be used, but they all refer to anxiety as an uncomfortable mental state characterized by feelings of stress and concern. Anxiety can have a devastating effect on any learning process, but it is especially detrimental to learning a second or foreign language, the acquisition of which is highly affected by a wide range of emotional variables. Bailey (1983), Cheng (1994), Chang (2001), Horwitz, Horwitz, & Cope (1986), MacIntyre (1991), and Onwuegbuzie (et al., 1999), to name a few. According to Liu (2007) and Liu and Jackson (2008) research, students' desire to speak in class is negatively impacted by foreign language fear. Anxiety is caused by variables such as a poor vocabulary, a poor command of the English language, and memory disassociation, in light of the results of the two studies. As a result, Educators of foreign languages should be sensitive to their students' fears of public speech and give support when necessary. Tsiplakides and Keramida (2009) also found that students in ESL programs experience communication difficulties due to worries about being judged harshly and a lack of confidence in their own abilities. Making public speeches, role-playing, and describing terms are thus identified by Koch and Terell (1991) as some of the most anxiety-inducing factors in the classroom.

2.6 Self-efficacy, Teacher Support, Classmate Support

Each student has unique needs for intrinsic motivation, and self-determination theory suggests ways teachers can meet these needs naturally as students' progress through their education (Niemiec & Ryan, 2009). The social environment and its attributes play a significant role in meeting these basic requirements. Learners tend to participate in learning when they believe their fundamental psychological needs are being addressed. Reeve (2013) and Skinner and Pitzer (2012) suggest that educators may help students engage by focusing on creating empathetic interactions (which foster relatedness), appropriate structure (which supports competence), and student liberty (which promotes initiative) Various research has shown that elements of teacher support which including caring interactions, ideal organization, etc., increase student involvement (Wentzel, 2009; Murray & Greenberg, 2000; Stipek, 2002). Turner et al. (2014) discovered that when instructors were trained on fundamental motivational requirements as described in self-determination theory and Brophy's (2008) definition of purposeful learning, teachers were able to boost student engagement. This is a delightfully realistic instance of educator impact. Self-efficacy is a significant indicator of teacher support, as shown by the existing literature and previous studies.

Another element examined in this study in connection to self-efficacy is classmate support. As was mentioned, the majority of self-determination theory study has focused on how teachers can best help their pupils meet their needs for autonomy, relatedness, and competence, while the impact of peers has been largely ignored. Cairns & Cairns (1994) put forward that when adolescents interact with their peers in a school or

classroom environment, they create standards, organizations, and protocols that guide and order behavior. Moreover, interaction among classmates is a complicated social experience in which social prominence and admittance into groups of friends and larger social structures can have an impact on learning and the entire classroom experience (Farmer et al., 2011). Existing research on the relationship between self-efficacy and classmate support is limited. According to these studies (Osterman, 2000; Suárez, 2019; Villegas-Puyod, 2020), there appears to be a positive correlation between self-efficacy and peer support. As this study analyzes the mediating impact of teacher and classmate support on the link between test self-efficacy and speaking anxiety in a multiple mediator model, the predictive role of self-efficacy on teacher and classmate support must be assessed.

2.7 Teacher Support, Classmate Support as Mediators

Public speaking is one of the most widespread anxieties among people across all areas of life (Pryor et al., 2005). Furthermore, sometimes, expert public speakers experience apprehension when addressing an audience. According to a survey conducted by Chapman University in 2014, "*fear of public speaking*" is one of the leading concerns among American adults. According to Wrench et al. (2008), speech anxiety is a combination of internal and external factors, including the environment, that induces fear in a speaker and hinders their ability to communicate verbally effectively. An expanding corpus of research on perceived teacher support in the school context tends to correlate with student self-efficacy, which is associated with academic success, decision-making regarding careers, and learner well-being. (Brewster & Bowen, 2004; Fredriksen & Rhodes, 2004; Suldo et al., 2009). Nevertheless, the processes via which social settings (e.g., peer and teacher support) impact distinct characteristics of self-efficacy remain unknown in Turkish-speaking anxiety literature since previous studies have not fully addressed this link. In the current research, it was hypothesized that students would experience less anxiety when giving presentations if they believed in their own abilities to teach. Self-efficacy has been found to be an important factor in reducing students' fear of public speaking in EFL classrooms, where it has been found to have a significant positive effect. (Akkakoson, 2016; Charoensukmongkol, 2019; Kasbi & Shirvan, 2017; Mede & Kararmak, 2017; Shorna & Suchona, 2019; Woodrow, 2006). Although there is a wealth of study on the link between self-efficacy and English-speaking anxiety, gaps in this literature have hampered the implementation of this knowledge in nations with fewer resources, such as Türkiye. The connection between self-efficacy and speaking anxiety, in addition, the many mediators of teacher support and classmate support, is called into question, and three possibilities are proposed below.

     H1: Teacher support is positively associated with student self-efficacy.

     H2: Classmate support has a positive effect on students' self-efficacy.

     H3: In terms of speaking anxiety, learners with greater self-efficacy will experience less apprehension when communicating.

3. Methodology

3.1 Design of the Study
This study utilized the relational research paradigm. This method was utilized to determine the magnitudes of the variables used in the study (Creswell, 2011). The relational screening approach was used to investigate the function of teacher and classmate support as mediators in the link between self-efficacy and English-speaking anxiety.

3.2 Participants
The sample of this research consists of 61 females and 50 males; total of 111 students studying at English Teaching Department of Faculty of Education of Atatürk University in Türkiye during the autumn term of the 2021-2022 academic year. In the study, as 17 students left the answers to some questions blank, they were not included in the analysis (n:94). The participant group of this study was decided on the convenience sampling method.

3.3 Instruments
3.3.1 Classmate Support Scale (CSS)
Torsheim et al.'s scale with five items on a Likert scale was used to assess classmate support in the classroom. (2000). It was used to examine the competencies of classmate support during oral presentations in class. Cronbach's alpha for the total of the four items scored was 0.75. (Inchley et al., 2018). Higher scores on the classmate support measure showed more help from students.

3.3.2 Teacher Support Scale (TSS)
Teacher Support (Aldridge et al., 1999) was evaluated to what extent the teacher helps students, establishes relationships, trusts them, and how much they care about students. Fifteen items on a Likert scale from 1 to 5 have been included. The Teacher Support scale had acceptable internal consistency (Cronbach's alpha =.89) (Aldridge et al., 2013).

3.3.3 General Self-efficacy Scale (GSES)
Chen et al.'s (2001) eight-item scale was used to evaluate, and it contains eight items on a 5-point Likert scale. The self-efficacy scale demonstrated psychometric supremacy over other measures of general self-efficacy (Scherbaum et al., 2006). The higher the score on this scale, the greater the sense of comprehensive self-efficacy. According to prior research, Cronbach's alpha ranges between 0.85 and 0.88 (Chen et al., 2001).

3.3.4 English Speaking Anxiety Scale (ESAS)
It was measured with the Public Speaking Classroom Anxiety Scale (PSCAS) developed by Yaikhong (2012). The selected tool measures English-speaking anxiety during a public presentation in a language class. The scale includes seventeen items measured on a 5-

point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). In a prior study, the Cronbach's alpha value was 0.851. The scale consists of seventeen items measured on a 5-point Likert scale (Yaikhong & Usaha, 2012). Alpha values beyond 0.7 are generally accepted as acceptable and satisfactory (Cronbach, 1951; cited in Mohajan, 2017).

Before beginning the investigation, approval was sought from the researchers who created the scales.

3.4 Reliability of the Instruments

The coefficient of internal consistency of the scale was calculated to verify the dependability of the measuring tool. The Cronbach Alpha internal consistency coefficients for each item's variance are presented in Table 1.

Table 1: Cronbach Alpha Internal Consistency Values

Scale	Items	Cronbach Alpha
CSS	4	0,98
TSS	8	0,741
GSES	8	0,948
ESA	17	0,957

Table 1 demonstrates that the Cronbach Alpha values derived from the total scales are reasonably reliable. As a result, the total of the scale gave an adequate level of dependability.

3.5 Data Analysis

To assess the connection between the variables, a series of Pearson Correlations were run. The SPSS 22.0 software was used to compute arithmetic means, standard deviations, and Pearson correlation coefficients. The Amos 22.0 software was subjected to structural equation modeling analysis to investigate the mediating function of instructor and student assistance. In the study, a significance level of.05 was employed. The kurtosis and skewness values were evaluated to determine whether the data satisfied the assumption of normality.

Table 2: Normality Tests of the Distribution of the Data

Variables	Statistic	df	p	Mean	Median	Min.	Maks.	Skew.	Kurtos.
CS	0,328	94	0,00	9,42	12	1,25	16	-0,657	-1,011
TSS	0,277	94	0,00	25,63	26	24	28	-0,247	-1,343
GSE	0,159	94	0,00	15,29	16	8	24	0,156	-0,826
ESA	0,245	94	0,00	59,89	59	52	69	0,201	-0,881

First, erroneous (outlier) values in the data set were identified using a box-plot plot and the crossover of several questions. The data distribution was determined using the Kolmogorov-Smirnov normalcy test. As a result of the normal distribution study, when

the mean-median distance was near to 2, and the kurtosis and skewness were both less than 2, it was concluded that these scale values also fit the normal distribution. It was determined to employ normal distribution analyses for the investigation, which necessitated the application of appropriate parametric tests. (George & Mallery 2010).

3.6 Ethical Procedures

Atatürk University's Social and Human Sciences Ethics Committee approved this investigation before it was conducted (dated January 6, 2022, and numbered 01/6). The research presented no problems from a technical or social standpoint.

4. Findings

4.1 Relationships between Self-efficacy, English-Speaking Anxiety, Teacher support and Classmate Support and Descriptive Results

The level of association between students' self-efficacy, English-speaking anxiety, teacher support, and classmate support was calculated using Pearson correlation analysis. The variables were also subjected to descriptive statistical processes. Table 3 displays both descriptive and correlation data for the variables.

Table 3: Descriptive and Correlation Results Regarding the Variables

Variables	GSE	TS	CS	ESA
GSE	1			
TS	-.509**	1		
CS	.486**	-.225**	1	
ESA	-.502**	.616**	-.556**	1

*p<.001

Table 3 demonstrates a somewhat negative link between self-efficacy and teacher support (r= -.509, p.001) and speaking (r= -.502, p<.001). It demonstrates that self-efficacy and classmate support have fairly favorable and significant associations (r=.486, p<.001). Furthermore, the findings indicate a modest and significant association between teacher support and speaking anxiety (r= .616, p<.001).

It demonstrates a moderate and substantial negative connection between classmate support and speaking anxiety (r= -.556, p<.001).

4.2 Mediation Model
### 4.2.1 Measurement Model

A measuring model with four latent variables (self-efficacy, teacher support, friend support, and speaking anxiety) and 37 observable variables was developed. However, because the constructed measurement model did not operate, the variables that violated the normal distribution assumption were identified and eliminated from the data set. The model goodness of fit values could not be determined once all variables were normalized,

however, the intermediates from the process program were evaluated and substantial results were achieved.

4.2.2 The Analysis of the Mediator Role that Teacher Support Played in the Connection between Self-efficacy and Speaking Anxiety

Figure 1 shows how teacher support mediates the link between self-efficacy and speech anxiety.

Figure 1: The Mediator Role of Teacher Support in the
Relationship between Self-Efficacy and Speaking Anxiety
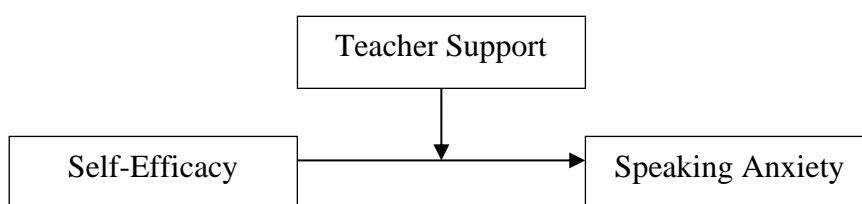
It was investigated if teacher support mediates the link between self-efficacy and speaking anxiety. Regression coefficient (b) values were provided to indicate the influence of each estimating variable on the outcome variable. P values and confidence intervals indicating the degrees of significance of the b coefficients are provided. To determine if there was an effect, the significance level of the b value of the interaction variable was examined. As a consequence, our teacher support variable was shown to have a mediating impact (R-sq=.81, b=-.49, 95 % CI (-.574, -.412), t=-12.12, p<.05).

The importance of the b value is clear because the p-value in the table is less than .05 and the confidence interval (CI) values do not include 0 (zero) values (see Table 4).

Table 4: Analysis Results of the Mediator's Role of Teacher Support
in the Relationship between Self-Efficacy and Speaking Anxiety

	Coeff(b)	S.H.	t	p	LLCI	ULCI
Constant	-212,99	19,47	-10,94	0,00	-251,67	-174,305
Self-Efficacy	12,54	1,05	11,92	0,00	10,451	14,631
Speaking Anxiety	10,61	0,734	-0,0376	0,00	-9,157	12,073
Interaction	**-0,4934**	0,04	-12,115	**0,00**	**-0,574**	**-0,412**

4.2.3 Analysis Results of the Mediator Role of Classmate Support in the Relationship between Self-Efficacy and Speaking Anxiety

Figure 2: The Mediator Role of Classmate Support in
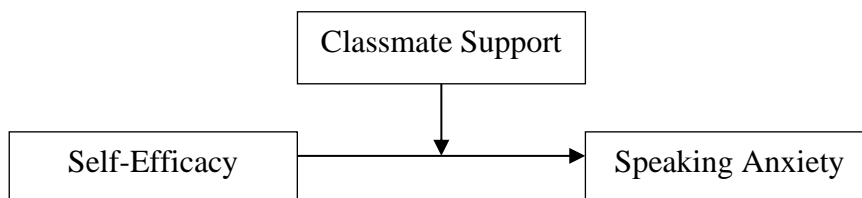the Relationship between Self-Efficacy and Speech Anxiety

Figure 2 depicts the mediating influence of classmate support on the link between self-efficacy and speaking anxiety.

The role of teacher support in mediating the connection between self-efficacy and speaking anxiety was investigated. Regression coefficient (b) values were provided to indicate the influence of each estimating variable on the outcome variable. P values and confidence intervals indicating the degrees of significance of the b coefficients are provided. To assess if there was an effect, the significance level of the b value of the interaction variable was examined. As a consequence, our friend support variable was shown to have a mediating impact (R-sq=.40, b=.06, 95 % CI (-.002).,.1203), t=1.904, p>.05).

The b value is not significant since the p-value in the table is bigger than .05 and the confidence interval (CI) values include 0 (zero) values (see Table 5).

Table 5: Analysis Results of the Mediator Role of Classmate Support
in the Relationship between Self-Efficacy and Speaking Anxiety

	Coeff(b)	S.H.	t	p	LLCI	ULCI
Constant	76.26	3,29	23,14	0,00	69,72	82,7906
Self-Efficacy	-0,801	0,27	-2,93	0,004	-1,343	-0,2596
Speaking Anxiety	-1,466	0,42	-3,414	0,0009	-2,318	-0,6143
Interaction	**0,058**	0,0309	1,904	**0,0597**	**-0,002**	**0,1203**

## 5. Discussion and Conclusion

The main purpose of this research was to test the hypothesis put forth by Gottfredson and Hirschi (1990) that support from teachers, classmates, and the individual's self-efficacy can all help reduce public-speaking anxiety. The research results are consistent with the first hypothesis. A favorable association between teacher support and self-efficacy was expected. The results indicated a positive and statistically meaningful connection. As a result, hypothesis 1 was validated. This is consistent with previous studies that found encouraging students to speak up in class helped reduce their speaking anxiety when learning English as a foreign language (Ansari, 2015; Tsiplakides & Keramida, 2009; Rafada, 2017; Villegas et al., 2020). Educators shouldn't pass judgment on their students, make them speak to each other against their will, or treat them poorly,

as stated by Ansari (2015). Ansari (2015) continues by arguing that teachers should be resourceful when looking for covert approaches to correcting student work.

Hypothesis 2 anticipated a favorable link between classmate support and self-efficacy. Results revealed a favorable relationship that was statistically significant. As a result, hypothesis 2 was validated. This finding is consistent with previous research indicating that support from classmates enhances self-esteem, so learners are motivated to experience a sense of group membership (DeWit et al., 2011; Mertens et al., 2021; Torsheim et al., 2000; Villegas et al., 2020).

The third hypothesis anticipated an adverse relationship between self-efficacy and anxiety about speaking. The result revealed a statistically significant negative association. Consequently, hypothesis 3 was validated. The findings are also in accordance with prior research indicating that self-efficacy helps learners manage their anxiety (Linnenbrink & Pintrich, 2002; Mede & Kararmak, 2017). The data revealed a statistically significant relationship between these factors. These findings suggest that students who received guidance from teachers and classmates developed a strong sense of self-efficacy, particularly with regard to the English public performance, which helped them effectively give their speech. Last but not least, the result was significant for the third study goal, which was to determine whether or not self-efficacy was associated with a decrease in speaking anxiety, especially before a classroom performance (see Figure 3).

Figure 3: The Mediating Roles of Teacher Support and Classmate Support
in the Relationship Between Self-Efficacy and English-Speaking Anxiety
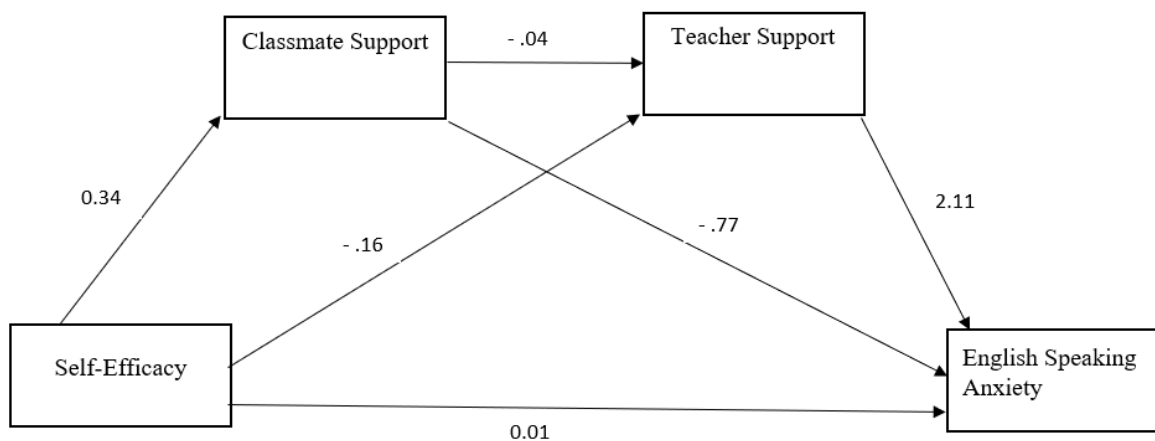
Note: Serial-multiple mediation of teacher support and classmate support in the relationship between self-efficacy and English-speaking anxiety with non-standardised beta values; *p < .05, **p < .001.

Students with greater self-efficacy scores reported feeling more secure and in command of their fears. These results corroborate those of earlier research showing a link between high levels of self-efficacy and lower levels of anxiety among students (Linnenbrink & Pintrich, 2002; Cryder et al., 2006; Fatemi & Vahidnia, 2013; Charoensukmongkol, 2009)

6. Limitations and Recommendations

Notwithstanding the study's achievements, there are a few drawbacks to the current study that should be discussed. Initially, this study was based on university students in an ELT department at a specific university. As a consequence, the findings may not be relevant to other teacher education settings. More testing for reliability and validity should be conducted. This subject may be studied quantitatively as well as qualitatively. Teacher confidence in their own abilities and their outlook on education can be studied over time with longitudinal studies. Additionally, experimental research may be conducted by putting the appropriate conditions to the test in order to develop self-efficacy and attitude.

Also, future research studies should explore mediators that may influence the link between students' self-efficacy and the quality of their presentations. For example, students whose linguistic skills are still developing often struggle to maintain concentration. Self-efficacy strategies, such as exposing students to native English speakers outside of class, have been shown to help students give more convincing public talks, so they may be an effective way to overcome these challenges. Based on previous studies showing that self-efficacy is beneficial and that modeling experiences can improve the quality of oral presentation, this study came to the conclusion that self-efficacy modeling could be used as another intervention to help students improve their English-speaking performance and boost their chances of success when studying English.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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