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Self-Regulated Motivation and Speaking Competence of Pre-Service ESL Teachers in Asynchronous Settings: A Correlational Study

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Abstract. The study investigated pre-service ESL teachers' speaking competence across four dimensions (Goh, 2007): phonological, speech function, interaction management, and extended discourse organization skills. It further examined their relationship to two expectancy components of self-regulated motivation while performing speaking tasks in asynchronous settings. A mixed-methods approach collected data from 186 respondents, using a motivated strategies for learning questionnaire and speaking task protocols as the primary instruments. Quantitative results were complemented with qualitative responses from semi-structured interviews with 15 pre-service teachers. Findings revealed that students exhibited growth-oriented beliefs and moderate self-efficacy, though confidence weakened as task complexity increased. Overall, speaking competence was moderate, with interactional fluency stronger than phonological precision. Self-efficacy showed clearer links to discourse-level skills than perceived control. Key challenges spanned psychological factors (fear of criticism), intellectual needs (desire for guidance), technological barriers (equipment and connectivity), and economic constraints (data affordability), highlighting the need for holistic support. Pedagogical implications include sequencing tasks to build mastery, scaffolding extended discourse, fostering self-regulated learning routines, and designing mobile or low-bandwidth activities to ensure equitable participation. The study offers fresh insights into the intersection of self-regulated motivation and speaking competence in asynchronous settings, an area rarely examined in ESL education. By correlating expectancy beliefs with multidimensional speaking skills, the study presents a novel lens for understanding how motivational regulation directly shapes oral performance in asynchronous contexts.

Keywords: self-regulated motivation; speaking competence; asynchronous settings; pre-service teachers

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1. Introduction

As higher education continues to evolve, asynchronous learning has gained prominence for its flexibility and greater learner control. Even in post-pandemic settings, universities continue to value it because it enables students to engage with course materials at their own pace. However, unlike traditional face-to-face classes, this modality requires sustained independent effort, which can strain students who depend on external structure and frequent motivation to complete academic tasks (Fabrizz et al., 2021; Varkey et al., 2023). For many, limited experience with asynchronous formats and the absence of real-time interaction reduce social presence and heighten uncertainty about effective engagement (Moon et al., 2024). In this context, strengthening students' motivation and self-regulation is essential for managing difficulties and sustaining quality work despite limited teacher guidance.

Motivation can be understood as the dynamic interaction between learners and their environments that drives the initiation and persistence of goal-directed actions (Schumacher & Ifenthaler, 2018). In self-paced, asynchronous settings, motivation may suffer due to reduced structure and limited immediate support (Ebbini, 2023). This creates an added challenge: students must learn, plan, and monitor progress more autonomously while adapting to a mode of instruction often unfamiliar to them. Here, self-regulation acts as a key mechanism supporting strategic planning, monitoring, and adaptation to achieve learning goals.

Within self-regulated motivation, expectancy components such as control of learning beliefs and self-efficacy shape learners' perceived control over outcomes and their confidence in performing tasks. Control of learning beliefs refers to the conviction that effort and strategy produce positive results, while self-efficacy reflects confidence in mastering tasks and thereby sustaining strategic behavior and persistence (Pintrich, 2003). When students perceive greater personal control, they typically invest more effort and expect success.

Self-regulation is especially critical for complex tasks. In asynchronous speaking tasks, learners plan and deliver content independently, fostering learner agency. Motivation sustains effort through challenges and supports alignment with standards of speaking competence (Kerr, 2020). Goh (2007) identifies four domains of speaking competence: phonological skills, speech function skills, interaction management skills, and extended discourse organization skills. These domains range from accurate sound production to pragmatic appropriateness, turn management, and coherence in longer stretches of speech. Strengthening these competencies enhances intelligible, purposeful communication.

However, developing speaking competence asynchronously is constrained by fewer interactive opportunities and delayed feedback. This pressure is greater for pre-service English as a Second Language (ESL) teachers, who face higher expectations for proficient speaking. Speaking demands simultaneous integration of phonological, grammatical, and discourse competencies (Celce-Murcia, 2014), and this challenge is compounded by the realities of

asynchronous tasks that limit immediate instructional support. Students' grit and strategy use, shaped by diverse motivational profiles, may mitigate these constraints and enhance learning satisfaction (Sun & Mu, 2023). Awareness of students' self-regulated motivation further enables teachers to design speaking tasks responsive to learners' contexts and proficiency levels.

Conducted within the Philippine higher education landscape, this study advances research on self-regulated motivation and speaking competence by examining how control of learning beliefs and self-efficacy function in post-pandemic asynchronous speaking tasks for pre-service ESL teachers. By concentrating on speaking as a performance-based skill in asynchronous contexts marked by uneven digital access, sociocultural expectations around oral fluency, and evolving pedagogical norms, the paper addresses a gap in the literature, where prior SRL studies emphasized general outcomes (Barz et al., 2024; Ortube et al., 2024) in asynchronous learning contexts (Broadbent, 2017; Fabriz et al., 2021; Verkey et al., 2023) rather than domain-specific speaking ability. By addressing students' challenges arising from delayed feedback and limited teacher presence (Ampo et al., 2025), the research informs instructional design and assessment in post-pandemic teacher preparation.

For these reasons, this study examined how control of learning beliefs and self-efficacy operate in asynchronous speaking tasks for pre-service ESL teachers, assessed their speaking competence, and explored how motivation and task challenges relate to observed performance. The study addressed these aims through the following research questions:

1. How may the pre-service ESL teachers' self-regulated motivation for asynchronous speaking tasks be described, focusing on control of learning beliefs and self-efficacy?
2. To what extent do pre-service ESL teachers manifest speaking competence across phonology, speech function, interaction management, and extended discourse in asynchronous speaking tasks?
3. What is the relationship between pre-service ESL teachers' control of learning beliefs and self-efficacy and their speaking competence across the four domains?
4. What challenges do pre-service ESL teachers experience in asynchronous speaking tasks and how do these challenges relate to their motivation and speaking performance?

2. Literature Review

2.1 Self-regulated motivation and expectancy beliefs

Self-regulation is considered a crucial life skill (Xu et al., 2025), as it involves an individual's ability to consciously direct attention, emotions, and behaviors toward personal goals (Inzlicht et al., 2021). In the academe, students manage their own motivation by adjusting effort to meet goals, especially when they sense potential disengagement (Schwinger & Pelster, 2012). This capacity is closely associated with time and resource management as well as persistence under challenge (Cho & Heron, 2015; Schwinger & Pelster, 2012). Control of learning beliefs refer to perceived links between effort and academic outcomes;

higher perceived control supports greater effort and stronger expectations of success (Pintrich, 2003). When students believe effort matters, they engage more effectively, whereas beliefs that outcomes are driven by external forces diminish effort (Sivrikaya, 2019).

Self-efficacy influences academic habits, emotions, and willingness to take on difficult tasks. Students with stronger efficacy beliefs are more likely to enjoy studying, experience positive emotions, and persist through difficulty (Artino, 2012). Self-regulation of motivation develops over time; teachers should gradually integrate self-regulated learning (SRL) supports to build these skills (Peeters et al., 2014). Learning environments also shape SRL through instructional design, social presence, and feedback opportunities (Cho & Heron, 2015; Ariani, 2017; Steinmayr, 2019).

Efficacy judgments draw on four sources: mastery experiences, vicarious models, verbal persuasion, and physiological states; mastery remains the most influential source (Lopez-Garrido, 2025; Zimmerman, 2015). Meta-analytic evidence shows that academic self-efficacy predicts persistence and performance, with stronger effects on complex tasks requiring strategy use (Multon et al., 1991; Honicke & Broadbent, 2016). In L2 settings, self-efficacy is closely tied to willingness to communicate and reduced speaking anxiety, which in turn supports performance (Khajavy et al., 2016; Mills et al., 2007).

2.2 Speaking competence in L2 contexts

Speaking is an important ability that college students are expected to master, as it underpins interpersonal communication and is highly valued in professional settings (Al-Hirsh, 2021; Boonkit, 2010; Dr. Akhyak & Indramawan, 2013; Illyin et al., 2021). Goh (2007) describes four domains of speaking competence. Phonological skills pertain to the accurate production of sounds, stress, rhythm, and intonation. Speech function skills include performing pragmatic functions such as requests and clarifications. Interaction management skills involve managing turn-taking, topic shifts, and repair, while extended discourse organization refers to structuring coherent monologues and extended turns.

Pronunciation instruction that emphasizes segmentals and prosody enhances intelligibility and comprehensibility (Saito, 2012). Interactional and discourse practice—often through task-based or telecollaborative activities—supports fluency, complexity, and responsiveness to feedback (Saito & Akiyama, 2016). Extended discourse practice fosters vocabulary development and higher-order thinking (Snow, 2014; Sydorenko et al., 2020). Interaction management draws on turn-taking, active listening, and nonverbal cues (Greene & Burleson, 2003), with strategies observable in higher education lectures (Rido et al., 2020) and collaborative projects (Khurutba et al., 2021). Together, these strands suggest that competence grows when instruction balances form-focused work, functional communication, and discourse structuring.

2.3 Asynchronous learning and speaking tasks

Asynchronous formats may reduce anxiety while allowing learners to rehearse and refine speech at their own pace. Messaging apps and video recordings

support speaking gains and reduce anxiety (Alkan & Bümen, 2020). Effective design includes clear instructions, multimedia resources, and constructive feedback (Azzahra et al., 2023). Still, asynchronous learning often limits interaction and the immediacy of feedback, and risks lowering motivation without careful scaffolding.

In Asian contexts, empirical studies show that task design critically shapes how asynchronous speaking tasks affect confidence and performance. Madzlan et al. (2023) report that asynchronous communication tools reduced learners' speaking anxiety and increased willingness to communicate among Malaysian students, effects linked to paced rehearsal and reduced real-time pressure. Similarly, Amiruddin et al. (2022) found that structured asynchronous video tasks in Indonesian ESL classes enhanced oral proficiency and confidence by permitting multiple retakes and self-correction prior to submission. These findings indicate that design features with clear scaffolds and opportunities for practice strengthen positive SRL outcomes.

Feedback timing operates as a central moderator: prompt, specific responses sustain motivation and consolidate gains from well-designed tasks, whereas delayed or sparse feedback amplifies cognitive and emotional load. Ampo et al. (2025) show that Filipino ESL learners who lacked timely feedback and regular teacher presence felt overwhelmed and excessively responsible for learning, which undermined self-efficacy and performance on complex discourse tasks. Broader reviews corroborate that chunked tasks, aligned assessment, and timely guidance are best practices for asynchronous modalities (Varkey et al., 2023; Fabriz et al., 2021), and that learner perspectives must shape task timing and feedback pathways (Al Ahdal & Algouzi, 2021). Taken together, the evidence positions task design and feedback timing as interactive levers: thoughtfully sequenced, low-bandwidth tasks with rapid formative feedback maximize rehearsal benefits and translate expectancy beliefs into speaking gains.

Self-regulated learning supports are critical to online success (Broadbent & Poon, 2015; Broadbent, 2017). Emotions matter: Control-Value Theory shows how perceived control and task value shape engagement and achievement emotions in digital contexts (Pekrun, 2006). Technological friction (e.g., bandwidth limits, device constraints) raises SRL demands and can widen gaps (Hrastinski, 2008). In language learning, low-bandwidth, mobile-first design and explicit SRL scaffolds help learners sustain practice despite delayed interaction and limited support (Saito, 2012; Saito & Akiyama, 2016; Broadbent, 2017). Overall, this literature review motivates the present study's focus on expectancy beliefs (control and self-efficacy), speaking competence across four domains, and contextual challenges in asynchronous settings, as visualized in the conceptual paradigm (Figure 1).

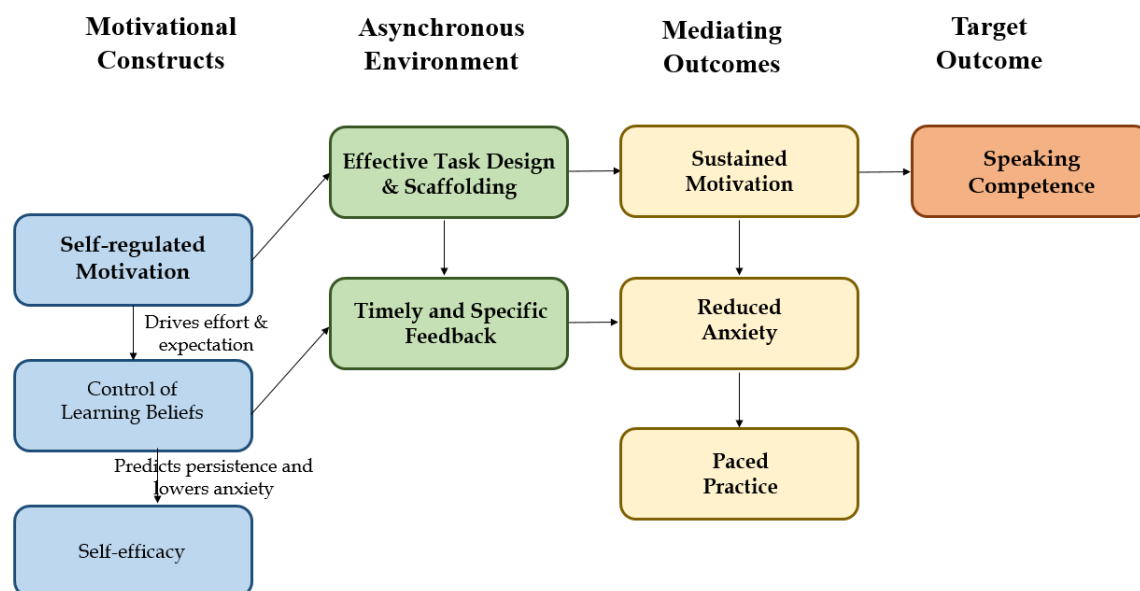


Figure 1: Conceptual Paradigm

The conceptual paradigm illustrates how self-efficacy and control beliefs interact with asynchronous task design to influence learning outcomes. Specific environmental features, such as effective task design and scaffolding combined with timely feedback, are critical levers that sustain motivation, reduce anxiety, and support paced practice, ultimately enhancing speaking competence.

3. Methodology

3.1 Research Design

This study employed a descriptive mixed-methods design, integrating quantitative and qualitative approaches to address more comprehensively the research objectives. Intentionally integrating quantitative and qualitative approaches as components of different parts of the study (Ponce & Maldonado, 2015) provided a broader and more nuanced understanding of the relationships under study than employing a single method alone.

3.2 Participants and Sampling

From a population of 358 pre-service ESL teachers, 186 students participated in the study. This number was initially determined using a Raosoft sample size calculator at a 95% confidence level to ensure descriptive representativeness (Thomas, 2020). Furthermore, a power analysis was conducted to ensure sufficient statistical validity. With a medium effect size ($r = .30$), a statistical power of .80, and a significance level ($\alpha = .05$), the minimum required sample size was determined to be approximately 85 participants. With 186 participants, the study's sample size was more than adequate to detect such effects. Stratified random sampling was used to ensure representation across year levels, giving all members an equal chance of selection.

3.3 Data Collection Instrument and Data Analysis

The Motivated Strategies for Learning Questionnaire (MSLQ) was used as the basis in developing the primary research instrument. A modified version of the MSLQ (Pintrich et al., 1991) assessed self-regulated motivation, focusing on two expectancy scales relevant to asynchronous multimedia-based speaking tasks: Control of Learning Beliefs and Self-Efficacy for Learning and Performance. For speaking competence, items were adapted from Goh's (2007) *Teaching Speaking in the Language Classroom (TSLC)*, covering phonological skills, speech function skills, interaction management skills, and extended discourse organization skills.

After pilot testing, the reliability and internal consistency of the modified MSLQ items were assessed using Cronbach's alpha, yielding a coefficient of .89 across 19 items, indicating strong internal consistency and coherence of the scale. Similarly, the adapted TSLC items produced a Cronbach's alpha of .91, demonstrating excellent reliability and confirming that the items were well-designed to measure speaking competence.

Descriptive statistics, including weighted and composite means, summarized responses across each scale and domain. To examine relationships between self-regulated motivation components and speaking competence domains, Pearson correlation coefficients were computed using SPSS. In addition, qualitative data on the challenges students encountered in asynchronous settings were collected through individual semi-structured interviews with willing participants. The interview protocol was reviewed and validated by field experts prior to administration to ensure clarity and relevance.

A total of 15 pre-service ESL teachers participated in the interviews. The researcher employed an iterative coding process (Chung & Pennebaker, 2020), reviewing transcripts after each round of interviews to identify recurring patterns and emerging categories as part of descriptive thematic analysis (Creswell, 2008). Data collection was concluded when data saturation was reached—that is, when successive interviews no longer yielded new themes, codes, or insights, and the information gathered had become sufficiently redundant to ensure conceptual depth and reliability of interpretation.

3.4. Ethical Considerations

Ethical procedures were followed in accordance with institutional guidelines for informed consent and confidentiality. The researcher secured approvals from campus authorities before proceeding with data gathering. The pre-service teachers' voluntary participation was ensured; informed consent was obtained from the respondents and interviewees, who were free to decide whether to participate without coercion or pressure.

In addition, the respondents' privacy and confidentiality were safeguarded. The questionnaire and interview questions were written with tact and without prejudice, avoiding bias or misleading phrasing. The use of derogatory, discriminatory, or otherwise objectionable words was avoided. Works of other authors were cited and acknowledged in the study. The identity of the

respondents and the school to which they belong is not disclosed in any section of the paper.

4. Results and Findings

The results of the statistical analysis are presented in Tables 1 to 8, while the categorized responses are presented in Thematic Chart A.

4.1 Students' self-regulated motivation for asynchronous speaking tasks in terms of control of learning beliefs and self-efficacy

Table 1 presents the data on the students' assessment of their control of learning beliefs in performing asynchronous speaking tasks.

The composite mean indicates overall growth-oriented control beliefs, anchored by strong endorsements of persistence and strategic effort (3.51–3.57) and tempered by lower endorsement of immediacy-oriented items (2.67–2.74). The top indicators include persistence under delay (“keep trying,” 3.57), effort over ability (“overcome low ability through effort,” 3.55), and strategic preparation (“Avoiding failure by studying requirements,” 3.52; “set goals to manage time,” 3.51).

Table 1: Assessment on the Control of Learning Beliefs in Performing Asynchronous Speaking Tasks

Control of Learning Beliefs	M	VI
Keeping on trying despite difficulty.	3.57	VTM
Overcoming low ability through effort	3.55	VTM
Avoiding failure by studying requirements	3.52	VTM
Setting goals to manage time	3.51	VTM
Learning through proper study and practice	3.49	TM
Understanding tasks by trying hard	3.35	TM
Taking responsibility for learning	3.09	TM
Needing quick understanding of tasks	2.74	TM
Understanding lessons the first time	2.67	TM
Composite Mean	3.28	TM

VTM = Very True of Me *TM = True of Me*

The relatively low indicators, or those considered friction points, include immediacy expectations (“understand it the first time,” 2.67; “understand quickly,” 2.74). This suggests a preference for rapid comprehension that can clash with iterative, multi-draft asynchronous tasks. In terms of agency calibration, taking responsibility for learning (3.09) scored lower than other control statements, signaling a subtle gap between endorsing effort or strategy and fully assuming responsibility.

This forms an “effort–strategy high, immediacy low” profile, consistent with adaptive control but vulnerable to anxiety when tasks require extended ambiguity (e.g., open-ended speaking projects). This aligns with the role of perceived control in sustaining effort and success expectations in academic settings (Pintrich, 2003). The results show that endorsement of persistence and strategic effort was strongest, while immediacy-oriented statements were lower. Overall, control beliefs indicate a generally growth-oriented stance.

Table 2 presents the data on the students' assessment of their self-efficacy in performing asynchronous speaking tasks.

Table 2: Assessment on the Students' Self - Efficacy and Performance in Performing Asynchronous Tasks

Self - efficacy for Learning and Performance	Mean	VI
Confidence in understanding basics	3.30	TM
Certainty in accomplishing difficult tasks	3.27	TM
Expectation of doing well overall	3.24	TM
Belief in earning high grades	3.19	TM
I expect to do well in practical exercises in class.	3.14	TM
Expectation of success in exercises	3.06	TM
Confidence in handling varied tasks	3.02	TM
Confidence in specific speaking tasks	2.95	TM
Mastery of complex speaking skills.	2.93	TM
Understanding difficult tasks	2.89	TM
Composite Mean	3.09	TM

TM = True of Me

The composite mean of 3.09 reflects moderate efficacy with a clear complexity gradient. The students' confidence was higher for basic tasks (3.30) and general course success (3.24), but lower for more difficult or complex tasks (2.89–2.93) and those requiring mastery-level performance (2.95).

The top indicators highlight foundational understanding, such as confidence with basic concepts (3.30), and general coping, such as accomplishing difficult tasks (3.27) and doing well in class (3.24). On the other hand, the lower indicators, where breakdowns usually occur, include complex-task comprehension (2.89) and mastery-level assurance (2.95).

The basic-to-complex efficacy drop-off suggests that learners' confidence constrains their willingness to attempt and iterate on higher-order speaking tasks, where strategy use, persistence, and tolerance for uncertainty are most needed (Honicke & Broadbent, 2016; Multon et al., 1991; Mills et al., 2007). Overall, the students' confidence remained steady for basic tasks and general success expectations but declined when mastering difficult and complex speaking tasks. This indicates a need to strengthen efficacy at higher levels of task complexity.

4.2 Manifestation of students' speaking competence

Table 3 presents the data on the manifestation of students' competence relative to phonological skills.

Students reported moderate phonological competence, with strengths in syllable-level awareness but weaknesses in phoneme-level blending and manipulation – skills that typically require explicit, focused practice. The relative weakness is evident in sublexical processing, such as blending phonemes (2.90), manipulating sounds (2.93), and breaking words into phonemes (2.99).

Table 3: Manifestation of Speaking Competence relative to Phonological Skills

Phonological Skills	Mean
Understanding syllable structures	3.33
Identifying rhyming words	3.31
Generating rhyming words	3.21
Pronouncing words accurately	3.19
Breaking words into syllables	3.15
Pronouncing critical sounds	3.10
Segmenting words into phonemes	2.99
Manipulating sounds to form words	2.93
Blending phonemes into words	2.90
Composite Mean	3.12

Note: All mean scores indicate that the skills are manifested to a moderate extent

This means that learners are more comfortable with suprasegmental or word-level awareness than with phoneme-level operations, which typically require explicit instruction and targeted practice for intelligibility gains (Saito, 2012). The sublexical gap may cascade into challenges with lexical access and fluency, particularly under time pressure.

Table 4 presents the data on the manifestation of students' competence in terms of speech function skills.

Table 4: Manifestation of Speaking Competence relative to Speech Function Skills

Speech Function Skills	Mean
Sharing and obtaining information	3.39
Motivating and encouraging others	3.39
Expressing needs and preferences	3.30
Starting and ending conversations	3.29
Building social relationships	3.28
Influencing or managing others	3.23
Performing basic transactions	3.23
Helping others express feelings	3.23
Expressing personal feelings	3.15
Composite Mean	3.28

Note: All mean scores indicate that the skills are manifested to a moderate extent

The composite mean of 3.28 points to moderate competence. Interpersonal and functional communication (e.g., sharing information; motivating or encouraging, 3.39) as well as routine pragmatics (e.g., starting or ending conversations, 3.29) emerged as moderately strong. Emotion-focused items such as affective expressivity ("express personal feelings" 3.15) scored slightly lower, suggesting room to broaden pragmatic range and nuance.

This indicates that functional pragmatics for everyday purposes are stronger than nuanced affective discourse. Expanding the range beyond transactional exchanges

toward nuanced stance-taking and emotional articulation would enhance pragmatic competence (Greene & Burlison, 2003).

Table 5 presents the data on the manifestation of students' competence in interactional skills.

Table 5: Manifestation of Speaking Competence relative to Interactional Skills

Interactional Skills	Mean
Understanding tone, pitch, and volume	3.45
Recognizing when and how to speak	3.41
Using verbal and non-verbal cues	3.39
Conveying messages with tone and pitch	3.39
Presenting topics clearly and truthfully	3.23
Preventing interruptions and shifts	3.19
Introducing new topics appropriately	3.19
Restricting responses when needed.	3.09
Overcoming communication breakdowns	2.89
Composite Mean	3.25

Note: All mean scores indicate that the skills are manifested to a moderate extent

Prosody and timing (understanding through tone/pitch/volume, 3.45); recognizing when/how to speak (3.41); and using verbal/nonverbal signals (3.39) emerged as relative strengths. On the other hand, repair and control were weaker, particularly in overcoming communication breakdown (2.89), restricting responses (3.09), and controlling interruptions or topic shifts (3.19). The composite mean (3.25) indicates a moderate level of competence in this area.

Learners manage paralinguistic cues but struggle with repair and constraint, which are skills often shaped by live negotiation of meaning. Asynchronous formats limit real-time practice; explicit modeling and staged rehearsal of repair moves could compensate (Greene & Burlison, 2003; Rido et al., 2020). Overall, prosody and timing emerged as relative strengths, while handling breakdowns and constraining responses proved weaker, highlighting a need for explicit repair strategies and discourse management practice.

Table 6 presents the data on the manifestation of students' competence in extended discourse skills.

The composite mean of 3.22 indicates moderate competence, with relative strength in logical coherence— specifically connecting one idea to another (3.43) and organizing ideas logically (3.29). On the other hand, relative weaknesses appear in sustained production and precision, such as producing long stretches of language (3.02), speaking with precision and conciseness (3.15), and grammatical control (3.19).

Table 6: Manifestation of Speaking Competence relative to Extended Discourse Skills

Extended Discourse Skills	Mean
Connecting ideas in conversation	3.43
Organizing ideas logically	3.29
Supporting arguments effectively	3.24
Discussing varied topics	3.24
Structuring speech clearly	3.21
Signalling topic changes	3.19
Speaking with minimal errors	3.19
Speaking with precision and conciseness	3.15
Producing extended speech	3.02
Composite Mean	3.22

Note: All mean scores indicate that the skills are manifested to a moderate extent

The data suggests that learners manage local cohesion but find extended monologue and precision challenging—areas that benefit from scaffolded planning, signposting, and iterative rehearsal with feedback (Snow, 2014; Sydorenko et al., 2020). Overall, students could connect and organize ideas at a moderate level but struggled with sustained monologue and precision. These remain typical areas for scaffolded practice and feedback.

4.3 Correlation between Self-Regulated Motivation and Speaking Competence Table 7 presents the statistical analysis on the relationship between the students' control of learning beliefs and their speaking competence.

There are weak positive correlations across all domains ($r = 0.236-0.372$), with the strongest observed for speech function (0.372) and interaction (0.357), and the weakest for extended discourse (0.236). All indicators were statistically significant. This suggests that control beliefs support engagement and strategic effort generally, with a slightly larger payoff in socially meaningful, dialogic tasks such as speech functions and interaction, where perceived effort-contingent progress is more visible to learners (Pintrich, 2003).

Table 7: Relationship between the Students' Control of Learning Beliefs and the Manifestation of their Speaking Competence

Control of Learning Beliefs versus	Pearson's r	p-value	Effect Size (r^2)	95% Confidence Interval	Interpretation
Phonological Skills	0.263	0.0003	0.069	[0.123, 0.392]	Weak Positive Correlation
Speech Function Skills	0.372	0.000	0.138	[0.241, 0.488]	Weak Positive Correlation
Interactional Skills	0.357	0.000	0.127	[0.226, 0.477]	Weak Positive Correlation
Extended Discourse Skills	0.236	0.000	0.056	[0.097, 0.366]	Weak Positive Correlation

The smaller link to extended discourse suggests that control beliefs alone are insufficient for complex, cognitively demanding production without parallel efficacy and strategy supports. Overall, there are small but significant positive associations across all domains, with the strongest observed in speech functions and interaction, consistent with evidence that perceived control relates to effortful engagement in socially meaningful tasks.

Table 8 presents the statistical analysis on the relationship between the students' self-efficacy for learning and performance and the manifestation of their speaking competence.

Table 8: Relationship between Students' Self - efficacy for Learning and Performance and the Manifestation of their Speaking Competence

Control of Learning Beliefs versus	Pearson's r	p-value	Effect Size (r ²)	95% Confidence Interval	Interpretation
Phonological Skills	0.472	0.000	0.223	[0.353, 0.575]	Weak Positive Correlation
Speech Function Skills	0.491	0.000	0.241	[0.364, 0.592]	Weak Positive Correlation
Interaction Skills	0.562	0.000	0.316	[0.455, 0.652]	Moderately Positive Correlation
Extended Discourse Skills	0.576	0.000	0.332	[0.470, 0.663]	Moderately Positive Correlation

Associations range from weak to moderate, with stronger links for interaction ($r = 0.562$) and extended discourse ($r = 0.576$) than for phonological (0.472) and speech function (0.491). Despite this, all indicators were statistically significant. This indicates that efficacy beliefs more strongly align with performance where tasks demand planning, sustained attention, and management of uncertainty.

These are important conditions in interactional management and extended discourse (Honicke & Broadbent, 2016; Multon et al., 1991; Mills et al., 2007). The relatively smaller association with phonology suggests that confidence alone does not substitute for explicit form-focused practice (Saito, 2012). Overall, self-efficacy was related more strongly to interactional and extended discourse skills than to phonological processing, highlighting the role of confidence in complex, strategic speaking.

4.4 Challenges Experienced by Students in Asynchronous Speaking Tasks

The coding and categorization process revealed key themes that summarize the challenges experienced by students in performing speaking tasks in asynchronous settings. Results are presented in Thematic Chart A.

The psychological challenges include fear of criticism, nervousness/shyness, and fear of mistakes, as well as linguistic strains such as concerns about ungrammaticality and L1-L2 translation. Some interviewees shared their thoughts on this:

"I am afraid if my professor and classmates will laugh at my speech presentation. I often mispronounce words and use wrong grammar."
(Participant 4)

"It is true, sir, that there are times when some of us just say their microphone is not working or they have poor connection that's why they cannot present. But the truth is they, or we, are just nervous."
(Participant 7)

Thematic Chart A: Challenges in Performing Speaking Tasks in Asynchronous Settings

Thematic Category	Sub-theme	Coded Responses
Affective Factor	Emotion-driven	Inhibition in speaking due to criticisms
		Afraid of being criticized by others
		Nervousness that leads to shyness
		Afraid of committing mistakes
	Language-driven	Committing ungrammatical statements
		Translation of thoughts and ideas in English
Intellectual	Cognitive Impulse	Can engage and learn more on Synchronous classes
		Confused on the appropriate ways of learning when alone
	Affiliated Needs & Self-esteem	Needs guidance from the teacher
		Needs validation if the activity done was good or not
		Confident that can learn concepts but just the basic ones.
Technological	Technical	Equipment like microphone and camera are not functioning well
	Access	Experiencing lag due to low internet connection
		Unavailability of the gadget to be used in performing activities
		Loss of internet connection
Economic	Lack of Resources	Lack of financial capability of buying learning materials Buying prepaid load just to attend synchronous classes and to perform multimedia – based activities online
		Inaccessible applications that can help in providing better outputs due to the limited device

These accounts highlight how psychological barriers and linguistic insecurities intertwine, often leading students to avoid participation altogether. Such

responses reveal that beyond technical skills, this factor plays a decisive role in shaping learners' willingness and confidence to communicate.

On the other hand, the intellectual challenges include a preference for synchronous guidance, confusion in self-directed learning, a need for teacher validation, and a modest self-esteem. Most of the interviewees stated that they do not know whether they are improving or not due to the lack of immediate feedback from the professor. Students also experience technological challenges such as malfunctioning microphones or cameras, low bandwidth, device unavailability, and intermittent connectivity. A few students shared their frustration in this regard:

"I sometimes get disappointed when the internet drops in the middle of recording. I thought I was doing well, only to find out I lost my connection already." (Participant 2)

These sentiments are compounded by pressing economic issues typical of low-income families in the Philippines:

"My parents have different priorities and buying a better gadget is not one of them. I can't do some of the tasks because my cell phone cannot download the needed application." (Participant 14)

The cost of purchasing additional equipment to meet task requirements and even loading mobile data are persistent issues, which affects access to applications and resources.

These factors likely mediate the path from motivation to performance. Lower perceived control or value can trigger negative emotions (Pekrun, 2006), while technological and economic friction increase self-regulated learning (SRL) demands and limit opportunities to iterate (Hrastinski, 2008; Broadbent, 2017). Equity-minded, low-bandwidth design and explicit SRL scaffolds help mitigate these constraints (Varkey et al., 2023; Broadbent & Poon, 2015). In general, the data suggest that internal affective-cognitive and external access constraints jointly shape learners' engagement and performance in asynchronous speaking tasks.

5. Discussion

5.1 Interpreting motivation profiles in asynchronous contexts

The data establish a clear hierarchy of motivational influence. Control of learning beliefs acts as a necessary condition for engagement. The small but significant effects suggest that effort and strategy can generally lead to the results required across tasks. On the other hand, self-efficacy serves as the sufficient condition for high-level performance. The large effects on strategic skills indicate that only when confidence is high are students psychologically equipped to deploy the complex strategies needed to excel in tasks demanding planning and self-monitoring.

Furthermore, students endorsed growth-oriented control beliefs (persistence, strategy use, time investment, goal setting) alongside some immediacy expectations (“first-time” understanding). This mix suggests a generally adaptive mindset tempered by a preference for quick comprehension, which may elevate anxiety during multi-draft or open-ended tasks. Self-efficacy was moderate overall, yet stronger for basic tasks and general success expectations, but weaker for complex, unfamiliar tasks. This pattern reflects the task-specific nature of efficacy and its sensitivity to perceived difficulty (Honicke & Broadbent, 2016; Multon et al., 1991).

In L2 speaking, efficacy shapes willingness to communicate and reduces anxiety, thereby enabling risk-taking and strategic coping (Mills et al., 2007; Khajavy et al., 2016). In asynchronous settings, reduced immediacy of feedback and social presence can depress perceived control, making explicit SRL scaffolds and timely formative feedback critical for sustaining efficacy (Broadbent & Poon, 2015; Pekrun, 2006). This is also critical since some students may prefer AI-generated feedback on their performance, which may affect the integrity of academic output (He et al., 2024).

This indicates that while interventions should encourage persistence (addressing control beliefs), maximum performance gains will only be realized when interventions specifically target and raise self-efficacy, particularly for interactional and extended discourse skills, where the predictive correlations are largest and most reliable.

5.2 Understanding the competence profile: The phonology–discourse gap

The competence profile shows moderate performance overall, with strengths in communicative functions and interactional prosody or turn-taking. Weaker areas include phoneme-level manipulation and the production of extended, precise discourse. This suggests that the belief in strategic effort provides a foundation for engaging with pronunciation tasks, but the actual development of these foundational speaking skills is likely driven more powerfully by the quality and frequency of explicit, form-focused instruction and targeted practice.

Similarly, findings suggest that belief in the effort-outcome contingency is maximally effective when applied to socially meaningful, dialogic tasks. For example, speech functions are transactional and require relatively immediate, unambiguous feedback regarding success or failure. This highlights how Filipino ESL learners often feel stressed in asynchronous settings characterized by delayed feedback and limited teacher presence (Ampo et al., 2025).

This phonology–discourse gap is common when learners receive rich communicative exposure but limited explicit training in sublexical processing and monologic structuring. Intelligibility improves with targeted work on segmentals and prosody (Saito, 2012), while extended discourse benefits from scaffolded planning, signposting, and rehearsal cycles (Snow, 2014; Sydorenko et al., 2020). Interaction management skills such as turn-taking, topic control, and repair respond to explicit modeling and feedback (Greene & Burleson, 2003; Rido et al., 2020). Because asynchronous tasks reduce real-time negotiation of

meaning, embedding repair strategies (e.g., self-monitoring, clarification moves) within recording cycles can partially substitute for live interactional practice.

5.3 Linking motivation to performance: Why self-efficacy matters more for complex skills

Control of learning beliefs correlated positively but weakly with competence, suggesting that perceived control supports general engagement but may not strongly differentiate performance within domains. By contrast, self-efficacy showed moderate associations, especially for interactional and extended discourse skills. Complex skills rely on planning, monitoring, and sustained attention; these processes are uniquely sensitive to efficacy beliefs, which fuel persistence under uncertainty and the use of higher-order strategies (Honicke & Broadbent, 2016; Multon et al., 1991). In asynchronous speaking, learners must plan content, anticipate audience needs, and self-evaluate without immediate cues—conditions that magnify the role of efficacy. The stronger links to discourse-level outcomes align with this logic: confident learners are more likely to attempt longer, more complex speech, tolerate ambiguity, and iterate toward clarity (Mills et al., 2007; Khajavy et al., 2016).

The data show a tiered sensitivity to motivational beliefs. Phonological skills, being componential and practice-dependent, respond modestly to both control beliefs and efficacy, underscoring the primacy of explicit instruction and distributed practice for intelligibility gains (Saito, 2012). By contrast, interactional and extended discourse skills, which hinge on planning, monitoring, and audience design, show stronger ties to efficacy, consistent with the role of confidence in sustaining complex strategy use under uncertainty (Honicke & Broadbent, 2016; Multon et al., 1991). Moreover, key statistical results provide strong empirical support for the notion that simply believing that effort matters (control of learning beliefs) is insufficient; one must also possess the confidence in one's ability (self-efficacy) to mobilize the requisite cognitive strategies for complex speaking tasks.

5.4 Challenges as mediators: Emotion, SRL load, and access constraints

Overall, the analysis highlights various asynchronous affordances and constraints. The time to rehearse, re-record, and self-evaluate can lower immediate anxiety and enable deliberate practice (Alkan & Bümen, 2020). On the other hand, delayed feedback and reduced social presence can depress perceived control and slow calibration of standards, particularly for affective and repair strategies that thrive on real-time negotiation (Fabrizz et al., 2021). An implication for the design of asynchronous speaking tasks is that teachers should pair asynchronous recording cycles with quick, targeted formative cues such as rubric-aligned micro-feedback and exemplars to preserve autonomy while shoring up perceived control (Varkey et al., 2023; Broadbent & Poon, 2015).

These findings connect directly to broader teacher education goals. By strengthening both control of learning beliefs and self-efficacy, teacher education programs can prepare future educators to design learning environments that balance autonomy with timely support, reducing student anxiety in

independent or asynchronous contexts. Ultimately, cultivating these motivational capacities not only enhances pre-service teachers' own performance but also aligns with the broader goal of producing reflective practitioners. While the study has limitations due to its single-institution focus, self-reported competence, and cross-sectional design, the results nonetheless provide meaningful insights. Future research may consider longitudinal tracking and experimental interventions to substantiate or extend initial findings.

6. Conclusion

Pre-service ESL teachers demonstrated growth-oriented control beliefs and moderate self-efficacy, though confidence declined on complex tasks, underscoring the need to strengthen efficacy for higher-level speaking. Overall competence was moderate, with relative strengths in communicative functions and prosody but weaknesses in phoneme-level processing and extended discourse, revealing a phonology-discourse gap. Motivation correlated positively with competence, and self-efficacy showed stronger associations, particularly with interactional and discourse skills, while control beliefs had smaller yet significant effects.

Performance was further mediated by psychological (fear of criticism), intellectual (need for guidance), technological (bandwidth, devices), and economic (data costs) constraints. To improve outcomes, teachers should integrate efficacy-building mastery sequences, intelligibility-focused pronunciation, scaffolded extended discourse, explicit SRL routines, and low-bandwidth, mobile-first design in asynchronous speaking tasks.

7. Pedagogical Implications

To ensure classroom application of research data, teachers – especially those handling pre-service ESL teachers in developing countries such as the Philippines – can build speaking confidence through gradual tasks, starting with short micro-activities, then brief monologues, and finally extended discourse. Each step should include clear criteria, examples, and rubrics with focused feedback. Annotated samples and peer teaching clips can model effective strategies. To improve speech clarity, they should embed rhythm and prosody practice into meaning-focused tasks, prioritizing intelligibility over native-like accents.

Teachers can also support discourse development with planning sheets, signposting phrases, argument frames, and rehearsal cycles. Self-regulation can be strengthened through micro-goals, checklists, and reflection prompts, while normalizing drafts and revisions as part of learning. Anxiety can be reduced with low-stakes voice notes and peer feedback that emphasizes strengths before suggestions. Teachers can also allow students to choose their audience to increase authenticity and motivation. Finally, they can conduct action research or experimental studies to test the effectiveness of using audio-only formats, offline drafting, and flexible platforms, supported by institutional resources such as device loans, data subsidies, and extended upload windows.

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Appendix A: Survey Questionnaire

Name: _____

Program: _____

PART I. Modified Motivated Learning Strategies Questionnaire (MLSQ)

Directions: The following questions will explore your motivation for and attitudes about asynchronous speaking tasks. Remember there are no right or wrong answers; just answer honestly and accurately.

If you think the statement is very true of you, choose 4; or not at all true of you, choose 1. If the statement is more or less true of you, find the number between 1 and 4 that best describes your response.

Legend:

4 - Very true of me

3 - True of me

2 - Less true of me

1 - Not true of me at all

Part I-A. Control of Learning Beliefs				
	4	3	2	1
1. If I study and practice in appropriate ways, then I will be able to learn the concepts and skills in performing the speaking tasks.				
2. I am responsible for learning and acquiring the skills required to perform the tasks.				
3. If I try hard enough, then I will understand the concepts and skills required of the tasks.				
4. If I set specific learning goals, I will be able to manage my study and practice time for the tasks.				
5. If I try very hard, I can overcome my low ability in speaking.				
6. If I spend more time on understanding the requirements of the task, then I will avoid failure.				
7. I have to understand the task quickly so I can understand it.				
8. If I will ever understand a lesson or a task, I have to understand it the first time.				
9. If I cannot learn the lesson or task right away, I should keep trying.				

PART I-B. Self -Efficacy for Learning and Performance				
	4	3	2	1
1. I believe I will receive an excellent grade in my speech performance.				
2. I'm certain I can understand the most difficult speaking task assigned in class.				
3. I'm confident I can understand the basic concepts for the speaking task.				
4. I'm confident I can understand the most complex speaking task presented by my teacher.				
5. I'm confident I can do an excellent job on the specific speaking tasks.				
6. I expect to do well in practical exercises in class.				
7. I'm certain I can master the speaking skills being taught in this class.				
8. Considering the course, the teacher, and my skills, I think I will do well in class.				
9. When facing difficult tasks, I am certain that I will accomplish them.				
10. I am confident that I can perform effectively the tasks in this class no matter how varied they are.				

Note: The statements are based on the Motivated Learning Strategies Questionnaire (Pintrich, et al., 1991).

PART II. Areas of Speaking Competence

Directions: The following are statements regarding the different areas of speaking competence that are expected to be manifested through the various speech activities provided in your class. Please read each one and indicate to what extent you agree or disagree with each statement.

Legend:

4 - Strongly Agree

3 - Agree

2 - Disagree

1 - Strongly Disagree

PART II-A. Phonological Skills				
<i>Because of the speaking tasks in class, I can...</i>	4	3	2	1
1. break down words, even those new to me, into syllables.				
2. identify rhyming words from a				

group of words.				
3. think of words that rhyme with specific key words.				
4. pronounce most words accurately.				
5. understand the structure of English syllables (consonant and vowel structure)				
6. pronounce words with critical consonant sounds (e.g. /p/ vs /f/, /b/ vs /v/) and critical vowel sounds (e.g. short and long /i/ sound, diphthongs)				
7. blend phonemes to decode a word.				
8. break up words into their component sounds (phonemes).				
9. manipulate the sound structure of a word by deleting / swapping sounds to make new words.				

Note: The statements are based on the book, Teaching Speaking in the Language Classroom (Goh, 2007).

PART II-B. Speech Function Skills				
<i>Because of the speaking tasks in class, I can...</i>	4	3	2	1
1. manage or influence an individual for various purposes by speaking with them.				
2. develop social relationships or socialize / interact with other people.				
3. express my desires, needs, wants, likes and dislikes, choices, and aspirations.				
4. facilitate people's expression of their feelings and emotions.				
5. express my feelings and emotions better.				
6. convey, give, and get information more clearly.				
7. motivate or encourage people to be better.				
8. start and end a conversation.				

9. perform basic transactions (e.g. order in a restaurant, book a hotel room, speak with an operator).				
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PART II-C. Interactional Skills				
<i>Because of the speaking tasks in class, I can...</i>	4	3	2	1
1. present a particular topic clearly, truthfully, and say only what is relevant.				
2. restrict the response of the other person involved whenever necessary.				
3. recognize when and how to speak.				
4. control and prevent unnecessary interruptions and topic shifts.				
5. introduce a new topic followed by the continuation of the existing topic.				
6. overcome communication breakdown to send a more comprehensible message.				
7. use verbal and non - verbal signals in a conversation.				
8. understand one's message through the distinct use of tone, pitch, and volume.				
9. convey my message better through proper use of tone, pitch, and volume.				

PART II-D. Extend Discourse Skills				
<i>Because of the speaking tasks in class, I can...</i>	4	3	2	1
1. produce long stretches of language in various situations.				
2. connect one idea to another in a conversation.				
3. organize my ideas logically and consistently.				
4. support my arguments better.				
5. indicate a need for a change of topic in a conversation.				

6. be able to speak with precision and conciseness.				
7. structure my spoken output in a way that is easy to follow.				
8. communicate with other people with very few and/or negligible grammatical errors.				
9. communicate with anyone on a variety of topics.				

Note: The statements are based on the Phonological Awareness: Staircase to Success Diagram (Schuele & Boudreau, 2008).

Thank you very much for your participation!

Appendix B. Interview Protocol

Information and Participant Consent Form

Greetings!

Thank you for agreeing to participate in this interview. I'd like to learn more about your experiences with asynchronous speaking tasks. There are no right or wrong answers. Please feel free to share your honest thoughts.

The interview will take less than one hour to complete. All information that you provide will remain strictly private and confidential. The university has approved this research activity. I may be reached through the following email address for information regarding your rights as a participant, including grievances and complaints: kristofferconrad.tejada@g.batstate-u.edu.ph.

Your decision to take part in this interview is voluntary. This means that you do not have to answer these questions if you do not wish to. Whether you take part or not will not affect your grades or any future services that you receive from the university. Additionally, you may decline to answer any question or withdraw from the interview without giving a reason. May I continue with the interview?

Thank you for your time.

Very truly yours,

Kristoffer Conrad M. Tejada
Researcher

I certify that I have read the Information above and have explained this interview to the pre-service ESL teacher, and that they understand the nature and purpose of the interview and consent to participate in the study. They have been given opportunity to ask questions which have been answered to her/his satisfaction.

Please check one: I agree to be interviewed.
 I don't agree to be interviewed.

Name of interviewee:

Signature _____ Date: _____

Interview Questions

1. How do you usually feel when you are asked to record or submit an asynchronous speaking task?

Probes: Do you feel nervous, shy, or confident?

What worries or fears, if any, do you experience when speaking in English for these tasks?

Are you concerned about mistakes, grammar, or how others might react?

2. How do your classmates' or professors' reactions (real or imagined) affect your willingness to participate?

3. What difficulties do you encounter when expressing your ideas in English during asynchronous tasks?

Probes: Do you find yourself translating from your first language?

Do grammar, pronunciation, or vocabulary affect your confidence in recording?

4. How does learning through asynchronous speaking tasks compare with synchronous (live) classes?

5. What challenges do you face when learning or practicing speaking on your own?

Probe: Do you feel you need more guidance or feedback from your teacher?

6. Are you confident that you can improve your speaking skills through asynchronous activities?

7. What technical problems have you experienced when completing asynchronous speaking tasks?

Probes: Have you had issues with microphones, cameras, or internet connection?

Can you share a specific time when technology disrupted your performance?

8. How do financial or resource-related issues affect your ability to complete asynchronous speaking tasks?

Probe: Have you struggled with access to devices, applications, or internet load/data?

What resources or support would make it easier for you to complete these tasks?

9. Overall, what do you think are the biggest challenges you face in asynchronous speaking tasks?

10. How do these challenges affect your motivation and confidence to participate?

Closing Script

"Thank you for sharing your experiences. Your insights are very valuable and will help me better understand the challenges students face in asynchronous speaking tasks."