

FOREIGN LANGUAGES AND VIETNAMESE

INVESTIGATION INTO THE SELF-EFFICACY OF THIRD-YEAR STUDENTS ON PROVIDING ORAL PEER FEEDBACK IN THE BLENDED SPEAKING CLASS AT HANOI UNIVERSITY OF INDUSTRY

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ABSTRACT: This study investigates the impact of self-efficacy on students' ability to provide oral peer feedback in a blended speaking class for English for Occupational Purposes (EOP) at Hanoi University of Industry. The research focuses on third-year students and explores how their confidence in giving feedback affects their participation and overall experience in the speaking course. The researcher administered online questionnaires to assess the students' self-efficacy in providing oral peer feedback. The study involved 65 students actively engaged in applying oral peer feedback techniques within their speaking class. The results revealed a significant correlation between self-efficacy and the students' ability to provide oral peer feedback. This suggests that students with higher confidence in giving feedback were more likely to actively participate. The study also found that self-efficacy plays a role in enhancing students' self-confidence and engagement in the speaking course. Students who felt comfortable giving feedback were likely to be more confident and more engaged in the overall learning process. The findings of this research highlight the importance of self-efficacy in fostering student participation and achievement in learning environments that utilize oral peer feedback. These results suggest that strategies to boost self-efficacy, such as training in feedback techniques and creating a supportive classroom environment, could lead to improved student performance in speaking courses.

KEY WORDS: Self-efficacy; oral peer feedback; blended speaking course; reaserch; strategy.

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1. Introduction

Effective communication, particularly oral fluency, is a crucial skill for academic and professional success. It is considered as a specific feature characterizing the level of speaking skills which manifests itself in the learner's ability to speak fluently, without unnecessary pausing (Polyakov & Tormyshova, 2014, p.168). Blended learning, with its mix of online and in-person classes, offers promise for language development. Oral peer feedback helps boost learning, critical thinking, and self-reflection. Giving feedback to classmates can be a powerful tool in speaking courses, but it only works well if students feel confident in their ability to do it effectively. Peer assessment involves students evaluating each other's work, and this can significantly boost their engagement in the course.

At Hanoi University of Industry's School of Languages and Tourism, teachers are trying new ways to encourage students to give feedback to each other in speaking classes. They create a supportive environment with activities like pair work, group discussions and presentations. While students may have the confidence to give feedback, some doubt their ability to provide helpful feedback or fear making mistakes during the process and struggle to express their thoughts clearly and concisely. This can lead to confusing or misunderstood feedback, hindering the effectiveness of the process. Previous research has established the importance of student self-efficacy in speaking courses. This study takes a further step by focusing on a specific speaking subject where oral peer feedback plays a central role. The focus of this study is to understand student confidence in providing

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and receiving oral peer feedback within this context.

2. Literature review

2.1. Self-efficacy

Albert Bandura (1997) indicates that “Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to produce given attainments”. He argues that self-efficacy is one's belief in one's ability to succeed in specific situations or accomplish a task. Their experiences also influence their views about how well they do in a particular task. Bandura (2006) also states that “The belief in one's capabilities to organize and execute the courses of action required to produce given attainments.” This definition emphasizes the specific nature of self-efficacy, tied to achieving particular goals or tasks. It is obvious that self-efficacy plays an important role in giving oral peer feedback.

2.2. Peer feedback

Peer feedback can be defined as “a communication process through which learners are sent into dialogues. That means feedback is a strategy that can be used to evaluate the performance done by the student, in oral terms related to performance and standards”. (Lui & Carless, 2006, p. 280).

Peer feedback is one of the feedback types one can use in the classrooms. This type of feedback enables students to gain the role of the teacher and take active part in giving feedback to each other (Stajduhar 2013:87). One of the main advantages peer feedback has is the fact that it makes it easier to exchange ideas for the students. This way, students do not only have to rely on the teacher's knowledge, but instead get to receive often useful information and opinions from each other. However, peer feedback does not work well in every situation. In some cases, peer feedback can be less trustworthy than the teacher's feedback. Moreover, students may not know how to give feedback properly, or are not motivated to do so. (Brown 2004).

Feedback from a peer is perceived as helpful, when it contains specific information on how to correct mistakes and continue learning. However, giving good feedback is tough. Research shows students find it uncomfortable and challenging (Hanrahan & Isaacs, 2001; Kaufman & Schunn, 2011). Therefore, preparing and supporting student teachers in providing clear, appropriate feedback is crucial (Hanrahan & Isaacs, 2001; Walker, 2015). Studies on unsupported feedback reveal a worrying trend: peers tend to conform and simplify their feedback over time, potentially neglecting important aspects (Nückles et al., 2005).

2.3. Influences of self-efficacy on giving peer oral feedback

The concept of self-efficacy plays a crucial role in how effectively students engage in peer oral feedback.

Positive Impact of High Self-Efficacy: Bürgermeister et al. (2021) indicates that student teachers with higher self-efficacy in assessing and giving feedback on learning strategies improved their feedback skills and confidence after repeated peer feedback sessions. It is clear that students exhibiting high self-efficacy in oral peer feedback demonstrated a more structured and constructive approach, focusing on strengths and offering specific improvement suggestions.

Challenges and development: Self-efficacy is dynamic and context-specific. Students' confidence in giving oral feedback can be influenced by factors like prior experiences, perceived difficulty of the task, and available resources (Chiri & Krampe, 2001). This highlights the need for training and support to enhance self-efficacy and feedback quality.

Strategies for Enhancing Self-Efficacy: According to Hanrahan & Isaacs (2001), providing clear guidelines and rubrics for feedback can empower students and boost their confidence in delivering constructive criticism. Supportive teacher guidance and opportunities for self-reflection on feedback experiences can help students develop effective feedback practices and improve their self-efficacy (Walker, 2015).

3. The present study

The purpose of this study is to look into the Self-efficacy of Third-Year Students on Providing Oral Peer Feedback in the Blended Speaking Class in the first term of the 2023–2024 academic year.

3.1. Research questions

1. How does students' self-efficacy relate to their ability to give oral peer feedback?
2. What do students influence from their peer assessment?

3.2. Methodology

The two study questions listed above were chosen as the major themes for a 5-Likert-scale survey questionnaire. The questionnaire is divided into four themes: Theme 1- Students' self-efficacy to achieve goals in giving oral peer feedback (question 1-3), Theme 2- Students' self-efficacy in giving oral peer feedback (question 4-10), Theme 3- Students' self-efficacy based on experiences in giving oral peer feedback (question 11-12), Theme 4- Students' self-efficacy based on their strategies in giving oral peer feedback (question 13-15) and Theme 5- Students' self-efficacy Towards the Influence of Peer Assessment (question 16-20). Since completing the survey online is the only need for doing this study, the researcher generated a URL for the questions. The responses of these 65 attendees are then exported to create the results.

3.3. Context and participants

This study sought to obtain students' self-efficacy in providing oral peer feedback in the first term of the academic year 2023–2024 in order to make some useful ideas for improvement. The data was collected and gathered by 65 third-year students who were chosen as research participants. They came from different classes at the Department of Automotive Technology, Hanoi University of Industry. Third-year students were selected because they have got familiar and adapted to the learning environment at university. Within this environment, undergraduates were thought to be more conscious, experienced and willing to participate in different in-class activities.

3.4. Data collection and analysis

During the first semester of the academic year 2023-2024, invitation emails containing a link to the survey questionnaires were sent to students of English for Automotive Technology 1. All students' personal information is kept anonymous, and the study's objectives were fully explained. No marks were given once the survey was finished; students participated in the study with their willingness and interest.

4. Results and discussion

The primary findings of the study are presented in this section, along with a discussion of the related data

4.1. Theme 1- Students' self-efficacy to achieve goals in giving oral peer feedback

Table 1. Students' self-efficacy to achieve goals in giving oral peer feedback

Students' self-efficacy to achieve goals in giving oral peer feedback	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly disagree (SD)
1. I believe I can accomplish my goal successfully in giving oral peer feedback.	24.6% (16)	36.9% (24)	16.8% (11)	13.9% (9)	7.8%
2. I believe I can handle any situation in giving my peer oral feedback.	18.5%	43.1%	12.3%	16.9%	9.2%
3. I believe in my ability to do well in giving oral feedback.	24.6%	40%	12.3%	18.5%	4.6%

For item 1- Goal-Oriented Confidence: Over 60% of students agree to demonstrate confidence in achieving their goals for providing oral feedback. This positive outlook can fuel motivation and

engagement in the task. Around one-third may have some doubts or uncertainties about their success, potentially benefiting from setting specific, achievable goals and visualizing positive outcomes. More than 7% of students who strongly disagree may experience significant anxiety or self-doubt regarding their ability to achieve their goals, highlighting the need for targeted interventions and confidence-building strategies.

For item 2- Situational Flexibility: Over 60% agree that they can adapt to different situations during oral feedback, suggesting resilience and resourcefulness in handling unexpected challenges. Over 12% may feel less confident facing unforeseen situations, potentially benefiting from practicing various scenarios and developing coping mechanisms for managing uncertainty. More than 26% may experience significant anxiety or apprehension in unfamiliar situations, necessitating tailored support and strategies for maintaining composure and adapting their approach.

For item 3- General Ability Belief: Nearly 65% have faith in their overall ability to provide effective oral feedback. This underlying belief in their competence is crucial for sustained motivation and effort. Over 12% of respondents show their neutral answers about their ability to perform good oral peer feedback. More than 22% may have significant negative self-perceptions regarding their abilities, requiring immediate and intensive support for building self-confidence and overcoming limiting beliefs. Rosaria (2017) stated that self-efficacy can affect motivation and behavior in performing something. Sharing the same view, a study by Yu and Yang (2018) demonstrated that students with high self-efficacy reported feeling more confident and comfortable providing oral peer feedback.

The findings from theme 1 indicate that the importance of self-efficacy is emphasized and shows a connection between high self-efficacy and increased motivation and comfort with giving oral peer feedback.

4.2. Theme 2- Students' self-efficacy in giving oral peer feedback

Table 2. Students' self-efficacy in giving oral peer feedback

Students' self-efficacy in giving oral peer feedback	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly disagree (SD)
4. I can handle my nervousness in giving oral feedback.	21.5%	38.5%	20%	12.3%	7.7%
5. Knowing that giving peer oral feedback does not make me nervous.	23.1%	35.4%	21.5%	10.8%	9.2%
6. I believe I can do well although my friends fail.	24.6%	41.5%	15.4%	9.2%	9.3%
7. I will feel more confident if my classmates tell me that I can give oral feedback.	26.2%	41.5%	15.4%	10.8%	6.1%
8. I will feel more confident if my lecturer tells me that I can give oral feedback.	24.6%	40%	18.5%	9.2%	7.7%
9. I do not give up easily by giving oral feedback.	23.1%	41.5%	20%	7.7%	7.7%
10. I am not worried about making mistakes in giving oral feedback.	21.5%	35.4%	18.5%	13.8%	10.8%

For item 4 which describes the self-reported ability of individuals to manage their nervousness when giving oral feedback to others, over 60% feel confident in handling their nervousness,

suggesting it's not a major obstacle for them. 20% remain neutral, neither comfortable nor uncomfortable with the situation. Nearly 20% experience some degree of nervousness, with a smaller portion feeling strongly anxious.

For item 5 - perceived lack of nervousness, over 58% of respondents strongly agree or agree that they do not feel nervous, indicating a high level of confidence in giving feedback to peers. Over 21% remain neutral, neither nervous nor confident. Less than 20% experience some degree of nervousness, with a smaller portion feeling strongly anxious.

For item 6 which measures the respondent's internal belief in their own ability to succeed in giving oral feedback: Over 66% demonstrate a strong internal belief in their own capabilities, suggesting they are not reliant on the success of others for their own confidence. This is a positive finding, as it indicates they are likely to approach the task with optimism and perseverance. More than 15 % remain neutral or unsure, potentially indicating some self-doubt or a wait-and-see approach. Over 18% may have doubts about their own abilities or be influenced by the performance of their peers. This group might benefit from targeted confidence-building exercises or focusing on their individual strengths.

For item 7 - Classmate Encouragement: Over 67% of respondents feel their confidence would increase with classmate encouragement, suggesting it's a significant motivator. According to Do'mnye and Murphey (2003), positive interaction and paying attention to one another could develop a higher level of motivation for learners. Over 15% of students are less reliant on this support, feeling confident regardless of classmates' opinions. Over 16% may feel hindered by classmate feedback.

For item 8 - Lecturer Encouragement: Approximately 65% find lecturer validation valuable for confidence, though slightly less impactful than classmate feedback. Over 18% show neutral responses about their confidence for their lecturer's feedback. Over 16% may prefer independent judgment.

For item 9 - Persistence: Nearly 65% of students demonstrate high persistence in oral feedback situations, suggesting resilience and willingness to overcome challenges. One-fifth of students may require more support or experience confidence fluctuations. Around 15% may struggle with persistence and require additional strategies for motivation. Al-Hassan and Shihadeh (2020) also indicated that students with higher self-efficacy participated more actively in peer feedback sessions

For item 10 - Mistake Tolerance: Over 56% of students are comfortable with making mistakes, indicating a positive attitude towards learning and improvement during feedback. Over 18% may have some concerns about mistakes, potentially impacting their confidence or fluency. Nearly 25% may have significant anxiety about making mistakes, requiring targeted support for error management.

Overall, the findings suggest that while many students feel comfortable with oral peer feedback, there's room for targeted interventions to address anxieties and self-doubt in a significant portion of the student population. Additionally, leveraging peer and instructor encouragement can further enhance overall confidence and motivation.

4.3. Theme 3- Students' self-efficacy based on experiences in giving oral peer feedback

Table 3. Students' self-efficacy based on experiences in giving oral peer feedback

Students' self-efficacy based on experiences in giving oral peer feedback	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly disagree (SD)
11. I am still confident although I fail in my previous oral feedback performance.	24.6%	40%	16.9%	12.3%	6.2%
12. I become more confident if I succeed in my previous oral feedback performance.	30.8%	53.8%	15.4%	1.5%	1.5%

For item 11- Resilience after Failure: Approximately 65% demonstrate resilience and confidence after previous failures in oral feedback, suggesting they can learn from mistakes and bounce back. Nearly 17% may struggle with confidence after failure, potentially requiring additional support or strategies for self-evaluation and improvement. Over 18% may experience significant anxiety or discouragement after failure, highlighting the need for targeted interventions to build resilience and prevent negative self-talk.

For item 12 - Confidence Boost from Success: Nearly 85% show a significant increase in confidence following successful oral feedback experiences. This positive reinforcement loop can be beneficial for motivation and continued engagement. Over 15% are less reliant on past success for confidence, likely relying on internal validation or focusing on the current task. 3% may even experience pressure or anxiety after success, potentially highlighting perfectionist tendencies or the need for managing expectations. According to Kasch et al. (2023), he revealed a positive correlation between positive experiences with peer feedback and increased self-efficacy in giving oral feedback.

Overall, positive experiences with oral peer feedback can significantly boost confidence in most students. However, some students may need additional support to learn from failures and manage anxieties.

4.4. Theme 4- Students' self-efficacy based on their strategies in giving oral peer feedback

Table 4. Students' self-efficacy based on their strategies in giving oral peer feedback

Students' self-efficacy based on their strategies in giving oral peer feedback	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly disagree (SD)
13. I believe in the strategies I use to give my peer feedback orally.	23.1%	46.2%	20%	6.1%	4.6%
14. I have certain strategies to control my body movement while giving feedback.	26.2%	47.6%	21.5%	3%	1.7%
15. I have certain strategies to deliver my oral feedback to my peer	29.2%	32.3%	23.1%	9.2%	6.2%

For item 13 - Confidence in Feedback Strategies: Over 69.3% have faith in their chosen strategies for providing oral feedback, indicating a solid foundation for effective communication. 20% may be less certain or open to exploring new strategies, potentially benefiting from targeted guidance or skill development. Over 10% may lack confidence in their current approach, highlighting the need for personalized support and strategies for building self-efficacy.

For item 14 - Body Language Control Strategies: Nearly 74% actively manage their body language during feedback, suggesting intentional communication and awareness of nonverbal cues. Over 20% may not actively manage their body language or prioritize this aspect, potentially benefiting from training in nonverbal communication strategies. Nearly 5% may experience significant challenges with body language control, requiring tailored support and specific intervention techniques.

For item 15 - Feedback Delivery Strategies: Over 61% possess specific methods for delivering their oral feedback, suggesting they employ structured approaches for clarity and effectiveness. Over 23% may not have clearly defined delivery strategies or be more spontaneous in their approach, potentially benefiting from exploring different models and techniques. Over 15% may struggle with organizing their thoughts or communicating effectively, highlighting the need for targeted support in

structuring and delivering feedback messages. According to Ratih, R., Rustandi, A., & Febriani, B (2020), they also found a positive correlation between students' self-efficacy and their use of specific strategies while providing oral peer feedback.

Overall, using specific strategies for oral feedback can boost students' confidence. However, some students would benefit from guidance in exploring new strategies, managing body language, and organizing their delivery methods.

4.5. Theme 5 - Students' self-efficacy Towards the Influence of Peer Assessment

Table 5. Students' self-efficacy Towards the Influence of Peer Assessment

Students' self-efficacy Towards the Influence of Peer Assessment	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly disagree (SD)
16. Via peer assessment, I have learnt to actively listen to others' comments/opinions.	27.7%	44.6%	15.4%	10.8%	1.5%
17. I am aware of how to express my idea the most appropriately and effectively.	24.6%	49.2%	12.3%	9.2%	4.7%
18. I am aware of caring and understanding my peer's emotion before giving feedback.	21.5%	43.1%	18.5%	9.2%	7.7%
19. I have learnt how to give constructive comments	21.5%	53.8%	10.8%	7.7%	6.2%
20. I am able to express myself more clearly.	20%	50.8%	13.8%	9.2%	6.2%

For item 16 - Active Listening through Peer Assessment: More than 72% report improved active listening skills through peer feedback, suggesting this process effectively enhances communication abilities. Over 15% may not perceive a significant change or require additional strategies to fully integrate active listening into their feedback practices. Over 12% may not find peer feedback beneficial for active listening or require alternative approaches to develop this skill.

For item 17- Expressing Ideas Effectively: Nearly 75% feel confident in expressing their ideas appropriately and effectively during feedback, indicating strong communication skills. Over 12% may have room for improvement or benefit from specific strategies for clarity and conciseness in their feedback delivery. Nearly 14% may struggle with expressing their ideas effectively and require targeted support in communication skills development.

For item 18 - Empathy and Emotional Awareness: Nearly 65% demonstrate awareness of their peers' emotions before giving feedback, suggesting sensitivity and consideration for the recipient's feelings. Over 18% may need to prioritize empathy and emotional awareness in their feedback approach. Over 16% may benefit from significant intervention to develop emotional intelligence and sensitivity in their communication.

For item 19 - Constructing Feedback Comments: More than 75% report improved skills in providing constructive feedback after peer assessment, highlighting the effectiveness of this learning process. Over 10% may require further guidance or practice in formulating constructive feedback messages. Nearly 14% may struggle significantly with constructive feedback and require tailored support and specific strategies for improvement.

For item 20 - Clear and Expressive Communication: Over 70% feel they can express themselves more clearly after engaging in peer feedback, suggesting enhanced communication overall. Over 13% may still benefit from strategies for clarity and conciseness in their communication. Over 15% may

face significant challenges with clear communication and require targeted support to overcome these difficulties.

The findings demonstrate that peer assessment appears to be an effective tool for developing various communication skills in most students. However, a significant portion of students would benefit from additional support in areas like active listening, emotional awareness, and constructing constructive feedback.

5. Conclusion

With the case study at HaUI, this study helps to further understanding of applying peer feedback into the speaking course and highlights the importance of student self-efficacy in giving oral peer assessment. While many students feel comfortable with the practice, a significant portion experiences anxieties and self-doubt. Positive experiences and using specific feedback strategies can significantly boost confidence and engagement in the speaking class. However, some students require targeted interventions to address anxieties, develop strategies, and manage delivery methods. Additionally, instructors and peers can play a crucial role in further enhancing student confidence and motivation. Overall, peer assessment appears to be an effective tool for developing various communication skills in most students, but some students need additional support in areas like active listening and constructive feedback. By providing additional support in the areas mentioned above, educators can ensure a more positive and successful experience with oral peer feedback for all students.

The study has some limitations. Firstly, there were insufficient participants for the results to be widely extrapolated. There should be an additional questionnaire for the participating teachers to complete in order to obtain a comprehensive conclusion from the study, as well as interviews to provide both teachers' and students' perspectives on the questions. The limitations then allow for recommendations for larger-scale research on the self-efficacy of providing oral peer feedback in the future.

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Nghiên cứu lòng tự tin của sinh viên năm thứ ba về việc phản hồi bằng lời cho bạn học trong lớp kỹ năng nói tiếng Anh kết hợp tại Trường Đại học Công nghiệp Hà Nội

Tóm tắt: Nghiên cứu này khảo sát sự tác động của lòng tin vào khả năng cung cấp phản hồi bằng lời của sinh viên trong lớp tiếng Anh giao tiếp chuyên ngành (EOP) theo hình thức học kết hợp tại Trường Đại học Công nghiệp Hà Nội. Nghiên cứu tập trung khám phá mức độ tự tin của sinh viên năm ba khi đưa ra phản hồi ảnh hưởng đến sự tham gia và trải nghiệm của họ trong lớp học kỹ năng nói. Tác giả đã sử dụng bảng câu hỏi trực tuyến để đánh giá mức độ tin vào bản thân của sinh viên khi cung cấp phản hồi bằng lời. Nghiên cứu có sự tham gia của 65 sinh viên tích cực áp dụng các kỹ thuật phản hồi bằng lời trong lớp học kỹ năng nói. Kết quả cho thấy có mối tương quan đáng kể giữa lòng tin bản thân và khả năng cung cấp phản hồi bằng lời của sinh viên. Điều này cho thấy sinh viên càng tự tin khi đưa ra phản hồi thì càng có khả năng tham gia tích cực hơn. Nghiên cứu cũng chỉ ra rằng lòng tin bản thân đóng vai trò trong việc nâng cao sự tự tin và mức độ tham gia của sinh viên trong lớp học nói. Sinh viên cảm thấy thoải mái khi đưa ra phản hồi thường tự tin hơn và tham gia nhiều hơn vào quá trình học tập nói chung. Những phát hiện của nghiên cứu này nhấn mạnh tầm quan trọng của lòng tin bản thân trong việc thúc đẩy sự tham gia và thành tích của sinh viên trong môi trường học tập sử dụng phương pháp phản hồi bằng lời giữa các bạn cùng lớp. Kết quả nghiên cứu gợi ý rằng các chiến lược nhằm nâng cao lòng tin bản thân, chẳng hạn như đào tạo kỹ thuật phản hồi và tạo môi trường học tập hỗ trợ, có thể dẫn đến cải thiện hiệu quả học tập của sinh viên trong các lớp học nói.

Từ khóa: lòng tự tin; phản hồi bằng lời cho bạn học; lớp nói tiếng Anh kết hợp; nghiên cứu; chiến lược.