

Language Self-Efficacy among Students in Private Higher Education Institution Via Online Communicative Language Teaching Approach

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ABSTRACT

This study determined the effectiveness of an Online Communicative Language Teaching (CLT) Approach in enhancing the language self-efficacy of first-year Bachelor of Science in Business Administration (BSBA) students at Philippine College Foundation Inc. A one-group pretest-posttest pre-experimental research design was employed involving one intact section of first-year BSBA students. Data were gathered using the adapted Language Self-Efficacy Questionnaire. The intervention consisted of a three-month Online Communicative Language Teaching program incorporating interactive discussions, role-playing, collaborative tasks, oral presentations, virtual debates, peer feedback, and other authentic communicative activities. Mean, standard deviation, and paired-samples t-test were used to analyze the data. The findings revealed that students' overall language self-efficacy improved from moderately high language self-efficacy to high language self-efficacy. Significant improvements were likewise observed in communicative ability, interactive strategy, and speaking confidence after the intervention. The paired-samples t-test showed a statistically significant difference between the pretest and posttest scores ($t = -4.249$, $p < .001$), leading to the rejection of the null hypothesis. The results indicate that the Online Communicative Language Teaching Approach effectively enhanced students' confidence in using English and strengthened their communicative competence. The study concludes that integrating learner-centered and technology-supported communicative activities into online English instruction can significantly improve students' language self-efficacy and support more meaningful English language learning experiences.

Keywords: Language self-efficacy, communicative language teaching, online learning, English language teaching, speaking confidence

INTRODUCTION

The ability to communicate effectively in English has become an essential competency for college students, particularly in higher education where English is commonly used as the medium of instruction and communication. English language proficiency influences students' academic performance, employability, and participation in global communication. However, many Filipino college students continue to experience difficulties in expressing themselves confidently in English despite years of formal language instruction. One of the factors that significantly influences language performance is language self-efficacy, which refers to learners' beliefs about their capability to successfully perform language-related tasks. Bandura defined self-efficacy as individuals' beliefs in their capabilities to organize and execute actions required to attain designated performances. According to Social Cognitive Theory, self-efficacy influences learners' motivation, persistence, resilience, and academic achievement. Students with high self-efficacy tend to engage more actively in learning activities, persevere through challenges, and demonstrate greater confidence in completing language tasks than those with lower self-efficacy (Bandura, 1997; Schunk & DiBenedetto, 2020).

Within the field of language education, language self-efficacy has received increasing attention because of its influence on learners' willingness to communicate, language anxiety, and language achievement. Research has consistently shown that students who possess higher language self-efficacy are more likely to participate in communicative activities, employ effective learning strategies, and achieve better language outcomes (Wang et al., 2021). On the other hand, students with low language self-efficacy often avoid communication opportunities, fear making mistakes, and exhibit limited classroom participation. Communicative Language Teaching (CLT) has long been recognized as one of the most effective learner-centered approaches for developing communicative competence. Unlike traditional grammar-focused instruction, CLT emphasizes meaningful interaction, authentic communication, collaborative learning, and real-life language use (Richards, 2006). Through communicative tasks such as discussions, role-playing, problem-solving activities, and collaborative projects, learners actively construct knowledge while simultaneously developing confidence in using the language.

The transition to online education has transformed the implementation of Communicative Language Teaching. Advances in educational technologies have enabled instructors to conduct interactive language instruction through virtual classrooms, discussion forums, collaborative applications, video conferencing platforms, and digital learning management systems. This online communicative language teaching approach provides opportunities for learners to engage in authentic communication despite geographical limitations. Studies indicate that well-designed online communicative learning environments can promote student engagement, interaction, and language development comparable to face-to-face instruction (Coman et al., 2020; Martin et al., 2022). Recent studies have also suggested that online communicative activities positively influence learners' confidence and perceived language competence. Interactive online learning environments encourage students to participate in discussions, collaborate with peers, receive immediate feedback, and practice language in authentic contexts. These experiences contribute to enhanced language self-efficacy by allowing learners to experience repeated mastery experiences, one of the strongest sources of self-efficacy identified by Bandura.

Although numerous studies have investigated Communicative Language Teaching and language self-efficacy separately, relatively few studies have examined how an online Communicative Language Teaching approach influences the language self-efficacy of first-year Business Administration students in Philippine higher education institutions. First-year college students often experience adjustment challenges as they transition from secondary to tertiary education, making confidence in English communication particularly important for their academic success. Understanding whether online communicative instruction improves students' language self-efficacy may provide valuable insights for English instructors in designing learner-centered instructional strategies. At Philippine College Foundation, first-year Bachelor of Science in Business Administration (BSBA) students are expected to communicate effectively in English as they prepare for future professional careers requiring strong oral and written communication skills. However, many students demonstrate hesitation and lack of confidence when communicating in English during online classroom activities. This condition highlights the need to explore instructional approaches that can strengthen students' beliefs in their language capabilities.

This study aims to determine the effectiveness of an Online Communicative Language Teaching Approach in improving the language self-efficacy of first-year BSBA students at Philippine College Foundation. Specifically, the study employs a one-group pretest-posttest pre-experimental research design to measure changes in students' language self-efficacy before and after a three-month online communicative language teaching intervention. The findings are expected to contribute to language teaching practices by providing practical evidence on the role of online communicative instruction in enhancing learners' confidence and self-efficacy in English language learning.

Statement of the Problem

This study investigated the language self-efficacy of college students as exposed to online communicative language teaching approach. Specifically, it sought to answer the following questions:

1. What is the level of students' language self-efficacy before and after online communicative language teaching approach in terms of;

- a. communicative ability;
 - b. interactive strategies; and
 - c. speaking confidence?
2. Is there a significant difference on students' language self-efficacy before and after online communicative language teaching approach?

METHODOLOGY

This study employed a one-group pretest-posttest pre-experimental research design to determine the effectiveness of an Online Communicative Language Teaching (CLT) Approach in improving the language self-efficacy of first-year Bachelor of Science in Business Administration (BSBA) students enrolled during the A.Y. 2025-2026 at Philippine College Foundation Inc. One intact section served as the participants of the study. The one-group pretest-posttest design involves administering a pretest before the intervention, implementing the instructional treatment, and administering a posttest after the intervention to determine whether significant changes occurred in the participants' language self-efficacy (Creswell & Creswell, 2023). This design allows the researcher to measure the influence of the intervention by comparing participants' scores before and after exposure to the approach.

The primary instrument used in this study was the Language Self-Efficacy Questionnaire adapted from Azakereh and Dehghannezhad (2015). Prior to data collection, the adapted questionnaire underwent pilot-testing to determine internal consistency of the instrument with a Cronbach's Alpha of 0.813. The questionnaire measures students' perceived confidence in performing various English language tasks across different communication contexts. The instrument consists of statements rated using a five-point Likert scale:

Scale	Range	Descriptive Interpretation	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High
4	3.51-4.50	Agree	High
3	2.51-3.50	Neutral	Moderately High
2	1.51-2.50	Disagree	Low
1	1.00-1.50	Strongly Disagree	Very Low

The intervention consisted of a three-month online communicative language teaching (CLT) Approach integrated into the students' Purposive Communication class. The instructional intervention emphasized meaningful communication through synchronous and asynchronous online learning activities designed to increase students' opportunities to use English in authentic contexts. The activities included: interactive online discussions, pair and group conversations, role-playing activities, oral presentations, virtual debates, peer feedback sessions, reflective speaking activities, teacher-guided communicative tasks using digital learning platforms. The instructional activities were designed based on the principles of communicative language teaching, emphasizing interaction, learner participation, authentic communication, and meaningful language use.

The researcher secured approval from the school administration before conducting the study. After obtaining the necessary permissions, informed consent was sought from all participants. During the first week of the study, participants completed the Language Self-Efficacy Questionnaire as the pretest. The online communicative language teaching intervention was then implemented over a period of three months during regular online Purposive Communication class. Upon completion of the intervention, the same Language Self-Efficacy Questionnaire was administered as the posttest. The collected responses were encoded, organized, and prepared for statistical analysis. Descriptive statistics was utilized such as mean to determine the level of language self-efficacy before and after the intervention and standard deviation to determine the variability of students' responses. Paired-Samples t-test was employed to determine whether a significant difference exists between the

pretest and posttest language self-efficacy scores following the online communicative language teaching intervention. The level of significance for hypothesis testing was set at 0.05.

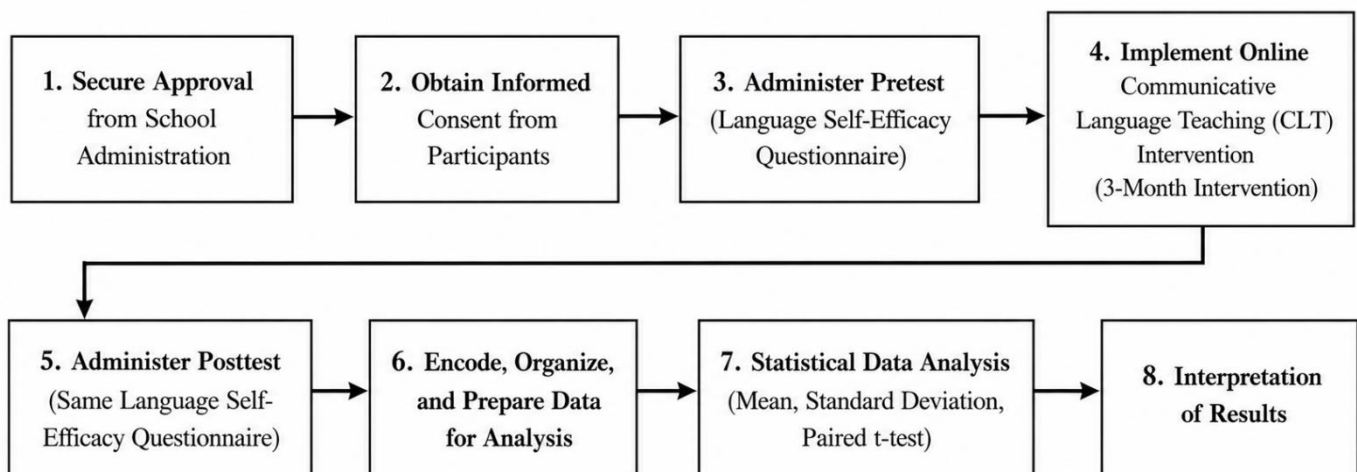


Figure 1. Data Gathering Procedure

Ethical principles were strictly observed throughout the conduct of the study. Approval was obtained from the appropriate school authorities prior to data collection. Participation in the study was voluntary, and informed consent was secured from all participants. Participants were informed of the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty. Confidentiality and anonymity of participants were maintained by assigning codes instead of using names. All collected data were used solely for research purposes and were stored securely to protect participants' privacy. The researcher likewise ensured that the intervention posed no physical, psychological, or academic harm to the participants.

RESULTS AND DISCUSSION

Table 1 presents the students' language self-efficacy in terms of communicative ability before and after the implementation of the intervention. During the pretest, the overall mean was 3.06, which was interpreted as Moderately High, indicating that students generally exhibited a moderate level of confidence in their ability to communicate in English. Following the intervention, the posttest overall mean increased to 4.09, with a qualitative interpretation of High, suggesting an improvement in students perceived communicative competence. The pretest results reveal that students were initially more confident in performing familiar communicative tasks. Specifically, the highest-rated items were "I can introduce my teacher to someone else in English" ($M = 3.59$, High), "I can describe my school to others in English" ($M = 3.57$, High), "I can answer my teachers' questions in English" ($M = 3.55$, High), and "I can ask my teachers questions in English" ($M = 3.52$, High). These findings suggest that students possessed relatively higher confidence in engaging in routine classroom interactions. In contrast, the lowest-rated items were "I can produce sentences with idiomatic expressions" ($M = 2.53$, Moderately High), "I can tell a story in English" ($M = 2.55$, Moderately High), "I can discuss subjects of my interest with my classmates" ($M = 2.57$, Moderately High), and "I can introduce myself in English" ($M = 2.60$, Moderately High), indicating that students were less confident in more spontaneous and linguistically demanding communicative tasks.

The posttest findings demonstrate noticeable improvements across all indicators of communicative ability. The highest mean was obtained by "I can ask my teachers questions in English" ($M = 4.66$, Very High), followed by "I can produce sentences with idiomatic expressions" ($M = 4.50$, High), "I can discuss subjects of my interest with my classmates" ($M = 4.30$, High), "I can answer my teachers' questions in English" ($M = 4.27$, High), and "I can introduce my teacher to someone else in English" ($M = 4.16$, High). Although "I can tell a story in English" remained the lowest-rated item ($M = 3.45$, Moderately High), its mean score still increased considerably from the pretest, reflecting enhanced confidence in oral storytelling. The increase in the overall mean from 3.06 to

4.09 indicates that the intervention positively influenced students' confidence in using English for various communicative purposes.

Table 1. Students' Language Self-efficacy in terms of Communicative Ability

Communicative Ability	Pretest	QI	Posttest	QI
I can produce sentences with idiomatic expressions.	2.53	Moderately High	4.50	High
I can ask my teachers questions in English.	3.52	High	4.66	Very High
I can discuss subjects of my interest with my classmates.	2.57	Moderately High	4.30	High
I can answer my teachers' questions in English.	3.55	High	4.27	High
I can tell a story in English.	2.55	Moderately High	3.45	Moderately High
I can describe my school to others in English.	3.57	High	3.80	High
1. I can introduce myself in English.	2.60	Moderately High	3.61	High
I can introduce my teacher to someone else in English.	3.59	High	4.16	High
Overall Mean	3.06	Moderately High	4.09	High

Legend:

Scale	Range	Descriptive Interpretation	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High
4	3.51-4.50	Agree	High
3	2.51-3.50	Neutral	Moderately High
2	1.51-2.50	Disagree	Low
1	1.00-1.50	Strongly Disagree	Very Low

The present findings are also supported by more recent studies. Kim (2024) found that language self-efficacy is a significant predictor of learners' engagement and perceived second language proficiency. Learners who possess higher self-efficacy demonstrate greater participation in classroom communication and are more persistent when faced with challenging language tasks. Similarly, Zhang (2024) reported that instructional strategies promoting active learner participation and self-regulation significantly improved English as a Foreign Language (EFL) learners' willingness to communicate, motivation, and language self-efficacy. The study emphasized that students who frequently engage in communicative learning activities develop greater confidence in expressing themselves in English, which subsequently enhances their overall communicative competence. Furthermore, a recent meta-analysis by Pérez Navío et al. (2024) concluded that self-efficacy is one of the strongest psychological predictors of successful language learning in higher education. The authors highlighted that learners with stronger self-efficacy are more likely to employ effective language learning strategies, communicate confidently, and persist in completing communicative tasks despite linguistic difficulties. Moreover, Wijaya (2024) emphasized that self-efficacy plays a vital role in improving English speaking performance. Learners with high self-efficacy exhibit greater confidence in sharing ideas, initiating conversations, and participating in classroom discussions, resulting in better oral communication skills.

Table 2 presents the students' language self-efficacy in terms of interactive strategy before and after the implementation of the intervention. The pretest yielded an overall mean of 3.47, which was qualitatively interpreted as Moderately High, indicating that students possessed a moderate level of confidence in using strategies to maintain communication during English interactions. Following the intervention, the posttest overall mean increased to 4.24, with a qualitative interpretation of High, suggesting that the students developed greater confidence in employing interactive strategies while communicating in English. The pretest results indicate that

students were initially more confident in situations involving familiar communication contexts. The highest-rated indicator was "I'm sure I can use English outside the classroom" ($M = 3.80$, High), followed by "When I'm talking with fluent speakers, I let them know if I need help" ($M = 3.75$, High), and "I enjoy meeting classmates because I can speak with them well" ($M = 3.65$, High). These findings suggest that students were generally comfortable using English in supportive environments and were willing to seek assistance when communication difficulties arose. Conversely, lower mean scores were observed for "I can communicate what I mean easily" ($M = 2.88$, Moderately High), "While speaking, I can deal efficiently with unexpected situations" ($M = 3.48$, Moderately High), "I have the ability to interact with other English speakers" ($M = 3.45$, Moderately High), "Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across" ($M = 3.37$, Moderately High), and "I enjoy speaking with a proficient partner" ($M = 3.42$, Moderately High). These results imply that students initially lacked confidence in managing communication breakdowns, interacting with more proficient speakers, and employing compensatory communication strategies.

Table 2. Students' Language Self-efficacy in terms of Interactive Strategy

Interactive Strategy	Pretest	QI	Posttest	QI
I'm sure I can use English outside the classroom.	3.80	High	4.90	Very High
When I'm talking with fluent speakers, I let them know if I need help.	3.75	High	4.66	Very High
I can communicate what I mean easily.	2.88	Moderately High	4.30	High
I enjoy meeting classmates because I can speak with them well.	3.65	High	4.47	High
While speaking, I can deal efficiently with unexpected situations.	3.48	Moderately High	4.43	High
I have the ability to interact with other English speakers.	3.45	Moderately High	4.00	High
Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across.	3.37	Moderately High	3.65	High
I enjoy speaking with a proficient partner.	3.42	Moderately High	3.48	Moderately High
Overall Mean	3.47	Moderately High	4.24	High

Legend:

Scale	Range	Descriptive Interpretation	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High
4	3.51-4.50	Agree	High
3	2.51-3.50	Neutral	Moderately High
2	1.51-2.50	Disagree	Low
1	1.00-1.50	Strongly Disagree	Very Low

The posttest results demonstrate substantial improvements across nearly all indicators. The highest mean score was obtained by "I'm sure I can use English outside the classroom" ($M = 4.90$, Very High), followed by "When I'm talking with fluent speakers, I let them know if I need help" ($M = 4.66$, Very High). Other indicators also improved to the High level, including "I enjoy meeting classmates because I can speak with them well" ($M = 4.47$), "While speaking, I can deal efficiently with unexpected situations" ($M = 4.43$), "I can communicate what I mean easily" ($M = 4.30$), "I have the ability to interact with other English speakers" ($M = 4.00$), and "Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across" ($M = 3.65$). Although "I enjoy speaking with a proficient partner" ($M = 3.48$) remained within the

Moderately High category, it still exhibited a slight increase from the pretest. Overall, the increase in the mean score from 3.47 to 4.24 indicates that the intervention enhanced students' confidence in utilizing effective interactive strategies during English communication.

The present findings are further supported by recent empirical studies emphasizing the role of interactive learning experiences in enhancing language self-efficacy. Chaves-Yuste et al. (2024) found that English self-efficacy significantly predicts learners' willingness to communicate and academic performance. Their structural equation model demonstrated that learners with higher self-efficacy experience lower language anxiety and engage more actively in communicative interactions, enabling them to participate confidently in classroom discussions and authentic language use. Similarly, Zhang (2024) reported that integrating self-regulation strategies into English language instruction significantly improved learners' self-efficacy, willingness to communicate, motivation, and creativity. The study concluded that students who developed strategic communication skills became more confident in overcoming communication difficulties, asking for assistance when necessary, and sustaining meaningful interactions despite linguistic limitations. These findings suggest that strategic language use plays a crucial role in strengthening learners' confidence during authentic communication. Furthermore, Sun et al. (2024) demonstrated that teacher-supported extramural English activities significantly enhanced university students' willingness to communicate. The researchers found that authentic communication opportunities, combined with teacher guidance and peer support, increased learners' confidence to interact in English by reducing communication anxiety and expanding their vocabulary and topical knowledge. These findings reinforce the present study, indicating that frequent communicative practice inside and outside the classroom fosters stronger interactive strategies and greater language self-efficacy.

Table 3 presents the students' language self-efficacy in terms of speaking confidence before and after the implementation of the intervention. The pretest results revealed an overall mean of 2.74, which was qualitatively interpreted as Moderately High, indicating that students possessed a moderate level of confidence in their English-speaking abilities. After the intervention, the overall mean increased substantially to 4.43, corresponding to a High qualitative interpretation. This increase suggests that the intervention positively influenced students' confidence in speaking English and strengthened their beliefs in their ability to communicate effectively. The pretest findings indicate that students initially demonstrated varying levels of speaking confidence. The highest-rated indicator was "When the teacher asks a question, I raise my hand to answer it even if I'm not sure about it" ($M = 3.57$, High), followed by "I feel confident that I can achieve a native-like accuracy in speaking" ($M = 3.40$, Moderately High) and "I am sure that if I practice speaking more, I will get better grades in the subject" ($M = 3.20$, Moderately High). These findings suggest that students recognized the importance of participation and practice in improving their speaking ability. However, several indicators received lower ratings, including "I strongly believe that I can achieve native-like fluency in English" ($M = 1.93$, Low), "The more difficult the speaking practice is, the more enjoyable it is" ($M = 2.27$, Low), "While speaking, I can remain calm when facing difficulties" ($M = 2.44$, Low), and "I am not stressed out when speaking English in the classroom" ($M = 2.45$, Low). These results imply that students experienced anxiety, self-doubt, and apprehension when engaging in spoken English, particularly in challenging communicative situations.

The posttest results demonstrate remarkable improvements across all indicators of speaking confidence. The highest-rated items were "I am not stressed out when speaking English in the classroom" ($M = 4.82$, Very High), "I have enough ability to improve my speaking skills" ($M = 4.81$, Very High), "I can speak better than my classmates" ($M = 4.77$, Very High), "I feel confident that I can achieve a native-like accuracy in speaking" ($M = 4.70$, Very High), and "I am sure that if I practice speaking more, I will get better grades in the subject" ($M = 4.67$, Very High). Likewise, students reported very high confidence in actively participating in speaking classes ($M = 4.62$) and achieving native-like fluency ($M = 4.58$). Although "I am one of the best students in speaking classes" ($M = 3.93$), "I believe I am a good English speaker" ($M = 3.96$), and "While speaking, I can remain calm when facing difficulties" ($M = 3.88$) were among the relatively lower-rated indicators, they still achieved a high level of confidence. The substantial increase in the overall mean from 2.74 to 4.43 highlights the effectiveness of the intervention in enhancing students' speaking confidence and reducing their anxiety toward English communication.

Table 3. Students' Language Self-efficacy in terms of Speaking Confidence

Speaking Confidence	Pretest	QI	Posttest	QI
I feel confident that I can achieve a native-like accuracy in speaking.	3.40	Moderately High	4.70	Very High
I have enough ability to improve my speaking skills.	2.97	Moderately High	4.81	Very High
I am sure that if I practice speaking more, I will get better grades in the subject.	3.20	Moderately High	4.67	Very High
I am not stressed out when speaking English in the classroom.	2.45	Low	4.82	Very High
I can speak better than my classmates.	2.62	Moderately High	4.77	Very High
I'm able to actively participate in my speaking classes.	2.88	Moderately High	4.62	Very High
I strongly believe that I can achieve native-like fluency in English.	1.93	Low	4.58	Very High
The more difficult the speaking practice is, the more enjoyable it is.	2.27	Low	4.16	High
When the teacher asks a question, I raise my hand to answer it even if I'm not sure about it.	3.57	High	4.36	High
I am one of the best students in speaking classes.	2.53	Moderately High	3.93	High
I believe I am a good English speaker.	2.67	Moderately High	3.96	High
While speaking, I can remain calm when facing difficulties.	2.44	Low	3.88	High
Overall Mean	2.74	Moderately High	4.43	High

Legend:

Scale	Range	Descriptive Interpretation	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High
4	3.51-4.50	Agree	High
3	2.51-3.50	Neutral	Moderately High
2	1.51-2.50	Disagree	Low
1	1.00-1.50	Strongly Disagree	Very Low

The findings suggest that the intervention successfully strengthened students' self-efficacy in speaking English. Through repeated opportunities for oral interaction, meaningful communication, and supportive learning experiences, students developed greater confidence in their speaking abilities. The dramatic improvement in indicators related to classroom anxiety and perceived speaking competence indicates that students became more comfortable expressing themselves in English and more resilient when encountering communication challenges. These results imply that the intervention not only improved students' perceptions of their speaking skills but also fostered a more positive attitude toward English language use. The present findings are supported by recent studies emphasizing the role of self-efficacy in developing speaking confidence among language learners. Sato and Lara (2024) found that learners with higher speaking self-efficacy demonstrated greater oral participation, lower communication anxiety, and stronger confidence in performing speaking tasks. Their study revealed that repeated communicative practice contributes significantly to learners' willingness to speak and their perception of speaking competence. Similarly, Teng and Zhang (2024) reported that self-efficacy serves as a strong predictor of speaking achievement, persistence, and engagement in language learning activities. Students who believed in their ability to improve their speaking skills were more likely to participate actively and persevere despite communication difficulties. Furthermore, Wang and Sun (2024) highlighted that classroom environments

promoting interaction, collaboration, and positive feedback significantly enhance speaking confidence by reducing language anxiety and strengthening learners' beliefs in their communicative abilities. These findings support the results of the present study, indicating that increased communicative practice and supportive learning experiences contribute substantially to the development of speaking confidence and language self-efficacy.

Table 4 presents the students' overall language self-efficacy before and after the implementation of the intervention across the three dimensions: speaking confidence, interactive strategy, and communicative ability. During the pretest, the overall mean was 3.09, which was qualitatively interpreted as Moderately High, indicating that the students possessed a moderate level of confidence in their overall English language abilities. Following the intervention, the posttest overall mean increased to 4.25, corresponding to a High qualitative interpretation. This notable increase demonstrates that the intervention positively influenced the students' beliefs in their capability to perform various English language tasks. The pretest findings reveal that among the three dimensions, Interactive Strategy obtained the highest mean score ($M = 3.47$, Moderately High), followed by Communicative Ability ($M = 3.06$, Moderately High) and Speaking Confidence ($M = 2.74$, Moderately High). Although all three dimensions were interpreted as Moderately High, the results suggest that students were initially more confident in employing communication strategies during interaction than in their actual speaking performance. In contrast, speaking confidence received the lowest mean, indicating that students experienced greater uncertainty and anxiety when speaking English despite possessing moderate confidence in interacting and communicating with others.

Table 4. Students' Overall Language Self-Efficacy

Language Self-Efficacy	Pretest	Interpretation	Posttest	Interpretation
Speaking Confidence	2.74	Moderately High	4.43	High
Interactive Strategy	3.47	Moderately High	4.24	High
Communicative Ability	3.06	Moderately High	4.09	High
Overall Mean	3.09	Moderately High	4.25	High

Legend:

Scale	Range	Descriptive Interpretation	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High
4	3.51-4.50	Agree	High
3	2.51-3.50	Neutral	Moderately High
2	1.51-2.50	Disagree	Low
1	1.00-1.50	Strongly Disagree	Very Low

The posttest results demonstrate improvements across all three dimensions of language self-efficacy. Speaking Confidence recorded the highest posttest mean ($M = 4.43$, High), followed by Interactive Strategy ($M = 4.24$, High) and Communicative Ability ($M = 4.09$, High). The most substantial increase was observed in Speaking Confidence, which improved from 2.74 to 4.43, suggesting that the intervention effectively reduced students' anxiety and strengthened their confidence in speaking English. Likewise, Interactive Strategy and Communicative Ability also exhibited considerable improvements, indicating that students became more confident in employing communication strategies and expressing themselves effectively during English interactions. The increase in the overall mean from 3.09 to 4.25 confirms that the intervention successfully enhanced students' overall language self-efficacy. The findings imply that sustained participation in communicative language learning activities positively influenced students' beliefs about their English language capabilities. As students gained more opportunities to participate in authentic communication, collaborate with peers, and practice speaking in meaningful contexts, they developed stronger confidence in their ability to

communicate successfully. The substantial improvement across all three dimensions suggests that the intervention not only enhanced students perceived communicative competence but also fostered greater motivation, persistence, and willingness to engage in English language use. These outcomes highlight the importance of providing learners with interactive and supportive learning environments that encourage continuous language practice and build positive self-beliefs.

The present findings are consistent with Papi et al., (2024) who reported that language learners with higher levels of self-efficacy demonstrate greater motivation, persistence, classroom engagement, and language achievement because they are more willing to participate in communicative activities and overcome learning difficulties. Similarly, Liu and Zhang (2024) found that English language self-efficacy significantly predicts students' speaking performance, communication confidence, and willingness to communicate in English. Their findings suggest that learners who believe in their language abilities actively engage in classroom interaction and exhibit lower communication anxiety. Furthermore, Lee and Drajati (2024) emphasized that learner-centered communicative instruction promotes self-efficacy by providing authentic speaking opportunities, collaborative learning experiences, and constructive feedback, all of which strengthen learners' confidence in using English (Uy et al., 2024). These studies reinforce the present findings by demonstrating that communicative learning experiences significantly enhance students' overall language self-efficacy across multiple dimensions.

Table 5 presents the comparison between the students' pretest and posttest overall language self-efficacy using a paired-samples *t*-test. The results show that the students obtained a pretest mean of 3.09 (SD = 0.366), which was qualitatively interpreted as Moderately High, while the posttest mean increased to 4.25 (SD = 0.170), corresponding to a High level of language self-efficacy. The computed *t*-value of -4.249 with a *p*-value of .000 indicates a statistically significant difference between the pretest and posttest scores at the 0.05 level of significance. The results demonstrate a substantial increase in the students' overall language self-efficacy following the implementation of the intervention. The improvement in the mean score from 3.09 to 4.25 reflects a positive change in students' beliefs about their ability to perform English language tasks. Furthermore, the lower standard deviation in the posttest (SD = 0.170) compared to the pretest (SD = 0.366) suggests that students' language self-efficacy became more consistent after the intervention. The statistically significant *t*-value confirms that the observed improvement was unlikely to have occurred by chance, indicating that the intervention had a meaningful effect on students' language self-efficacy.

Table 5. Comparison of Students' Language Self-Efficacy

Language Self-Efficacy	Mean	N	Std. Deviation	t-value	Sig. (2-tailed)
Pretest	3.09	43	0.366	-4.249	.000
Posttest	4.25	43	0.170		

*Significant at 0.05 level

The findings imply that the intervention was effective in enhancing students' confidence in using English across the dimensions of communicative ability, interactive strategy, and speaking confidence. Increased opportunities to participate in communicative activities, collaborate with peers, and engage in authentic language use likely contributed to the development of stronger self-beliefs regarding English language learning. As students experienced repeated success in communicative tasks, they became more confident in their ability to communicate effectively, resulting in higher levels of language self-efficacy. Therefore, the null hypothesis stating that there is no significant difference between the pretest and posttest language self-efficacy of the students is rejected. The findings indicate that the intervention significantly improved the students' language self-efficacy. The significant difference between the pretest and posttest scores is further supported by recent intervention studies demonstrating that language self-efficacy can be substantially improved through well-designed instructional practices. Li (2024) found that explicit self-efficacy-based instruction significantly enhanced English language learners' self-efficacy, intrinsic motivation, classroom engagement, and academic

achievement after a semester-long intervention. The study emphasized that instructional support grounded in mastery experiences, positive feedback, and learner reflection enables students to develop stronger beliefs in their language capabilities, resulting in significant gains in posttest performance. Similarly, Huang (2024) investigated the effects of English Medium Instruction (EMI) on Taiwanese university students and found a significant improvement in learners' self-efficacy across the four macro language skills, listening, speaking, reading, and writing after exposure to EMI courses. The study further revealed that higher English self-efficacy significantly predicted better English language performance, indicating that increased confidence contributes directly to improved language achievement. Moreover, Yildiz (2024) reported that integrating technology-supported communicative activities into English instruction enhanced learners' speaking self-efficacy following the intervention. Students who participated in interactive communicative tasks exhibited greater confidence in speaking English and demonstrated more positive perceptions of their language abilities than before the intervention. These findings reinforce the present study by showing that interventions providing meaningful communicative experiences can significantly strengthen learners' language self-efficacy.

Limitations Of The Study

This study has several limitations that should be considered when interpreting the findings. First, the study employed a one-group pretest-posttest pre-experimental design without a control group, limiting the ability to attribute the observed improvements solely to the Online Communicative Language Teaching intervention. Second, the participants were limited to first-year BSBA students from a single private higher education institution, which may restrict the generalizability of the findings to other educational contexts and academic disciplines. Third, language self-efficacy was measured using a self-report questionnaire. Therefore, the study did not directly assess students' actual language performance through objective measures such as speaking assessments, writing tasks, or classroom observations. Finally, variables that may influence language self-efficacy such as learner motivation, digital access, previous language learning experiences, and teacher support were not examined. Future studies should address these limitations to provide a more comprehensive understanding of the effectiveness of online communicative language teaching.

CONCLUSION

The findings of this study demonstrate that the Online Communicative Language Teaching (CLT) Approach significantly improved the language self-efficacy of first-year BSBA students in terms of communicative ability, interactive strategy, and speaking confidence. The significant increase in students' posttest scores indicates that learner-centered and technology-supported communicative activities can effectively strengthen learners' confidence in using English in an online learning environment. The intervention provided students with meaningful opportunities for authentic communication, collaboration, and continuous language practice, contributing to enhanced language self-efficacy. However, because the study utilized a one-group pretest-posttest design involving participants from a single academic program and institution, the findings should be interpreted within the context of these methodological limitations. Nonetheless, the study provides empirical evidence supporting the integration of Online CLT in English language instruction and contributes to the growing body of research on language self-efficacy in higher education.

RECOMMENDATIONS

Based on the findings and limitations of the study, several recommendations are offered. English language instructors are encouraged to integrate Online Communicative Language Teaching (CLT) strategies into their instructional practices to provide students with authentic, interactive, and learner-centered language learning experiences that foster language self-efficacy. Higher education institutions should likewise support the effective implementation of Online CLT by providing continuous faculty development programs, reliable digital learning resources, and adequate technological infrastructure. To strengthen the evidence on the effectiveness of Online CLT, future researchers are encouraged to employ more rigorous experimental or quasi-experimental research designs that include a control group. Additionally, future studies should involve larger and more diverse samples drawn from multiple higher education institutions and academic programs to improve the generalizability and

external validity of the findings. Researchers are also encouraged to complement self-efficacy questionnaires with objective performance-based assessments, such as speaking tests, oral presentations, writing tasks, classroom observations, and standardized language proficiency measures, to provide a more comprehensive evaluation of students' language development. Moreover, future investigations should present more detailed information regarding participant characteristics, instrument reliability and validity, and intervention procedures to enhance methodological rigor and facilitate replication. Finally, subsequent studies may explore other factors that could influence the effectiveness of Online CLT, including students' motivation, digital access, prior English language experience, learning strategies, and teacher support, to gain a deeper understanding of the conditions that contribute to successful language learning outcomes.

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