



Teaching Strategies Strengthening EFL Learners' Self-Confidence in Speaking Learning Dynamics

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ABSTRACT

Studies on effective speaking teaching strategies have caught mushrooming attention in these last two decades. This is not happening by incidental matters as globalized educationalists are still having arduous moments in devising more suitable, enjoyable, and relatable speaking learning strategies that can maximize EFL learners' self-confidence. According to previous researchers, self-confidence is one of the propelling factors enabling EFL learners to gain more advanced communication proficiency levels since they possess a higher level of preparedness in confronting a wide variety of challenging speaking learning enterprises. This small-scale library study employed a thematic analysis approach while analyzing a certain number of identical research results produced by prior 25 speaking investigations published worldwide. By utilizing this research method, the researcher can potentially yield more relevant, contextual, and comprehensible research outcomes due to an iterative data analysis conducted before initiating more specific research theme groupings. Based on the thematically categorized research results, second language educators can progressively inculcate robust speaking self-confidence among EFL learners upon the activation of more authentic and enjoyable speaking learning activities. More comprehensive delineations regarding these two speaking learning methodologies can be discerned in the ensuing parts of this research paper.

Keywords: speaking teaching strategies, self-confidence, EFL learners, library study, thematic analysis.

Introduction

Worldwide EFL learners are oftentimes judged and evaluated based on their existing speaking competencies. It can be also said that second language learners will be considered proficient target language academicians when they are adept at conveying their particular ideas, thoughts, and ideas through the means of meaningful communication enterprises to other interlocutors. Agustina (2019) theorizes that with the constant accompaniment of decent speaking proficiency levels, globalized EFL learners are more likely to attain more fruitful target language learning outcomes as they are skilled at interplaying their communication trajectories with a wide variety of efficient expressions, fillers, and strategies. For this reason, all modern educational institutions in this modernization age insistently require second language learners to possess a good command of speaking competencies from their early school ages. This demanding requirement takes place as second language learners expectantly hope to establish robust global communication connectivity with other native speakers in their prospective workplaces. When EFL learners succeed in mastering a higher level of English speaking skills, they will have broader opportunities to achieve more gratifying life achievements throughout their entire careers later as professional workforces. All of the above-elucidated conceptions are closely interlinked with Kumar et al. (2022) who strongly encouraged all second language educators to facilitate their learners' incessant speaking competencies growth by which they can progressively transform into more ingenious target language users in their school institutions and future working sites.

By nature, EFL learners should always be more persistent in advancing their speaking skills to the utmost growth. Meaning to say, EFL learners need to cultivate a higher degree of speaking learning motivation at the commencement of their regular speaking learning activities. The above-mentioned contention is supported by Mahmood (2023) believing that with an incessant companionship of long-term speaking learning motivation, EFL learners are more liable to continue varied challenging speaking learning enterprises residing within their daily speaking classroom vicinities. It is equally interesting to assert that a higher level of speaking learning desire cannot merely thrive through internal but also external factors such as friendlier communication environments, the use of authentic speaking learning materials, and supportive speaking learning appraisals imparted by language educationalists. All these meritorious speaking learning outcomes are in agreement with Rosmayanti et al. (2023) who highly recommend second language teachers all around the globe to start

prioritizing the constant utilization of positively sound and better-facilitated speaking learning activities for EFL learners to participate in which they have become more confident in uttering their specific arguments and perspectives to other learning community members. Alluding to EFL learners' speaking self-confidence, second language learners frequently experience a higher level of restlessness upon approaching their fellow learning companions to converse. Manifold factors are prompting this reluctant speaking learning behavior such as lack of speaking learning proficiency, being afraid of making unintended speaking mistakes, and not having enough courage to share their standpoints. Purwandari (2022) mentions three major factors avert EFL learners from participating proactively in their speaking learning daily basis; possessing underdeveloped speaking competencies, infusing uncontrolled speaking anxiety, and feeling not confident enough to disseminate their viewpoints to other learning counterparts.

Concerning all these aforementioned speaking learning obstructions, it is worth suggesting that globalized second language educators start incorporating stress-free and comfy speaking learning surroundings wherein EFL learners can vocalize their particular notions freely without feeling agitated whenever they make any kinds of speaking mistakes. This suggestion is tightly interwoven with Akbari and Sahibzada (2020) stating that it is of key importance for worldwide second language learning instructors to thoroughly ensure that their learners continuously engage in a vast variety of enjoyable, meaningful, and relaxing speaking learning dynamics during their academic journeys to transfigure into more mature, proficient, and confident target language speakers. The last variable having been mentioned before is the utmost limelight for EFL learners to gain more holistic speaking learning rewards after accomplishing a certain number of speaking activities. Self-confidence acts as one of the flawless patrons for EFL learners to become successful target language speakers. By continually flourishing robust self-confidence development, EFL learners can deliver the intended messages or information clearly to their targeted interlocutors. As a result, their communication enterprises can be labeled as successful ones since the desired information has been comprehensively addressed to the designated interlocutors. This commendable speaking learning outcome aligns with Pulford et al. (2018) theorizing that the fullest self-confidence can potentially act as one of the major driving forces for EFL learners to consistently showcase more outstanding speaking performances by which they successfully impart their desirable aspirations to other communication companions.

Through the presence of robust self-confidence, EFL learners are more prone to take more active parts in their daily speaking learning activities. What is interesting

from this belief is EFL learners ceaselessly inculcate a higher level of inquisitiveness to discover various beneficial strategies, resources, and tips that are advantageous in elevating their current speaking learning proficiency levels. Resultantly, self-confident speakers always thirst to practice their present speaking competencies to the utmost development without being told to by the language learning instructors. All these admirable speaking learning characteristics accord with Karsudianto (2020) averring that in the constant enlightenment of prolific self-confidence growth, EFL learners gradually shift into more life-long knowledge discoverers and persistent speakers in their daily speaking learning dynamics as they hold a higher level of certainty that by employing intensive speaking skills practice, their self-confidence and communication proficiency can be magnified to the fullest potential.

Five previous worldwide studies are delving more exhaustively into the essential role of self-confidence to reinforce EFL learners' self-confidence in these ever-changing speaking learning dynamics. The first study was conducted by Aprianoto (2023) uncovering that the majority of Indonesian EFL learners were highly desirous of finishing various types of speaking tasks promptly after being equipped with robust self-confidence growth wherein they could overcome various kinds of speaking obstacles hindering their conducive speaking learning processes. Limeranto and Bram (2022) unveiled that with incessant enlightenment of strong self-confidence, Indonesian EFL learners progressively shifted into more proficient target language speakers possessing a decent mastery of vocabulary levels, laudable pronunciation skills, and expansive knowledge of specifically assigned speaking topics. Mbato (2020) highly advocated second language educationalists in Indonesia's EFL teaching-learning contexts start immersing their learners in multiple speaking activities by which they learn extensively how to resolve various speaking learning barriers distracting their ongoing speaking learning enterprises. Pham et al. (2021) unfolded that Thailand university EFL learners have progressively turned into more well-rounded academicians after being armed with a higher level of self-confidence in which they could present their particularly-assigned speaking topics seamlessly to the targeted audience. In the last study, Waluyo and Rofiah (2021) strongly encouraged globalized second language educators to ascertain a sustainable development of their learners' self-confidence at the outset of speaking learning dynamics to enable them to become more astute speakers who are capable of presenting their designated presentations meaningfully to a varied audience. According to Crostwhaite et al. (2016), there are plenty of speaking teaching strategies harnessed to strengthen EFL learners' speaking self-confidence namely role-play, differentiated learning, technological-based learning, and learner-centered learning techniques. However, to

the best of the researcher's knowledge, the significance of all these aforementioned speaking learning strategies was not yet known whether they can serve as efficient means to strengthen EFL learners' self-confidence in modern speaking learning dynamics. Thus, the major purpose of this present small-scale qualitative study is to offer some meaningful options for globalized second language stakeholders to incorporate one of these speaking learning strategies in their speaking learning routines for the best purpose of actualizing more emotionally supportive speaking learning pathways to all second language learners. To meet the above-said study objective, the researcher attempted to give sensible responses to the following scientific inquiry: what are the potential speaking teaching strategies that can be instilled by second language educators to strengthen EFL learners' speaking self-confidence?

Methodology

The researcher commenced this small-scale qualitative investigation with the supervision of a library analysis approach. In the light of a library analysis approach, the researcher could potentially generate more relevant, contextual, and trustworthy research results intended for the betterment of the research fields being investigated. This meritorious study reward took place as the researcher conducted a repeated, conscientious, and comprehensive data analysis regarding the particularly yielded research results derived from prior scientific works. This general notion is confirmed by Klassen et al. (2012) articulated that with the proper immersion of a library analysis methodology, the researchers will have broader chances to produce more accurate, robust, and relatable research findings designated for the prospective advancement of specifically investigated research areas since they are insistently demanded to run an iterative data analysis processes toward all the already-published literary works to ascertain the intelligibility, relevancy, and accuracy of each single generated data. To fulfill the main nature of this present small-scale library investigation, the researcher selected 25 speaking teaching strategies studies ranging from 2015 to 2023 year. The last ten years of scientific studies are the topmost priority to bring about more freshly generated research findings that are in line with nowadays speaking learning needs, dynamics, and materials. These 25 speaking teaching strategies studies were derived from various reputable journal article platforms locally and globally such as Research Gate, Taylor & Francis, Lectura, EduLite, and Cordova. The concatenation between local and global journal platforms was stipulated before the researcher embarked on this small-scale library study to bring about more thoughtful and insightful research results for globalized second language educators. To a lesser extent, there were two probable beneficial values attained by ELT stakeholders after the accomplishment of this study. Firstly, globalized second language educationalists can progressively turn

into more resourceful speaking learning facilitators after discerning the approaching research results yielded by this study. This advantageous merit can potentially happen since worldwide second language educators will have more variegated speaking teaching strategies in their pedagogical kits, particularly when the previously applied speaking teaching methodologies did not run well. Secondly, second language teachers will be more successful in promoting better-facilitated speaking learning circumstances to EFL learners. This coveted speaking learning outcome is more likely to occur as speaking learning instructors no longer rely heavily on conventional but also modern speaking teaching approaches to be further implemented in their daily-based speaking learning vicinities. In the data analysis processes, the researcher also incorporated a thematic analysis. With the support of a thematic analysis, the researcher could produce more comprehensible research results for the designated research stakeholders. This meritorious methodology value is not happening by the incident as in the thematic analysis, the researcher clustered all the already-deciphered findings into some major-specific themes. To better actualize the main core of this analytical research methodology, the researcher synchronously applied an open-coding approach upon commencing the data subdivision processes. An open-coding approach played a crucial role in ascertaining the credibility of each thematically-categorized research result since the researcher subsumed all the identical research findings into some particular themes intended to minimize data confusion and bias that may usually co-occur in qualitative research types.

Findings and Discussions

After conducting an in-depth thematic analysis with the assistance of an open-coding approach, the researcher eventually deduced two major specific themes as follows: (1) Authentic speaking learning activities can corroborate EFL learners' speaking self-confidence and (2) pleasurable speaking learning dynamics can cultivate a higher level of self-confidence among EFL learners. More exhaustive and comprehensive research results depictions can be observed in the subsequent lines.

Theme 1: Authentic Speaking Learning Activities Can Corroborate EFL Learners' Speaking Self-Confidence

Theme 1	Researchers
Authentic speaking learning activities can corroborate EFL learners' speaking self-confidence	Afzalimir and Safa (2021); Aprianoto (2023); Listyani and Kristie (2018); Ibrahim and Shahabani (2020); Limeranto and Bram (2022); Mahdi (2015); Miranda and Wahyudin (2023); Muin and Aswati (2019); Safar (2018); Rahayuningsih (2022); Shofwani et al. (2019); Su (2021).

It is interesting to briefly note that second language educators all around the globe need to bring about authentic speaking learning activities to substantiate EFL learners' speaking self-confidence. One of the tangible examples of authentic speaking learning dynamics is a collaborative learning activity. Amidst the constant implementation of collaborative learning activities, globalized EFL learners can progressively transform into more confident target language speakers. This rewarding speaking learning outcome takes place since collaborative learning activity allows rewarding communication learning trajectories for EFL learners to acquire richer speaking skills, strategies, and experiences through mutual collaborative networking with other capable learning companions. The above-acknowledged contention is consistent with Aprianoto (2023) avowing that with an incessant deployment of collaborative learning activities, EFL learners will learn extensively on how to become more fluent, confident, and competent target language communicators by which they establish mutual knowledge interchange with other entrusted learning community members. Furthermore, small-group discussion activities are arguably phrased as beneficial speaking learning pathways for EFL learners to develop their speaking self-confidence to the fullest potential. The major driving force for this advantageous value to happen is all group members are highly desirous of addressing supportive speaking learning assistance to others until they master the desired communication proficiency areas. Listyani and Kristie (2018) strongly advocated worldwide second language educationalists to start equipping EFL learners with the proper incorporation of small-group discussion activities in which they learn a lot to enrich other learning members' understanding by disseminating a wide variety of useful speaking knowledge, skills, and tips. Another authentic speaking learning activity that second language educators can further utilize to fully maximize EFL learners' self-confidence in their daily communication enterprises is the employment of public speaking. Although it seems to be one of the daunting and most eluding activities, public speaking activities can potentially grant varied meritorious values for the significant advancement of EFL learners' speaking self-confidence. EFL learners who have participated in public speaking activities tend to display more robust self-confidence as they are aware of how to present their specifically assigned speaking topics interestingly, logically, and clearly

to the targeted audience. This advantageous learning benefit is subsequently confirmed by Ibrahim and Shahabani (2020) averring that after being immersed in insistent public speaking activities, EFL learners are prone to speak confidently in front of other classroom learning members since they are cognizant of how to explicate their particular standpoints intelligibly and critically.

In a similar vein, a socio-affective strategy can concurrently act as one of the decent patrons for EFL learners to transfigure into more confident second language users. One of the explicable reasons relating to this viewpoint is EFL learners can stipulate a vast range of strategies, solutions, and resources working best with their currently situated speaking learning dynamics. Simply speaking, a socio-affective strategy aimed to turn EFL learners into more seasoned decision-makers and ingenious problem-solvers where they can resolve their particular communication obstructions meaningfully and independently. Muin and Aswati (2019) have likewise emphasized on the crucial importance of cultivating a socio-affective strategy at the commencement of modern-speaking learning enterprises where EFL learners are more capable of determining the most applicable solutions, strategies, and sources matching with their present communication dynamic conditions. Lastly, an autonomy-supportive teaching methodology is also responsible for constructing a higher level of speaking self-confidence among EFL learners. As called by its name, an autonomy-supportive teaching approach commissions EFL learners to become more proactive and self-reliant knowledge seekers by discovering various kinds of information or knowledge relatable to their current speaking learning contexts. By habituating EFL learners to this transformative learning behavior, they will become more accustomed to becoming more inquisitive academicians who always thirst to quench their curiosity whenever they encounter something novel or perplexing in their daily speaking classroom circumstances. The above-explained contention affirms the previous research result from Rahayuningsih (2022) highly prompting second language-speaking learning instructors to start making the utmost prioritization of an autonomy-supportive teaching method before embarking on the real-time speaking learning processes in which EFL learners will progressively shift into life-long knowledge discoverers and persistent academicians.

Theme 2: Pleasurable Speaking Learning Dynamics Can Cultivate a Higher Level of Self-Confidence among EFL Learners

Theme 2	Researchers
Pleasurable speaking learning dynamics can cultivate a higher level of self-confidence among EFL learners	Abdullah et al. (2021); Arianto et al. (2023); Gabejan (2021); Hayaramae and Worasurt (2020); Karsudianto (2020); Kumar et al. (2022); Muqorrobin et al. (2022); Pham et al. (2021); Rokhman et al. (2020); Rosmayanti et al. (2023); Sugianto (2020); Tifani et al. (2019); Utomo and Bastiar (2020).

It is evident in this theme that second language educationalists should promote favorable speaking learning dynamics that are believed to trigger the terrific escalation of self-confidence among EFL learners. One of the valuable speaking learning strategies to be applied to release this coveted communication learning objective is the flipped classroom approach. Through the flipped classroom approach, EFL learners are more likely to feel more comfortable, safer, and courageous in addressing their specific opinions to other learning counterparts. These admirable speaking learning characteristics are well-resided since EFL learners can record their voices without being seen by others. As a result, they have a higher degree of willingness to talk more since there are scant peer distractions commonly presented in physical classroom surroundings and minimum foreign language anxiety as they no longer expound their arguments in the presence of other learning community members. All these explications are in harmony with Abdullah et al. (2021) who believe that in the continual enlightenment of flipped classroom learning models, passive EFL learners are progressively transforming into more proactive speaking learning participants since they do not have to physically encounter their teachers and classmates like they used to deal with before during taking part in onsite speaking classroom environments. In some speaking learning occasions, it has been a public secret that EFL learners decide to make an earlier departure from their existing speaking learning activities due to the incompatible speaking learning topics addressed by their instructors. Thus, differentiated instruction strategy plays a major key role in diminishing this demotivating speaking learning behavior as second language teachers conscientiously design a wide array of daily communication lessons in line with their learners' particular speaking learning needs, interests, and preferences. When EFL learners' speaking learning aspirations are fully fulfilled, they will be more motivated to ceaselessly take part in various speaking activities. Due to the installment of this robust speaking learning intention, EFL learners are more likely to attain more gratifying speaking learning rewards. Arianto et al. (2023) confirm that a differentiated instruction strategy is important in the long-term processes of ingraining a stronger sense of EFL

learners' speaking self-confidence and assuring more fruitful speaking learning outcomes attainment by which language learners experience a higher degree of speaking learning enjoyment owing to the harmonization of their speaking learning needs, preferences, and interests. In a similar vein, it is vitally essential for EFL learning instructors all around the globe to make use of role-play activities in their habitual classroom situations to outstandingly elevate EFL learners' self-confidence. With the continuous accompaniment of role-play activities, EFL learners can become more open-minded academicians as they are constantly mingling with other learning companions instilling distinctive perspectives with them. While participating in role-play activities, EFL learners will be more skilled at resolving various taxing speaking learning hindrances together as one solid group. As a result of this action, EFL learners can successfully reach their designated speaking learning objectives. An identical research result is synchronously acquired by Hayaramae and Worasurt (2020) unveiling that Thailand EFL learners have gradually turned into more easy-going, collaborative, and helpful learning companions for other struggling learning community members after having been exposed to role-play activities wherein they are adept at overcoming varied speaking learning conflicts, issues, and barriers.

It is worth revealing that mingling games also play another pivotal role in developing EFL learners' speaking self-confidence to the fullest potential. This meritorious speaking learning benefit can potentially occur since EFL learners are strongly encouraged to practice their existing speaking competencies to more advanced levels after discerning other outstanding communication performances showcased by other capable learning companions. With the limelight of mingling games, EFL learners feel less pressurized and stressed compared to joining other formal speaking learning activities as they are deliberately allowed to not feel embarrassed while making various kinds of mistakes during the practices. The aforesaid conception concurs with Karsudianto (2020) who highly recommended globalized EFL learning instructors apply mingling games in their daily classroom basis where EFL learners insistently undergo more positively-sound and anxiety-free communication enterprises since they do not feel unrighteous while performing any kind of speaking learning drawbacks. In the end, the continual utilization of technological-based learning platforms is equally crucial to be internalized in modern-speaking learning activities. One of which is through the use of Instagram. This renowned social media can play a major driving force for EFL learners to ascertain more prolific cultivation of their speaking self-confidence. To make it truly happen, second language educators can intentionally ask EFL learners to post their most likable pictures in their daily posts and encourage other learning counterparts to give likes as

well as comments to their reels. By embodying this action, EFL learners' personal speaking learning interests are more likely to significantly increase since they explicate all the opinions, thoughts, and perceptions that are harmonious with their current life events. This critical viewpoint strengthened the prior finding of Utomo and Bastiar (2020) unfolding that the majority of EFL learners feel extremely motivated to produce extensive utterances in their daily-based speaking learning activities after being enabled to give detailed explanations concerning already-posted pictures displayed in their Instagram.

Conclusion and Recommendations

Taken together, it can be eventually concluded that the significant escalation of worldwide EFL learners' speaking self-confidence is not an improbable mission to be further actualized in the impending communication enterprises. The precise and constant intermission of authentic and enjoyable speaking learning vicinities can truly make this longing aspiration happen in our habitual speaking classroom environments. Authentic speaking learning strategies such as collaborative learning, small-group discussion, public speaking, socio-affective, and autonomy-supportive teaching can potentially allow globalized EFL learners to experience better-quality communication exposure as they acquire various beneficial speaking learning knowledge, skills, strategies, and experiences through employing modeling, coaching, and teamwork dynamics. On a similar note, enjoyable speaking learning activities like flipped classrooms, differentiated instruction, role-play, mingling games, and Instagram function to cultivate EFL learners' vibrant speaking learning motivation through various relaxing and stress-free communication trajectories. To better ascertain all these valuable speaking learning outcomes to matter most in the forthcoming communication dynamics, second language educationalists along with educational stakeholders are urgently advised to make a joint endeavor to redefine, refine, and rejuvenate the already-existed speaking learning curriculum accommodating all these ten main speaking learning strategies. By actualizing this suggestion, EFL learners will no longer perceive speaking as a tedious and laborious activity, yet they start to believe it as the stepping stone to success in their academic lives and prospective vocation. Although this small-scale library study can be one of the promising references for ELT stakeholders who are keen on searching for sophisticated, fun, and relevant speaking teaching methodologies in this modern age, the researcher thinks that it will be necessarily important to acknowledge a certain number of shortcomings intended for the significant betterment of the approaching investigations. Since this small-scale library study generally explored various numbers of useful speaking teaching strategies appropriate for modern speaking learning contexts, it is worth advising future

researchers to conduct a more exhaustive library investigation exploring one of these beneficial speaking teaching approaches. By doing so, EFL educators will notice particular advantageous benefits promoted by one of these speaking teaching methodologies about the particularly-situated second language communication exposure they are currently facing. As the results of library studies are ever-changing over time due to the degree of educational transformations recurring within ELT enterprises, it is of foremost importance for the prospective researchers to initiate demographic studies delving more profoundly into EFL teachers' and learners' perspectives on the frequently-harnessed speaking teaching strategies in their actual speaking learning surroundings. This initiative should be further executed to generate more generalizable research results applicable to various kinds of speaking learning modes.

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