SELF-EFFICACY AND ENGLISH PUBLIC SPEAKING

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Due to China's booming economy and the interest aroused by national speaking competitions, English public speaking (EPS) is gradually gaining prominence and popularity, especially for university students. While self-efficacy is highly correlated with language performance in general (e.g., Chemers, Hu, & Garcia, 2001; Pajares & Graham, 1999; Sanders-Reio, Alexander, Reio & Newman, 2014), there is no instrument to measure English language learners' (ELLs) self-efficacy for EPS, and very little is known about self-efficacy and EPS performance specifically.

This dissertation aims at providing psychometrically sound instruments to measure ELLs' EPS self-efficacy and sources of EPS self-efficacy and investigating the relationship between EPS self-efficacy and EPS performances. To serve the above two purposes, two studies were conducted based on self-efficacy theory (Bandura, 1997).

The first study developed two new instruments: EPS Self-Efficacy Scale and Sources of EPS Self-Efficacy Scale. A four-factor solution for the first scale, identified by the exploratory factor analysis (EFA), was specified in the confirmatory factor analysis (CFA) in Sample A (N = 470). Another four-factor model for the second scale was also specified through EFA and CFA in Sample B (N = 270). Results helped support our hypothesis of EPS competences and self-efficacy theory. These two measures are good to use for practitioners and researchers to understand the formation and development of EPS self-efficacy and for further investigation of the role of EPS self-efficacy in language learning.

The second study postulated and tested against real data a hypothesized model of predictors to EPS performance to examine the relationships among student background characteristics (i.e., English language proficiency), theoretically postulated environmental sources of EPS self-efficacy, and, most pertinent to the present study, the relationship between EPS self-efficacy and EPS performance. Participants were 82 ELLs enrolled in a university-level EPS course in China. Both quantitative and qualitative methods were employed for data collection and analysis. Statistical data provided statistical evidence regarding hypothesized relationships among variables; descriptive data helped gain in-depth understanding of such relationships. Results added knowledge to self-efficacy theory in the EPS domain, provided a foundation for more robust models in other contexts, and supported EPS instructional practice.