

Libyan EFL Self-Efficacy Beliefs in Learning English as a Foreign Language; Investigating Study of Undergraduate English and Translation Departments Students

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الكفاءة الذاتية لدى المتعلمين الليبيين للغة الإنجليزية كلغة أجنبية:
دراسة استطلاعية لطلاب اللغة الإنجليزية والترجمة في المرحلة الجامعية

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Received: 25-12-2025; Accepted: 20-02-2026; Published: 03-03-2026

Abstract:

The “can-do” sense of agency is a central component of second language learners’ autonomous beliefs. Self-efficacy is one of the key intrinsic motivational factors that can either facilitate or hinder learners’ success in language learning [1]. The EFL learning context is often challenging, requiring students to rely on both intrinsic and extrinsic motivational factors. This study was conducted using a quantitative online questionnaire distributed to undergraduate students in English and translation departments at public universities in Libya. A total of 162 valid responses were collected, primarily through instructors, using the validated Questionnaire of English Self-Efficacy (QESE) [2]. The results indicated a moderate level of self-efficacy among EFL learners regarding their English language learning ($M = 3.234$), with English language students reporting higher self-efficacy than translation students. Although 40.1% of participants expressed a desire to improve their speaking skills, the highest levels of self-efficacy were reported in listening ($M = 3.312$), followed by speaking ($M = 3.281$), reading ($M = 3.250$), and writing ($M = 3.104$), respectively. Specifically, learners reported that they could understand broadcast English content from English-speaking countries more effectively than they could perform productive tasks, such as writing emails. These findings indicate that despite EFL learners’ motivation for language learning, they face challenges that may limit their academic engagement. The findings suggest that learners’ self-efficacy could be further enhanced through increased language exposure and practice. These results also warrant considerable attention from Libyan higher education institutions to support learners by providing authentic materials and tools that enhance learners’ self-efficacy and improve overall learning outcomes.

Keywords: Self-efficacy; EFL; Beliefs; Undergraduates.

المخلص:

إن الإنتاجية اللغوية عنصر مهم لدى متعلمي اللغات الأجنبية، وإن الكفاءة الذاتية أحد أهم عوامل التحفيز الداخلي للمتعلمين، غير أنها قد تُسهّل أو تُعيق نجاحهم في تعلّم اللغة [1]، فغالبًا ما تكثُر التحديات عند تعلّم اللغة الإنجليزية بوصفها لغة أجنبية؛ مما يتطلب من متعلميها تعزيز عوامل التحفيز الداخلية والخارجية سواء بسواء للاعتماد عليها. أُجريت هذه الدراسة باستخدام الاستبيان المعتمد لقياس الكفاءة الذاتية في تعلّم اللغة الإنجليزية (QESE) [2]؛ حيث تم توزيعه بشكل إلكتروني على طلاب أقسام اللغة الإنجليزية والترجمة بالمرحلة الجامعية في الجامعات الحكومية في ليبيا، وتم استعادة ما مجموعه 162 استجابة صالحة للتحليل. أشارت النتائج إلى وجود مستوى متوسط من الكفاءة الذاتية لدى متعلمي اللغة الإنجليزية بوصفها لغة أجنبية (المتوسط = 3.234)، حيث برزت لدى طلاب اللغة الإنجليزية كفاءة ذاتية أعلى من طلاب الترجمة. ومن جانب آخر، فإن 40.1% من المشاركين كشفوا عن رغبتهم في تحسين مهاراتهم في التحدث؛ إذ سجّلت أعلى مستويات الكفاءة الذاتية في مهارة الاستماع (المتوسط = 3.312)، تليها مهارة التحدث (المتوسط = 3.281)، ثم مهارة القراءة (المتوسط = 3.250)، وأخيرًا مهارة الكتابة (المتوسط = 3.104). في المقابل، أفاد المتعلمون بقدرتهم على فهم المحتوى الإنجليزي المُذاع من الدول الناطقة بالإنجليزية بشكل أفضل من قدرتهم على أداء مهام إنتاجية؛ ككتابة رسائل البريد الإلكتروني. تشير هذه النتائج إلى مواجهة متعلمي اللغة الإنجليزية بوصفها لغة أجنبية تحديات تحد من مشاركتهم الأكاديمية، على الرغم من وجود دافعية لتعلّم اللغة لديهم. توصي النتائج ضرورة تعزيز الكفاءة الذاتية لمتعلمي اللغة الإنجليزية عن طريق زيادة تعرضهم للغة وممارستها وفق آليات مبرمجة، وتستدعي هذه النتائج اهتمامًا كبيرًا من مؤسسات التعليم العالي الليبية لدعم متعلمي اللغة الإنجليزية بوضع خطط وآليات مبرمجة تُعزز من كفاءتهم الذاتية، وتُحسّن من إنتاجيتهم اللغوية.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، الكفاءة الذاتية، المعتقدات، طلاب المرحلة الجامعية.

Introduction

The global status of English as a dominant medium of international communication has significantly influenced educational system worldwide. In many foreign English language contexts (EFL) English has become a critical tool for academic advancement, professional development, global engagement. As a result, universities increasingly emphasize the improvement of students' English language proficiency, particularly among students who specialize in English language and translation. However, language learning success is not determined by linguistic ability or instructional method in isolation, but also psychological factors play a crucial role in shaping learners' performance [1],[2].

Among these psychological factors, self-efficacy has emerged as a key of language learning outcomes. Social cognitive theory emphasized and established the important role for self-efficacy in language learning and its success. Self-efficacy refers to learners' belief in their capacity to perform language related tasks such as listening, speaking, reading, and writing. Researchers have consistently reported that learners with high self-efficacy tend to have greater motivation, stronger persistence when facing remarkable challenges and difficulties to achieve higher level of language achievement. Whereas learners with low self-efficacy often experience increased levels of anxiety, reduced engagement which results in lower academic performance [1], [3], [4].

In EFL context, where English language practice and engagement outside the classroom are limited, the role of self-efficacy become particularly important. Student must often rely on classroom instruction, participation, and engagement to develop their English language performance by cultivating strong beliefs about themselves in English language performance. Researchers reported that through various studies self-efficacy is closely associated with language proficiency, strategic learning behaviors, willingness to communicate, and the use of self-regulated learning strategies [2],[3],[5].

Therefore, understanding learners' self-efficacy in Libyan higher educational context remains important. Because there is very limited study in this context. This study aims to examine the level of English language self-efficacy among Libyan undergraduate students specializing in English and Translation. By investigating students' self-efficacy across the four English language skills; listening, speaking, reading, and writing. Thus, this study seeks to contribute to the body of knowledge on self-efficacy in EFL learning context by providing empirical evidence from the Libyan higher education context.

Literature review

Learners' beliefs regarding their own efficacy are fundamental to the development of agency and autonomy. Self-efficacy refers to learners' judgements about their capabilities to accomplish specific tasks in English [2]. A learner's belief in their capacity to use and understand English plays an essential role in shaping persistence, motivation, and academic achievement [1]. In the English as a Foreign Language (EFL) context, the importance of fostering these beliefs extends beyond classroom performance. This importance is reinforced by ongoing internationalization and the status of English as the primary medium for global communication. Consequently, students specializing in English and translation are positioned to achieve a high level of linguistic proficiency.

Self-efficacy has been identified as a critical psychological construct that either enhances or impedes language learning success across various cultural contexts [3], [4], [5]. In EFL settings where English is seldom used outside the classroom, the environment is often reported to be remarkably challenging [4]. Despite these challenges, undergraduate students specializing in English and translation often demonstrate relatively high level of proficiency, a phenomenon frequently attributed to the role of self-efficacy [6].

Self-efficacy levels vary among learners due to several factors, including types of anxiety, the complexity of tasks, and specific learning goals. Learners with low self-efficacy often experience higher anxiety and a lack of engagement, resulting in diminished academic performance [7], [8]. Learners with high self-efficacy tend to experience lower anxiety and show a greater willingness to engage in challenging tasks, thereby increasing their chances of academic success [5], [9], [10]. This variation highlights the role of self-efficacy in shaping learners' beliefs and confidence in their ability to use the language to achieve specific objectives. Previous research indicates that self-efficacy is not a static trait but a dynamic construct shaped by various learning processes, social-academic integration, and emotional factors [1], [11], [8], [10].

Derived from Social Cognitive Theory [1], self-efficacy is defined as the belief in one's capacity to organize and execute the courses of action required to perform specific tasks successfully, including both macro-skills and sub-skills such as listening, reading, speaking, and writing [2] [12] [20] [5].

Self-efficacy is situated within the broader field of language motivation, where pedagogical factors such as technology [11] [8], instructor support [13], and peer feedback [14] significantly impact learner confidence. While the role of self-efficacy continues to be investigated in contexts such as China [15], Vietnam [5], and Indonesia [16], research consistently indicates that it does not affect learners in isolation. Rather, higher self-efficacy is associated with greater language proficiency [16] [5], increased motivation [17], the use of strategic learning approaches [18], a greater willingness to communicate [12], and the effective deployment of self-regulated learning (SRL) techniques [19].

Understanding the self-efficacy of Libyan EFL learners is essential for informing educational practices in a context characterized by increasing global interconnectedness. While educational settings are evolving to meet these international needs, the Libyan context continues to face challenges in providing the resources necessary for language mastery. Given that self-efficacy plays a central role in shaping motivation, this study investigated the self-efficacy of Libyan undergraduate EFL students.

Methodology

This study was conducted using a quantitative research design through a structured online questionnaire. Data collection was facilitated by the instructors who distributed the instrument to the targeted population across various Libyan universities. A total of 162 valid responses from different semesters were obtained via simple random sampling, as detailed in Table 1. The sample consisted of 99 students (n= 99) from English departments and 63 students (n=63) from Translation department. In terms of gender distribution, the participants included 145 females (89.5%) and 17 males (10.5%). The predominant demographic group consisted of female English- Major students. The study was conducted in accordance with ethical standards; informed consent was obtained from all participants.

Instrumentation

Self-efficacy was measured using the Questionnaire of English Self-efficacy (QESE) developed by [2]. The instrument utilized a 7-point Likert scale, ranging from 1 (I cannot do it at all) to 7 (I can do it well). The Questionnaire comprises 30 items categorized into four sub-scales representing the primary language skills:

Listening Efficacy (7 items)

Speaking Efficacy (7 items)

Reading Efficacy (8 items)

Writing Efficacy (8 items)

Data Analysis

Statistical analyses were run using IBM SPSS Statistics (Version 28). The internal consistency of the instrument was evaluated using Cronbach's Alpha, which reported an excellent reliability coefficient of $\alpha = .94$. The data were analysed using descriptive statistics. The descriptive metrics included frequencies, percentages, means (*M*), and standard deviation (*SD*).

Results

Table 1 below presents the demographic information for the participants from English and translation departments

Table1 .The demographic information

Description		Frequency (n)	Percentage (%)
Field of Study	English Language	99	61.1%
	Translation	63	38.9 %
Age	18-20 years	77	47.5%
	21-23 years	64	39.5 %
	24-26 years	15	9.3 %
	27-29 years	2	1.2%
	30-32 years	4	2.5%
Gender	Female	145	89.5%
	Male	17	10.5%

Table 1 presents the demographic profile of the participants. The majority of the sample consisted of English language students (n = 63), while translation students accounted for 38.9% (n = 63). The gender distribution was heavily skewed toward female participants (89.5%), reflecting the predominant demographic in these department. In terms of age, the largest group was between 18 and 20 years old (47.5%).

Language Skill Development Preferences

Table 2. Desired English Language Skills for Development

English language skills	Frequency	Percent %
S	65	40.1%
W	18	11.1%
R	4	2.5%
L	11	6.8%
L_S_R_W	24	14.8%
L_S_W	4	2.5%
S_R_W	4	2.5%
S_W	26	16.0%
S_R	4	2.5%
R_W	2	1.2%
Total	162	100.0%

S=Speaking, W=Writing, R=Reading, L=Listening

Table 2 indicates that 40.1% of participants expressed a preference for mastering speaking skills. This was followed by 14.8% of the participants who sought to develop all four-language skill simultaneously. The reported result highlighted participants preference for mastering speaking skills (40.1%) over other linguistic language skills. This prioritization likely stems from the high motivation that associated with oral fluency in the Libyan context, where speaking English is often perceived as a marker of intellectual capability and modern identity. Furthermore, the demand for oral communication competence is driven by the recent labor market (e.g., oil and gas sector and international NGOs, where verbal interaction is a prerequisite for professional advancement. Interestingly, while the participants reported only moderate speaking self-efficacy ($M= 3.28$), their high desire to master this skill point to a “confidence- aspiration gap.” This suggests that while learners recognize the important role for mastering speaking skills, their pedagogical experiences which learning though grammar translation method may not have sufficiently fits with their necessary oral proficiency.

Self- Efficacy Across English Language Skills

Table 3 presents the overall self-efficacy for Libyan EFL learners. The overall self-efficacy for Libyan EFL learners was moderate ($M= 3.23$, $SD = 1.18$) on a 7-point Likert scale. Table 3 shows that Listening efficacy was the highest rated construct ($M = 3.31$, $SD = 1.21$), while Writing efficacy was the lowest ($M = 3.31$, $SD = 1.17$).

Table 3. EFL Learners self-Efficacy

Constructs	Mean	Std. Deviation
Listening	3.312	1.210
Speaking	3.281	1.354
Reading	3.250	1.114
Writing	3.104	1.305
Overall	3.234	1.177

As shown in Table 3 above, the overall self-efficacy profile was categorized as moderate, with an aggregate mean of and standard deviation ($M = 3.234$, $SD = 1.177$). The results indicate that listening self-efficacy yielded the highest scores among the four language skills, followed by speaking, reading, and writing, respectively. This result suggests that while learner express a strong desire to improve their speaking, they are relatively higher efficacy in listening a receptive skill that may attributed to their lower level of foreign language anxiety compared to productive skills, which required more direct social interaction and real-time engagement. A detailed item level analysis for each of the four skill is presented in Table 4.

Table 4 Self-Efficacy cross the language learning skills

Items	1	2	3	4	5	6	7	Mean	S.D
1. Can you understand stories told in English?	24 14.8%	32 19.8%	51 31.5%	39 24.1%	10 6.2%	3 1.9%	3 1.9%	3.0	1.32
2. Can you understand broadcast English content from English speaking countries?	6 3.7%	25 15.4%	23 14.2%	58 35.8%	19 11.7%	20 12.3%	11 6.8%	4.01	1.52
3. Can you understand English TV programs made in English?	10 6.2%	38 23.5%	22 13.6%	58 35.8%	14 8.6%	13 8%	7 4.3%	3.59	1.50
4. If your teacher gives you a tape-recorded English dialogue about school life, can you understand it?	27 16.7%	44 27.2%	30 18.5%	46 28.4%	8 4.9%	4 2.5%	3 1.9%	2.93	1.39
5. Can you understand English movies without Chinese subtitles?	17 10.5%	25 15.4%	25 15.3%	41 25.3%	24 14.8%	22 13.6%	8 4.9%	3.79	1.68
6. I Can understand English songs?	19 11.7%	32 19.8%	16 9.9%	45 27.8%	22 13.6%	18 11.1%	10 6.2%	3.70	1.73
7. Can you understand numbers spoken in English?	74 45.7%	37 22.8%	16 9.9%	24 14.8%	6 3.7%	4 2.5%	1 .6%	2.18	1.41
8. Can you introduce your university in English?	21 13%	39 24.1%	25 15.4%	41 25.3%	16 9.9%	15 9.3%	5 3.1%	3.35	1.62
9. Can you give directions from your classroom to your home in English?	16 9.9%	35 21.6%	21 13%	43 26%	21 13%	21 13%	5 3.1%	3.62	1.63
10. Can you ask questions to your teachers in English?	35 21.6%	34 21%	24 14.8%	42 25.9%	11 6.8%	10 6.2%	6 3.7%	3.09	1.66
11. Can you introduce your English teacher in English?	22 13.6%	39 24.1%	28 17.3%	39 24.1%	16 9.9%	11 6.8%	7 4.3%	3.30	1.62
12. Can you discuss in English with your classmates some topics in which all of you are interested?	20 12.3%	29 17.9%	27 16.7%	42 25.9%	12 7.4%	22 13.6%	10 6.2%	3.64	1.74
13. Can you answer your teachers' questions in English?	27 16.7%	39 24.1%	22 13.6%	45 27.8%	15 9.3%	11 6.8%	3 1.9%	3.17	1.56
14. Can you introduce yourself in English?	68 42%	45 27.8%	21 13%	17 10.5%	6 3.7%	3 1.9%	2 1.2%	2.17	1.37
15. Can you finish your homework of English reading independently?	25 15.4%	41 25.3%	28 17.3%	43 26.5%	15 9.3%	6 3.7%	4 2.5%	3.10	1.49
16. When you read English articles, can you guess the meaning of unknown words?	10 6.2%	36 22.2%	23 14.2%	60 37%	19 11.7%	9 5.6%	5 3.1%	3.55	1.41
17. Can you understand the English news on the Internet?	12 7.4%	33 20.4%	28 17.3%	55 34%	8 4.9%	17 10.5%	9 5.6%	3.62	1.58
18. Can you read English short novels?	75 46.3%	46 28.4%	13 8%	20 12.3%	0 0%	5 3.1%	3 1.9%	2.08	1.41
19. Can you read English newspapers?	13 8%	25 15.4%	34 21%	42 25.9%	14 8.6%	23 14.2%	11 6.8%	3.81	1.67
20. Can you find the meaning of new words by using English-English dictionaries?	40 24.7%	44 27.2%	17 10.5%	43 26.5%	12 7.4%	5 3.1%	1 .6%	2.77	1.46

21. Can you understand English articles about English culture?	9 5.6%	27 16.7%	24 14.8%	45 27.8%	26 16.0%	18 11.1%	13 8%	3.98	1.63
22. Can you understand new lessons in your English book?	26 16%	40 24.7%	28 17.3%	45 27.8%	11 6.8%	7 4.3%	5 3.1%	3.10	1.52
23. Can you compose messages in English on the internet through social network (e.g., WeChat and blogs)?	39 24.1%	39 24.1%	21 13%	37 3.1%	5 8%	13 8%	8 4.9%	3.01	1.75
24. Can you write English compositions assigned by your teachers?	18 11.1%	32 19.8%	26 16.0%	49 30.2%	16 9.9%	13 8%	8 4.9%	3.52	1.61
25. Can you leave a message to your classmates in English?	39 24.1%	49 30.2%	21 13%	34 21%	6 3.7%	9 5.6%	4 2.5%	2.77	1.57
26. Can you make new sentences with the words just learned?	37 22.8%	44 27.2%	27 16.7%	44 27.2%	1 .6%	6 3.7%	3 1.9%	2.74	1.43
27. Can you write email messages in English?	16 9.9%	25 15.4%	22 13.6%	38 23.5%	18 11.3%	28 17.3%	15 9.3%	3.99	1.81
28. Can you make sentences with English phrases?	39 24.1%	47 29%	20 12.3%	43 26.5%	6 3.7%	2 1.2%	5 3.1%	2.73	1.48
29. Can you write diaries in English?	42 25.9%	37 22.8%	26 16%	36 22.2%	9 5.6%	9 5.6%	3 1.9%	2.83	1.57
30. Can you write an article about your English teacher in English?	28 17.3%	40 24.7%	17 10.5%	40 24.7%	19 11.7%	13 8%	5 3.1%	3.25	1.68

Table 4 above presents the descriptive result for the 30 items of the QESE. In listening domain, students felt most confident in understanding broadcast English content ($M = 4.01$, $SD = 1.52$). Conversely, they reported the lowest efficacy in understanding spoken number ($M = 2.18$, $SD = 1.41$). In speaking, students felt more capable of discussing topic with classmate ($M = 3.64$, $SD = 1.74$) than introducing themselves ($M = 2.17$, $SD = 1.37$). Writing tasks generally yielded the lowest mean scores, suggesting that productive skills in a formal context remain a challenge for Libyan EFL learners. For instance, while writing emails showed a mean of ($M = 3.99$, $SD = 1.81$), more technical tasks like creating sentences with specific phrases were related lower ($M = 2.73$, $SD = 1.48$).

Discussion

The findings of this study provide an overview of English language self-efficacy among undergraduate students in Libya. The data reveals a moderate overall self-efficacy ($M = 3.23$, $SD = 1.17$), with a distinct variation among the four language skills. listening self-efficacy yielded the highest scores among the four language skills, followed by speaking, reading, and writing, respectively.

The results indicate that listening self-efficacy was the highest among the constructs ($M = 3.31$, $SD = 1.21$). This suggests that Libyan students feel more capable when engaging in receptive tasks, likely because these tasks often involve lower “evaluative anxiety” compared to active production [9] [20]. Conversely, writing self-efficacy was the lowest ($M = 3.31$, $SD = 1.17$). This aligns with the ‘cognitively demanding’ nature of writing, which requires the simultaneous integration of grammatical, lexical, and rhetorical competence [20].

In other words, listening self-efficacy emerged as the most reported construct ($M = 3.31$, $SD = 1.21$). The result indicates and reflects the nature of listening as a receptive skill, which typically allows for a lower “Affective Filter,” as participants are not required to produce immediate output. They experience a lower level of foreign language anxiety compared to the high-stakes environment of oral or writing production [9] [20]. As a result, comparing learner’s case in their writing self-efficacy, it was reported the lowest among the language self-efficacy skills.

The significantly lower self-efficacy scores in the Translation department compared to the English department may be attributed to “curricular isolation.” While English majors are exposed to diverse communicative and literary courses, Translation students often focus on translating from English to Arabic or Arabic to English, a process which prioritizes linguistic over communication mastery. This lack of active exposure hinders the development of mastery experiences, the most powerful source of self-efficacy according to Social Cognitive Theory [1].

The low scores in autonomous task, such as writing diaries ($M = 2.83$) or making sentences ($M = 2.74$), highlight a lack of agentic ownership. In the Libyan EFL context, where English is rarely used outside the classroom, the absence of authentic and input and reliance on rote reproduction over creative production limits students' belief in their ability to use English as a tool for international communication.

The reported result show that across all skills, listening skill self-efficacy was the highest among the self-efficacy skills. This result indicates that Libyan listening self-efficacy, associated with the listening skill, which is one of the receptive skills, reflects high self-efficacy which would be due to several factors such as lower anxiety comparing to other skills which require engagement and interaction with others [20]; [9]. As a result, comparing learners' case in their writing self-efficacy provides clear evidence about the learners' case and situation toward their language competence. In other words, high writing self-efficacy is the outcome for learners' belief in their writing which consider it the language learning outcome as one of the productive skills. But this is not the case for Libyan students who face remarkable challenges in their language learner, which resulted in their low writing self-efficacy.

Learner believe that their English language learning is to achieve and comprehend English language to enable them to communicate, deliver ideas and information with others with accurate, fluent and confidence performance. Thus, this result also indicates that learners have unstable language competence and belief. Moreover, the reported result indicates that the participants' self-efficacy varies among the skills. This variation would confirm that learners are facing significant challenges in their self-efficacy toward the English language which is their field of study as undergraduate students based on the reported results across the language skills. Despite the learners having an overall moderates' self-efficacy in their listening, but when it comes to real application and language use would be low such as the reported result for learners writing and speaking self-efficacy. Their low self-efficacy due to several factors such as a lack of class lecture exposure and practice and the lack of intensive use of language. These remarkable challenges would lead to a negative impact on students' motivation, competence and comprehension of English language. As the reported result show, the students will not have enough practice and exposure to English language resulted in low self-efficacy due to their recognition of their low English language level.

The findings also reported that translation departments students encountering lower self-efficacy compared to English department students. This result may be due to a lack of practice and exposure to many several English language courses comparing to English department students. translation departments students would be more focused on language translation rather than language practice. Therefore, in the Libyan EFL context, the resource constraints, curricular instability, and limited authentic input leads to a lack of self-efficacy which also resulted lack of productive domains like writing [5]. The reported weakness in writing self-efficacy ($M = 3.104$) aligns with [20]'s statement that writing is the most cognitively demanding skill, requiring integrated grammatical, lexical, and rhetorical competence. Due to the matter of fact that the Libyan education system remains reliant on the grammar translation method, many students of whom facing lack of exposure to structured writing instruction beyond exam preparation. While English majors engage with several courses including literature, discourse, and communicative skill that indicate a reduction in the likelihood of being overwhelmed [21] [12]. The finding thus aligns with [21] Iranian study demonstrating that the translation imperative itself may function as a self-efficacy supporter.

Several studies, such as those in Vietnam [5], and China [15] reported an increase in self-efficacy with experience and exposure as result of their positive impact on students' language learning progress. Therefore, without corresponding scaffolding and lack of language exposure and practice, students' self-efficacy would be mitigated. This pattern confirms [15]'s result that without pedagogical support for self-efficacy and self-regulated learning, online or otherwise, self-efficacy traits can decline.

Moreover, the result of this study contradicts the finding on self-regulation and motivation articulated by [17] [19], in which students' negative feedback is especially harmful in writing, where the lowest mean (3.10) was reported with items requiring autonomous production (e.g., "Can you write an article about your English teacher?" $M = 3.25$) and personal expression (e.g., "Can you write diaries in English?" ($M = 2.83$)). Such tasks demand not only linguistic competence but also agentic ownership, a dimension often marginalized in Libyan EFL classrooms oriented toward reproduction over creation.

Therefore, the result of this study indicates that Self-efficacy, which is identified as subcomponent of the self-regulated psychological well-being of English as a Foreign Language (EFL) learners [2]. Self-efficacy, functioning as the cornerstone of learner autonomy and self-determination, and can promote learners' learning and upgrade their English language achievement [22] [23]. By enhancing EFL learners' positive self-efficacy they would be more aware of their thoughts and needs, and emotions, enabling them to better manage their anxiety and low language achievement, and as a result, cultivating a sense of language improvement and control.

Conclusion and Implication

This study concludes that while Libyan undergraduate students maintain a moderate sense of self-efficacy, their confidence is precariously balanced on receptive skills, specifically listening. More than any other language skills. The data confirms that self-efficacy is not a static trait but a dynamic construct that heavily influenced

by the pedagogical environment. Without international scaffolding and shift away from traditional method, students “psychological well-being” and academic persistence may remain at risk.

This study offers critical insight about English language self-efficacy among EFL Libyan students in public universities. The overall reported result show that translation department students have lower self-efficacy than English department students. Moreover, across the departments, Libyan students reported higher self-efficacy in their listening, (M=3.312) followed by speaking(M=3.281), reading(M=3.250) and writing(M=3.104) accordingly. Thus, deriving from [1] for social cognitive theory presents the essence of the self-efficacy which is that learners’ beliefs about their own efficacy are found to be the key factors of their agency. This is established by learners making judgements about their capabilities to accomplish certain tasks in English [2] [21]. Libyan students were found to have negative judgement about their capabilities to accomplish certain tasks in English across the English language skills. This negative judgment reported in their low English language self-efficacy, despite the fact that English language is their field of study. The result should draw considerable attention by the Ministry of Higher Education and the institutions to reconsider the English language curricula and syllabus design to meet learners’ and context need to put more emphasis on English language practice and exposure, as the classes are the only chance for the learners to learn and use the language. Thus, more intensive teaching methods than grammar translation methods are needed to enrich learners toward learning and mastering the language, which resulted in increasing learners’ self-efficacy to build their confidence in their language.

Compliance with ethical standards

Disclosure of conflict of interest

The author(s) declare that they have no conflict of interest.

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