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The interplay between pronunciation self-efficacy sources and self-efficacy beliefs: A structural equation modeling approach

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ABSTRACT

This study was conducted to find the association between pronunciation self-efficacy sources and pronunciation self-efficacy beliefs. It was quantitative in nature using correlational research design. A sample of 155 Malaysian ESL university students was selected from two Malaysian universities by employing proportionate stratified random sampling. Two questionnaires were used to collect the data related to pronunciation self-efficacy sources and self-efficacy beliefs. In order to analyze the collected data, the correlational analysis was carried out with a statistical software named Smart PLS 3.0. Findings indicated that all the self-efficacy sources were significantly and positively correlated with pronunciation self-efficacy beliefs, except physiological state which was significantly but negatively correlated with pronunciation self-efficacy beliefs. Based on the outcomes of this study, implications for ESL instructors and educational policymakers were presented.

Keywords: English as a second language (ESL); pronunciation self-efficacy beliefs; self-efficacy sources;

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INTRODUCTION

Ever since Bandura (1997) offered the concept of self-efficacy, researchers have focused on apprehending the probable effect of learners' self-efficacy on their learning performance (e.g., Liem, Lau, & Nie, 2008; Pintrich & De Groot, 1990). Self-efficacy beliefs of learners can have an effect on several learning aspects including their choices while performing a task, amount of effort they apply, and the persistence they exhibit while facing challenges in learning tasks (Britner & Pajares, 2006; Kiran & Sungur, 2012). As specified by several researchers (e.g., Brown & Lent, 2006; Usher & Pajares, 2006), self-efficacy does not only exhibit a substantial effect on the academic accomplishments of learners but also their direction towards a future intended career. Besides, the previous literature indicated that out of all the psychological variables, self-efficacy was the most significant predictor of achievement (Artino, 2012; Klassen & Usher, 2010).

In the EFL/ESL context, several studies focused on the research regarding self-efficacy beliefs in all the four skills of English language. For instance, several studies are on listening self-efficacy (i.e., Rahimirad & Zare-ee, 2015; Taguchi, 2018; Todaka, 2017), on speaking self-efficacy (i.e., Idrus & Salleh, 2017; Kamaruddin & Zawawi, 2017), on reading self-efficacy (i.e., Aro et al., 2018; McLean & Poulshock, 2018), and on writing self-efficacy (i.e., Ekholm, Zumbrunn, &

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Conklin, 2015; Ruegg, 2018; Lichtinger, 2018). However, only a few studies, if any, have focused on English pronunciation self-efficacy.

Furthermore, based on the social cognitive theory presented by Bandura (1986), self-efficacy beliefs are originated among individuals from four sources, i.e., mastery experience, vicarious experience, verbal persuasion, and physiological state. Review of the previous literature indicated that the four self-efficacy sources were tested with several kinds of self-efficacy including learning self-efficacy (Arslan, 2012), performance self-efficacy (Arslan, 2013), ESL self-efficacy (Templin, 2011), English reading self-efficacy (Dawit, 2008), and English writing self-efficacy (Assegdew, 2011). However, there is a dearth of studies focusing on the association of English pronunciation self-efficacy sources and English pronunciation self-efficacy beliefs.

In Malaysian ESL context, various studies indicated that English pronunciation of Malaysian ESL learners was not up to the mark due to the reason that not enough emphasis was given to the teaching of English pronunciation in Malaysian classrooms (see Jayapalan & Pillai, 2011; Nair, Krishnasamy, & de Mello, 2006; Pillai, 2008; Rajadurai, 2006). The studies indicated the condition of Malaysian ESL students' pronunciation. However, there is a scarcity of studies regarding pronunciation self-efficacy in Malaysian ESL context. Also, Sardegna, Lee, and Kusey (2018) affirmed that there was a crucial need to conduct studies regarding pronunciation self-efficacy globally. It is evident from the aforementioned discussion and previous literature that there is a need to conduct a study in global as well as ESL context that provides significant insights for educational policy makers, teachers, and ESL learners regarding pronunciation self-efficacy sources and pronunciation self-efficacy beliefs. Thus, in order to fill this crucial literature gap, the current study was intended to determine the association between English pronunciation self-efficacy sources and English pronunciation self-efficacy beliefs among Malaysian ESL learners.

Self-efficacy beliefs and its sources

Bandura (1997) defines self-efficacy beliefs as persons' perceptions regarding his capabilities to carry out particular actions. Self-efficacy beliefs denote persons' subjective anticipations of and devotion to achieve the academic tasks at hand (Lau & Roeser, 2002). These subjective anticipations, in return, affect the effort and perseverance that individuals will apply in the behavioral dominion (Bandura, 1986). Previous studies indicate that individuals having high self-efficacy beliefs tend to perform better in academic tasks (Klassen & Usher, 2010; Usher & Pajares, 2008). For example, individuals who consider themselves as high self-efficacious learners while doing academic tasks generally exhibit greater interest, engagement, set superior aims, and relentlessly put greater strength while facing hurdles. On the other hand, low self-efficacious individuals could be at risk while doing academic activities, causing lower achievement and evading from arduous academic situations (Bong & Skaalvik, 2003).

Bandura (1986, 1997) proposes four sources from which self-efficacy beliefs among individuals are originated. The four hypothesized self-efficacy sources are as follows: mastery experience, vicarious experience, verbal persuasion, and physiological state. In simple terms, the first self-efficacy source, i.e., 'mastery experience' refers to the past experiences of the individuals regarding a particular task. Successes in the past could elevate the self-efficacy beliefs among individuals; however, failures can alleviate the self-efficacy level (Bandura, 1997). Also, mastery experience is considered as the most influential source of self-efficacy (Bandura, 1997; Usher & Pajares, 2008). The second self-efficacy source, i.e., 'vicarious experience' denotes to the observation of the performances of the other people present around an individual. Bandura (1997) affirmed in his social cognitive theory that when an individual observes a model performing any particular task well, the self-efficacy beliefs of an individual would get elevated. On the other hand, if the model performs poorly, the self-efficacy among an individual would be decreased. The third self-efficacy source, i.e., 'verbal persuasion' implies the feedback from the significant people in the life of an individual (Bandura, 1997). Social cognitive theory clearly explains that this feedback could be positive as well as negative in nature (Bandura, 1986, 1997). Both kinds of feedback affect the self-efficacy of an individual differently. For instance, the positive comments of the people about an individual's skill would increase the self-efficacy level; however, the negative criticism would decrease one's self-efficacy level (Bandura, 1986, 1997; Fenning & May, 2013; Usher & Pajares, 2008; Vallerand & Reid, 1984). Last but not least, 'physiological state' is the fourth self-efficacy source. It denotes fatigue, stress, and anxiety among individuals which consequently affects the self-efficacy beliefs of an individual (Bandura, 1986, 1997). Moreover, Corkett, Hatt, and Benevides (2011) explain that the main symptoms of anxiety, such as sweaty palms and abnormal heart beating pace, could give way to low self-efficacy beliefs among individuals.

Regarding the relationship between self-efficacy sources and self-efficacy beliefs in EFL/ESL context, the review of the past literature clearly indicated that there was a strong association between both variables. It is worth mentioning that the literature review in the current study focuses only on those studies which were conducted in ESL/EFL countries. Based on that, several studies focused on the relationship between self-efficacy sources and mathematics self-efficacy (Kaya & Bozdag, 2016; Ozyurek, 2005). For instance, Kaya and Bozdag (2016) piloted a study to determine the association between mathematics self-efficacy sources and science self-efficacy beliefs among 698 middle-school students in Turkey. The results revealed that all four mathematics self-efficacy sources were significantly

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and positively associated with science self-efficacy beliefs. In the same manner, Ozyurek (2005) found a positive and significant relationship between self-efficacy sources and mathematics self-efficacy except for vicarious experience among 292 Turkish high school students. Furthermore, some of the studies were conducted on the association between self-efficacy sources and science self-efficacy beliefs (Lin & Tsai, 2018). Lin and Tsai (2018) conducted a study on 390 Taiwanese high school students to determine the association between self-efficacy sources and science self-efficacy beliefs. The results showed that mastery experience, vicarious experience, and verbal persuasion were positively and significantly correlated with science self-efficacy beliefs. The physiological state showed a significant but negative association with science self-efficacy.

Moreover, several studies determined the relationship between self-efficacy sources and academic/learning self-efficacy. Arslan (2012) conducted a study on 1049 middle school students in Turkey. He found a significant and positive association between all the four self-efficacy sources and learning self-efficacy beliefs. Similarly, Arslan (2013) piloted a study on 984 secondary school students in Turkey. The objective of the study was to determine the association between self-efficacy sources and learning and performance self-efficacy beliefs. The findings indicated a significant association between four self-efficacy sources and self-efficacy beliefs. Moreover, Kudo and Mori (2015) conducted an experimental study involving pre/post research design on 163 middle school students in Japan. In his study, only two self-efficacy sources, i.e., mastery experience and vicarious experience were studied. The findings indicated that mastery experience significantly influenced the academic self-efficacy beliefs; whereas, the vicarious experience did not influence the academic self-efficacy beliefs of the EFL learners. Lastly, Lin (2016) piloted as a study to determine the relationship between self-efficacy sources and learning self-efficacy beliefs among 1073 Taiwanese university students, majoring in computing disciplines. The findings revealed a significant and positive association between all the four self-efficacy sources and learning self-efficacy beliefs.

Studies conducted regarding the relationship between self-efficacy sources and self-efficacy beliefs in English skills are limited. Aro et al. (2018) conducted an intervention study in which they introduced self-efficacy sources as an intervention. The results indicated that self-efficacy sources significantly influenced reading self-efficacy beliefs. Additionally, Dawit (2008) determined the relationship between self-efficacy sources and English reading and writing self-efficacy beliefs. The sample of the study comprised 106 Ethiopian university students. The findings indicated a significant association between all the four self-efficacy sources and reading and writing self-efficacy beliefs. Templin (2011) conducted a study to determine the association between self-efficacy sources and ESL self-efficacy beliefs among 130 ESL university students. The outcomes of the study found a positive and significant relationship between self-efficacy sources and ESL self-efficacy beliefs. Assegdew (2011) also found a positive significant association between three self-efficacy sources (i.e., mastery experience, vicarious experience, and verbal persuasion) and English writing self-efficacy beliefs among 138 Ethiopian school students. On the same line, the physiological state showed a significant but negative association with writing self-efficacy.

In the domain of English pronunciation, several studies were conducted on the relationship of pronunciation self-efficacy and pronunciation performance (Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand, 2013; Koosha, Ketabi, & Kassaian, 2011; Sardegna, 2012). In addition, regarding self-efficacy sources, researchers determined the relationship between self-efficacy sources and pronunciation performance (Yang, 2017), and between self-efficacy sources and public speaking skills (Zhang & Ardasheva, 2019). However, there is a lack of research regarding the relationship between pronunciation self-efficacy sources and self-efficacy beliefs. Thus, the current study is intended to fill this literature gap.

METHODS

The current study employed a quantitative research paradigm. Moreover, correlational research design had been used. According to Creswell (2005), correlational research design involves the relationship between two or more variables by employing statistical methods. Therefore, the current study intended to determine the association between English pronunciation self-efficacy sources and English pronunciation self-efficacy beliefs among Malaysian ESL learners. The research design of the current study is depicted in Figure 1.

Population and sample of the study

The population of the study was 513 first semester undergraduate students, majoring in English of two Malaysian government universities, located in Perlis state. According to Bartlett, Kotrlik, and Higgins' (2001) sample determination table, for the aforementioned population, the sample size ought to be 155. Moreover, in order to select the sample, proportionate stratified random sampling was employed.

Instruments

The current study employed two questionnaires to collect the data. 'English pronunciation self-efficacy sources scale' (refer to Appendix A) was used to gather the data related to perceptions of pronunciation self-efficacy sources. The scale was adapted from Usher and Pajares' (2009) scale named 'mathematics self-efficacy sources scale'. The adapted questionnaire consists of 24 items related to four self-efficacy sources, i.e., mastery experience (6 items), vicarious experience (6 items), verbal persuasion (6 items), and physiological state (6

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items). More specifically, items number 1 to 6 were related to mastery experience. Items number 7 to 12 were related to vicarious experience. Items number 13 to 18 were related to verbal persuasion. Lastly, items number 19 to 24 were related to the physiological state. 'English pronunciation self-efficacy scale' (refer to Appendix B) was employed to collect data regarding respondents' English pronunciation self-efficacy beliefs. It was adapted from a questionnaire named 'learner attitudes and motivations for pronunciation' (LAMP), developed by Sardegna, Lee, and Kusey (2014). The adapted English pronunciation self-efficacy scale comprises four items.

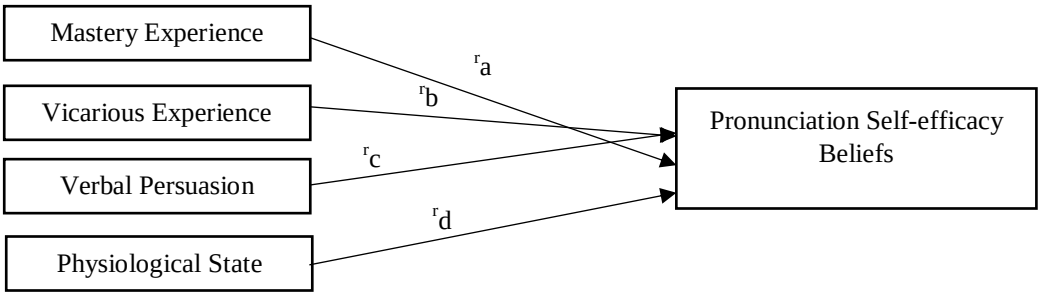

Figure 1. Research Design

ra= The correlation between mastery experience and pronunciation self-efficacy beliefs
rb= The correlation between vicarious experience and pronunciation self-efficacy beliefs
rc= The correlation between verbal persuasion and pronunciation self-efficacy beliefs
rd= The correlation between physiological state and pronunciation self-efficacy beliefs

Data collection procedures

The data collection process took two days. The researchers self-administered the questionnaires in the first university on 26th February 2019 and in the second university on 28th February 2019. Before administering the questionnaires, the students were explained all the items to avoid ambiguity. The respondents were given a time of half an hour to fill in both the questionnaires.

Data analysis

A two-phase method designed by Henseler, Ringle, and Sinkovics (2009) was used in the current study to present the PLS-SEM results. The first phase is called 'measurement model assessment' and the second phase is known as 'structural model assessment' (Hair Jr., Ringle, & Sarstedt, 2013). The suggested components in the two phases by Henseler et al. (2009) are listed by Hameed, Basheer, Iqbal, Anwar, and Ahmad (2018) as depicted in Figure 2.

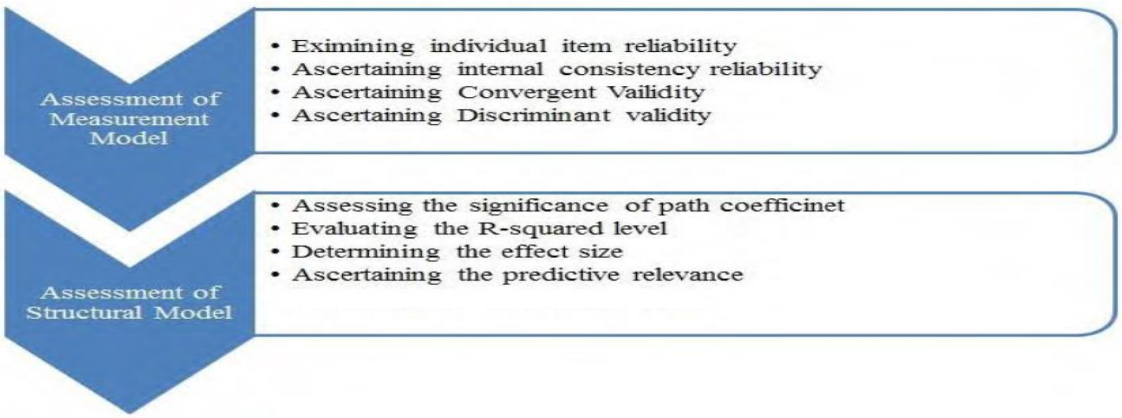

Figure 2. Two Step PLS-SEM (Hameed et al., 2018)

Measurement model

The assessment of measurement model requires the scrutiny of numerous entities comprising Cronbach's alpha, discriminant validity, composite reliability, factor loadings, and average variance extracted (AVE). Figure 3 and Table 1 illustrate the outcomes of the measurement model.

With the intention of assessing the measurement model, several entities were scrutinised including discriminant validity, average variance extracted (AVE), factor loadings, Cronbach's alpha, and composite reliability.

Pronunciation self-efficacy sources consist of four sources including mastery experience (ME), vicarious experience (VE), verbal persuasion (VP), and physiological state (PS). ME is gauged by six items (i.e., ME1, ME2, ME3, ME4, ME5. ME6). Also, VE is gauged by six items (i.e., VE1, VE2, VE3, VE4, VE5, VE6). VP is gauged by six items (i.e., VP1, VP2, VP3, VP4, VP5, VP6). Lastly, six items gauge PS (i.e., PS1,

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PS2, PS3, PS4, PS5, PS6). Moreover, pronunciation self-efficacy beliefs are gauged by four items (i.e., PSEB1, PSEB2, PSEB3, PSEB4).

The factor loadings of all the constructs are shown in Figure 3. According to Hair Jr., Black, Babin, Andersen, and Tatham (2010), the value of factor loadings ought not to be lower than 0.5 in order to establish convergent validity. In the current study, all the variables' factor loading values fulfill the aforementioned benchmark. More particularly, the values range from 0.73 to 0.94. Therefore, it can be concluded that convergent validity is established.

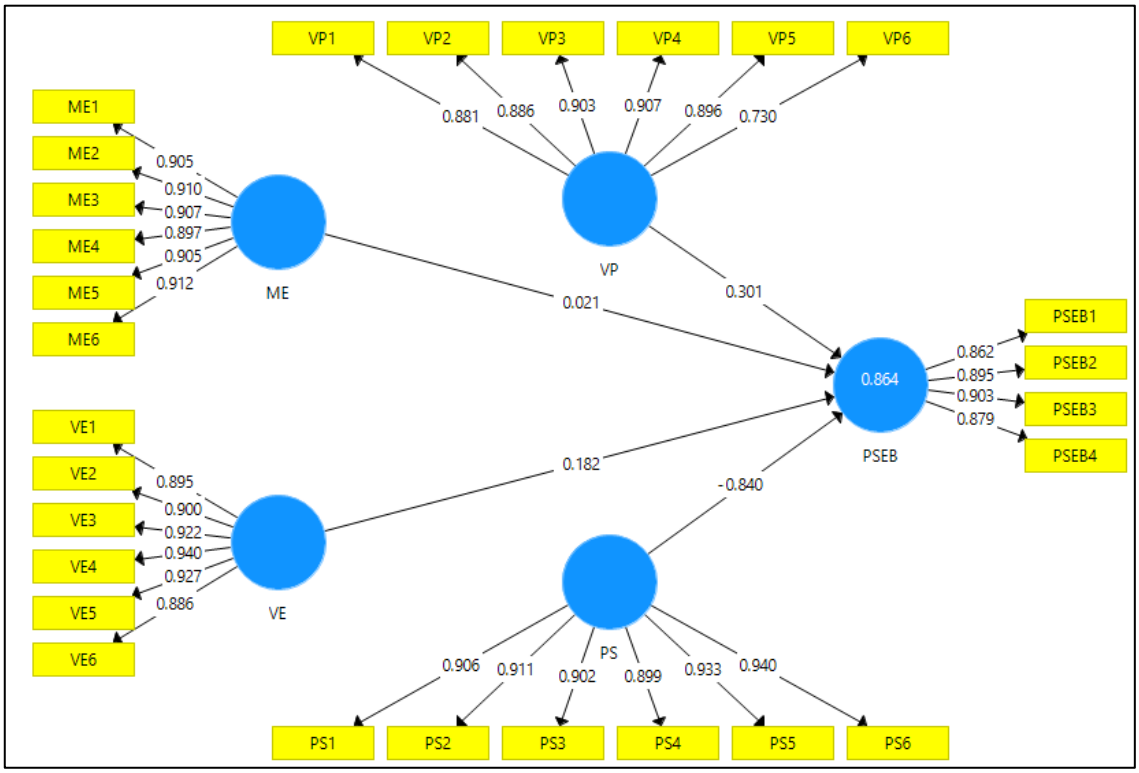

Figure 3. Confirmatory factor analysis

The values of AVE, Cronbach's alpha, and composite reliability are shown in Table 1. Regarding Cronbach's alpha benchmark, George and Mallery (2016) affirmed that it ought not to be lower than 0.7. In the current study, the Cronbach's alpha value ranges from 0.907 to 0.961. Moreover, regarding composite reliability's (CR) and AVE benchmarks, Fornell and Larcker (1981) asserted that the value of CR should be equal to or greater than 0.7 and the value of AVE should be equal to greater than 0.5. In the current study, the benchmarks of CR and AVE are achieved as shown in Table 1. Additionally, discriminant validity is achieved by means of Heterotrait-Monotrait Ratio (HTMT) method. The values of HTMT are shown in Table 2.

Table 1. Cronbach's Alpha, composite reliability and AVE

Variables	Cronbach's Alpha	rho_A	CR	(AVE)
ME	0.957	0.958	0.965	0.821
PS	0.961	0.961	0.969	0.838
PSEB	0.907	0.908	0.935	0.783
VE	0.959	0.96	0.967	0.831
VP	0.935	0.94	0.949	0.756

Structural model

In order to determine the influence of ME, VE, VP, and PS on PSEB, the structural model was assessed. Moreover, t-values and path coefficient values were considered in order to accept or reject the hypotheses.

Table 2. Heterotrait-Monotrait Ratio (HTMT)

	ME	PS	PSEB	VE	VP
ME					
PS	0.786				
PSEB	0.77	0.789			
VE	0.689	0.735	0.721		
VP	0.785	0.784	0.792	0.711	

Additionally, effect size (f^2), predictive relevance (Q^2) and R-Square (R^2) were also evaluated in the structural model. The current study included four hypotheses as shown in Figure 4 and recapitulated in Table 3. As the t-value of all the four hypotheses was greater than 1.96, all the four hypotheses were accepted. To put it in other words, all four self-efficacy sources were significantly correlated with pronunciation self-efficacy beliefs. Moreover, the effect size (f^2) is shown in Table 3. The effect size value is considered small if it is 0.02, medium if it is 0.15, and strong if it is 0.35. In the current study, ME has a small, VE and VP has a medium, and PS has a large effect size as shown in Table 3.

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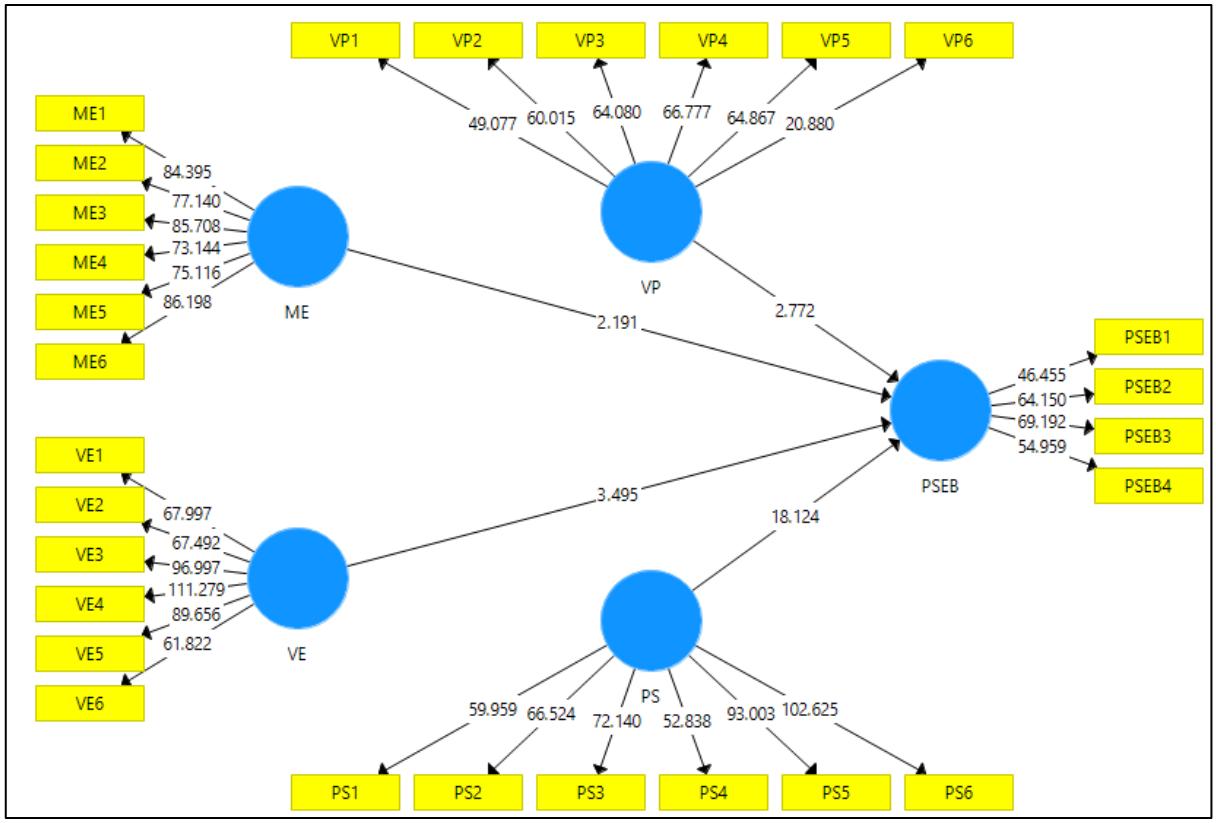

Figure 4. Structural model assessment

Table 3. Structural model assessment

Relationships	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	f^2
ME -> PSEB	0.021	0.027	0.0101	2.191	0.041	0.025
PS -> PSEB	-0.84	-0.84	0.046	18.124	0	0.362
VE -> PSEB	0.182	0.185	0.053	3.495	0.002	0.142
VP -> PSEB	0.301	0.308	0.109	2.772	0.006	0.151

The R^2 values is shown in Table 4. It indicates that all four self-efficacy sources impacted the pronunciation self-efficacy by 86%. Moreover, the values of predictive relevance (Q^2) are shown in Table 5. The value of Q^2 ought not to be less than zero (Henseler et al., 2009). In this study, the value of the Q^2 for PSEB is 0.628.

Table 4. R-Square (R^2) Value

Dependent variable	R Square
PSEB	0.864

Table 5. Predictive Relevance (Q^2)

	SSO	SSE	Q^2 (=1-SSE/SSO)
PSEB	712	264.522	0.628

FINDINGS AND DISCUSSION

The major objective of the current study was to determine the relationship between four pronunciation self-efficacy sources and pronunciation self-efficacy beliefs. The outcomes of this study indicated that all four pronunciation self-efficacy sources were significantly correlated with pronunciation self-efficacy beliefs. The findings of this study are in line with Bandura's (1986) social cognitive theory which affirms that all the four self-efficacy sources are predictors of individuals' self-efficacy beliefs. More specifically, mastery experience showed a positive and significant relationship with pronunciation self-efficacy with a t-value of 2.191 and β-value of 0.021. To put in simple words, the results indicated that Malaysian ESL students relied on their past pronunciation experiences to increase their pronunciation self-efficacy beliefs. This outcome is in line with several previous studies (Arslan, 2012; Britner & Pajares, 2006; Chen & Usher, 2013; Joët, Usher, & Bressoux, 2011; Kaya & Bozdag, 2016; Kiran & Sungur, 2012; Kudo & Mori, 2015; Lin, 2016; Lin & Tsai, 2018; Phan, 2012; Phan & Ngu, 2016; Tschannen-Moran & McMaster, 2009; Usher and Pajares, 2009). As mentioned above, mastery experience predicted pronunciation self-efficacy in the current study; however, the relationship was not as strong as the other three sources with pronunciation self-efficacy. This finding opposes the basic tenet of Bandura's (1986) social cognitive theory which asserts that out of all the self-efficacy sources, mastery

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experience is the most significant predictor of self-efficacy. This particular finding could be attributed to the speculation that Malaysian ESL students might have limited good experiences regarding their pronunciation in the past. As indicated by many researchers, limited emphasis is given to the teaching of English pronunciation in Malaysian classrooms (see Jayapalan & Pillai, 2011; Nair et al., 2006; Pillai, 2008; Rajadurai, 2006).

The second self-efficacy source, i.e., vicarious experience, was positively and significantly correlated with pronunciation self-efficacy (t-value= 3.495; β-value= 0.182). This finding implies that Malaysian ESL university students' self-efficacy beliefs were elevated by observing others' pronunciation performance. Numerous studies indicated that there was a positive and significant relationship between vicarious experience and self-efficacy beliefs (Arslan, 2012; Britner & Pajares, 2006; Chen & Usher, 2013; Hampton & Mason, 2003; Kaya & Bozdag, 2016; Lin, 2016; Lin & Tsai, 2018; Phan & Ngu, 2016; Tschannen-Moran & McMaster, 2009; Usher & Pajares, 2009).

Moreover, the third self-efficacy source, i.e., verbal persuasion, showed a significant and positive association with pronunciation self-efficacy (t-value= 2.772; β-value= 0.301). In simple terms, the current study's participants' pronunciation self-efficacy beliefs were boosted from the feedback of other people regarding their pronunciation skill. This outcome is consistent with past literature (Arslan, 2012; Britner & Pajares, 2006; Chen & Usher, 2013; Hampton & Mason, 2003; Joët et al., 2011; Kaya & Bozdag, 2016; Kiran & Sungur, 2012; Lin, 2016; Lin & Tsai, 2018; Phan, 2012; Phan & Ngu, 2016; Tschannen-Moran & McMaster, 2009; Usher & Pajares, 2009). Also, Woodrow (2006) emphasized that authentic and realistic feedback from teachers could elevate the students' self-efficacy, and as a result, they would put more effort into honing their pronunciation skill.

Lastly, physiological state showed a significant but negative association with pronunciation self-efficacy beliefs (t-value= 18.124; β-value= - 0.84). The findings indicated that lesser anxiety yielded higher pronunciation self-efficacy among Malaysian ESL students and vice versa. The findings are supported by Bandura's (1986) social cognitive theory as well as numerous past studies (Kaya & Bozdag, 2016; Yurt, 2014).

CONCLUSION

The findings of the current study could be beneficial for ESL pronunciation instructors and policymakers. The ESL instructors need to develop pronunciation self-efficacy among students from the four sources of self-efficacy as indicated by the findings of this study. Moreover, educational policymakers ought to incorporate the four self-efficacy sources into the English pronunciation pedagogy.

In spite of the numerous contributions, the current study has few limitations. Firstly, only quantitative approach was employed in the current study. By employing a qualitative research method, a deep insight regarding pronunciation self-efficacy could have been achieved. Secondly, the findings of this study are generalizable, but only to be viewed in the current population's context, i.e., Malaysian ESL university students, majoring in English.

By considering the findings of the current study, several suggestions could be presented to future researchers. As the current study found that mastery experience was not the strongest predictor of pronunciation self-efficacy beliefs, the future studies should be conducted by employing qualitative or mixed-methods research design to get a deeper insight regarding this unusual finding. Moreover, the future researchers ought to include other factors including gender, socio-economic status, and age to determine the relationship between self-efficacy sources and pronunciation self-efficacy beliefs. Lastly, the current study provided a baseline regarding the association between self-efficacy sources and pronunciation self-efficacy beliefs among university ESL learners. Thus, the future researchers should conduct research on different nature of the sample, i.e., school students, EFL learners, or non-English major students.

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Appendix A
Sources of English Pronunciation Self-efficacy Scale

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I make excellent grades on English pronunciation tests.	1	2	3	4	5
2.	I have always been successful with English pronunciation.	1	2	3	4	5
3.	Even when I try very hard to pronounce English words, I pronounce poorly.	1	2	3	4	5
4.	I got good grades in English pronunciation on my last report card.	1	2	3	4	5
5.	I do well on English pronunciation assignments.	1	2	3	4	5
6.	I do well on even the most difficult English pronunciation assignments.	1	2	3	4	5
7.	Seeing adults pronouncing English words well pushes me to pronounce better.	1	2	3	4	5
8.	When I see how my pronunciation teacher pronouncing English words well, I can picture myself pronouncing the words in the same way.	1	2	3	4	5
9.	Seeing peers do better than me in English pronunciation pushes me to pronounce better.	1	2	3	4	5
10.	When I see how another student pronouncing an English word correctly, I can see myself pronouncing the word in the same way.	1	2	3	4	5
11.	I imagine myself pronouncing challenging English words successfully.	1	2	3	4	5
12.	I compete with myself in English pronunciation.	1	2	3	4	5
13.	My pronunciation teachers have told that I am good at English pronunciation.	1	2	3	4	5
14.	People have told me that I have a talent for English pronunciation.	1	2	3	4	5
15.	Adults in my family have told me that I am good at English pronunciation.	1	2	3	4	5
16.	I have been praised for my ability in English pronunciation.	1	2	3	4	5
17.	Other students have told me that I'm good at English pronunciation.	1	2	3	4	5
18.	My classmates like to work with me regarding English pronunciation because they think I'm good at it.	1	2	3	4	5
19.	Just being in English pronunciation class makes me feel stressed and nervous.	1	2	3	4	5
20.	Doing English pronunciation practice takes all of my energy.	1	2	3	4	5
21.	I start to feel stressed-out as soon as I begin English pronunciation practice.	1	2	3	4	5
22.	My mind goes blank and I am unable to think clearly when doing English pronunciation practice.	1	2	3	4	5
23.	I get depressed when I think about learning English pronunciation.	1	2	3	4	5
24.	My whole body becomes tense when I have to do English pronunciation.	1	2	3	4	5

Appendix B
English Pronunciation Self-efficacy Scale

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I feel confident that people understand me when I talk in English.	1	2	3	4	5
2.	I think I can improve my English pronunciation on my own using online materials.	1	2	3	4	5
3.	I am satisfied with my English pronunciation progress this last year.	1	2	3	4	5
4.	I can acquire accurate English pronunciation if I practice.	1	2	3	4	5

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