

Research Article

THE IMPACT OF ONLINE FEEDBACK ON SELF-CONFIDENCE IN ENGLISH
COMMUNICATION IN THAI SECONDARY SCHOOL STUDENTS

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Nattamon Srisuk^{1*} Noawanit Songkram² Pornsook Tantrarungroj³
Pattarporn Thamsuwan⁴ and Nutthakorn Songkram⁵

^{1,3}Faculty of Education, Chulalongkorn University, Bangkok 10330, Thailand

²Learning Innovation for Thai Society (LIFTS) Research Unit, Faculty of Education,
Chulalongkorn University, Bangkok 10330, Thailand

⁴Sitthinan Co., Ltd., Bangkok 10500, Thailand

⁵Faculty of Agricultural Technology, King Mongkut's Institute of Technology Ladkrabang, Bangkok 10520, Thailand

*Corresponding Author, E-mail: natamon.s@chula.ac.th

Abstract

English communicative skills are an essential part of learning and teaching English as a foreign language (Cárdenas-Claros, 2020; Clément et al., 2001; Gibbs & Simpson, 2005). Thai students struggle to learn English then leads to low self-confidence which affects their English. These negative emotions can impact learning and self-esteem (Pattanpichet, 2011; Schwartz & White, 2000; Trimmer & Guest, 2020). The goal of this paper is to look at how online personalized feedback affects students' self-confidence in English communication. A survey of secondary school students in Bangkok, Thailand, was conducted for this study. There are 346 available sample participants. Structural Equation Modeling (SEM) is used to evaluate the relationship between Personalized Feedback (PF), Feed Forward (FF), and Self-confidence in English Communication (EC). The causal equation model was examined, and the findings showed that the direct effect of PF on EC was 0.37, while the indirect effect of PF on EC was 0.47. According to the findings of this study, there is a positive relationship between personalized feedback and academic self-confidence in English communication.

Keywords: Individualized Feedback, Feed Forward, English Communication Self-Assurance, Secondary School, Distance Learning

Introduction

In the complex world of today, knowing English is absolutely necessary. (Pattanpichet, 2011; Rao, 2019). As a result, students from all over the world must adjust to improve their language skills as learners of English as a foreign language and as a second language to communicate effectively with native speakers (Pattanpichet, 2011; Rao, 2019). Students studying English as a foreign language frequently assume that communicating in English with others is challenging to learn. Previous research has established that several teaching and learning techniques are available to help these students develop and lessen the negative concepts (Lubis et al., 2020). Thailand recognizes the issue's importance. Thus, we should consider how we can help Thai students develop and improve their ability to speak English independently (Habiburrahim et al., 2020; Lubis et al., 2020; Pattanpichet, 2011; Rao, 2019).

Teaching English as a second or foreign language poses many challenges, from the learners' lack of self-confidence in using the language to their lack of motivation to study. Thus, English teachers should address the issue of students' self-confidence and how it affects their stress levels (Medley, 2012; Wu et al., 2011; Yashima, 2002; Yashima et al., 2004). In order to adapt to effective language teaching, teachers must understand the language learning and communication challenges faced by students learning English as a second or foreign language. Language training with expressiveness and social relationships promotes inner integrity and practical instruction for all learners ((Medley, 2012; Wu et al., 2011; Yashima, 2002; Yashima et al., 2004).

Giving feedback to assist with Thai language learning is common in classroom management, both in-person and online. Additionally, there is a widespread discussion concerning feedback issues and how they affect students. (Abdi & Makiabadi, 2019), (Belcadhi, 2016), and (Ahmad Al-Khotaba et al., 2019) mentioned that feedback is an essential element that allows students to assess their ability (Agudo & de Dios, 2013; Bai & Hu, 2017; Jiang & Yu, 2020), discovering that the majority of students were satisfied with the feedback they received. To be effective and appropriate, feedback should be tailored to the student's personality. Personalized feedback can help language learners gain self-confidence, especially those who lack self-confidence and are afraid of communicating with others (Adarkwah, 2021; Agudo & de Dios, 2013; Bai & Hu, 2017; Bardach et al., 2021; Cárdenas-Claros, 2020; Cucchiarini & Strik, 2018; Gan et al., 2021; Jiang & Yu, 2020).

In this study, the researcher was interested in studying the effects of personalized feedback that affects the self-confidence in learning English for secondary school students. The researchers will begin to synthesize valuable feedback and language teaching tools that promote listening and speaking for communication and individual feedback. Therefore, the researcher developed the causal model of individual feedback that affects the self-confidence in English communication of lower secondary school students to study the influence of personal feedback on the self-confidence in English communication of secondary school students.

Literature Review

Self-confidence in English Communication

Self-confidence is the courage to say and believe that you can do many things. (Fatima et al., 2020; Wu et al., 2011). Motivation and recognition of ability and self-confidence in English are the characteristics that language learners should have. Students' self-confidence in using language reflects that they are willing to communicate (Yashima, 2002; Yashima et al., 2004). Self-confidence in language use should be increased by frequent communication with native speakers. Begin with a personal conversation in order that the communication results are positive. (Adnan et al., 2020; Clément et al., 2001) There are five stages boost English self-confidence (Adnan et al., 2020; Birch & Volkov, 2007; Habiburrahim et al., 2020; Rofi'i & Nurhidayat, 2020); 1. Smile; 2. Memorize phrases or sentences, not words; 3. Improve hearing; 4. Talk. Learning the vocabulary, idioms, phrases, and sentences helps enhance English confidence; 5. Don't be ashamed of your accent and ask questions if you don't understand (Rofi'i & Nurhidayat, 2020; Sun et al., 2017; Tridinanti, 2018). By providing appropriate feedback and enjoyable experiences, students will have the self-confidence to interact more often, both outside and inside the classroom (Adnan et al., 2020; Tsiplakides & Keramida, 2009). Because the knowledge gained is fun, it will affect the increased self-self-confidence of students (Abdi & Makiabadi, 2019; Adnan et al., 2020) and will positively affect motivation. Moreover, having good interactions with native speakers reduces students' hesitation to express themselves and increases their self-confidence in using the language (Adnan et al., 2020; Ahmad Al-Khotaba et al., 2019; Ahn & Lee, 2016; Habiburrahim et al., 2020). Students are confident in their language use and do not worry or lack self-confidence when they are uncertain or incorrect. Students are fluent in English. Students effectively communicate. Students engage in class activities in English with their classmates and foreign teachers. (Clément et al., 2001; Shamsudin & Nesi, 2006; Yashima, 2002; Yashima et al., 2004).

Personalized Feedback

Giving feedback can assist students in reducing ESL students' anxiety in English communication and enhance them to communicate with their peers. (Birch & Volkov, 2007; Weasenforth et al., 2002; Zhang & Kenny, 2010). In addition to helping students improve their English language skills, it also helps to promote self-confidence and the courage to express themselves in English communication (Yashima, 2002; Zhang & Kenny, 2010). To promote learning through the process of continuous suggestions in this learning is a form of "discussions for learning" in which teachers and students will discuss common goals and achievements (Abdi & Makiabadi, 2019; Harri-Augstein & Thomas, 1991). Moreover, Gibbs and Simpson (2005) showed that feedback encourages learners to learn and promotes their success levels. The feedback should be adequate, relevant, and efficient to represent students' abilities. Students must improve their talents and evaluate themselves. (Cárdenas-Claros, 2020; Cucchiarini & Strik, 2018; Gibbs & Simpson, 2005; Gosain, 2020; Jiang & Yu, 2020). From the literature, there are three components of personalized feedback to enhance students' self-confidence in English communication: 1) Corrective feedback is intended to improve student performance and emphasize correctness in basic tasks (task-focused) by giving easy assessments on a subject that interests the student.

Students get the context immediately. (Gibbs & Simpson, 2005; Poulos & Mahony, 2008; Shamsudin & Nesi, 2006; Xu & Bull, 2010; Zhang & Kenny, 2010); 2) Self-perceived competency which is the individual perception of ability in skill and efficiency. Emphasize self-awareness by highlighting what the student is capable of achieving and how effective they are at doing it. ((Birch & Volkov, 2007; Gibbs & Simpson, 2005; Kohonen, 1999; Pattanpichet, 2011; Schwartz & White, 2000; Weasenforth et al., 2002; Zhang & Kenny, 2010), and 3) Feed-forward which is providing information to students for learning and development which is to suggest a more advanced level and to point out the rules offers me goals to improve students' English communication. (Clément et al., 2001; Gibbs & Simpson, 2005; Harri-Augstein & Thomas, 1991; Kohonen, 1999; Schwartz & White, 2000; Xu & Bull, 2010; Zhang & Kenny, 2010).

Feed-Forward

Feed-Forward has a motivating effect on Self-confidence in English Communication since it is a Feed-Forward medium. According to research conducted by (Gosain, 2020; Romiszowski & Mason, 2013) who both investigated the productive potential of online discussion in their studies, it has been suggested that online discussion can serve as a type of Personalized Feedback Factor that teaches students how to interact effectively with specific goals. As a result of this technique, engaged learners who collaborate to acquire new information and understanding are more likely to be encouraged. It is all of these things that contribute to the development of students' reflection and critical thinking abilities, such as providing them with opportunities to interact with one another and to be adaptable, closing the communication gap between professors and students, and providing discussion topics. Additionally, students can interpret their professors' involvement in a negative way, which can have a negative impact on their sense of self-worth. Giving feedback to individual learners is one of the ways that can help to foster this, as it will inspire learners to communicate more effectively. (Nurachman & Irawan, 2020; Romiszowski & Mason, 2013) discussed the constructive perspective of online discussions that helps promote active learning as students learn together while also creating new knowledge, allowing students to interact and be flexible, reducing the gap between learners and teachers, and providing discussion topics that help to promote reflection and critical thinking skills (Gosain, 2020; Trimmer & Guest, 2020).

The role of feedback in online learning

The previous studies were found that creating an atmosphere in teaching and learning to promote knowledge affects English language communication skills best when creating an atmosphere that is flexible and promotes effective communication (Cárdenas-Claros, 2020; Cucchiarini & Strik, 2018; Schwartz & White, 2000; Silvervarg et al., 2020; Trimmer & Guest, 2020). Technology media that integrates teaching and learning management can boost English communication self-confidence (Kurek & Müller-Hartmann, 2019; O'Dowd & O'Rourke, 2019; Trotsun et al., 2019). Educators are also trying to introduce innovation using technology such as video conferencing with native speakers to raise the quality of teaching in the classroom, which has been developed to allow the design teaching and learning with greater efficiency (Kurek & Müller-Hartmann, 2019; O'Dowd & O'Rourke, 2019; Tridinanti, 2018). English language teachers should use student-centered learning, and have students interact with native speakers, including technology interactions, which will increase the

efficiency of teaching and learning, creating motivation and boosting self-confidence for students (Singhanuwananon, 2016; Tridinanti, 2018; Wu et al., 2011). Also, (Wang & Young, 2014) talked about the use of technology for teaching noting that intelligent computer learning systems allow students to learn flexibly. The personal learning environment will enable the practice of English pronunciation through the system, whereby the system will process words that are pronounced correctly and incorrectly (Bai & Hu, 2017; Jiang & Yu, 2020; Kartchava et al., 2020). One of the strategies that helps promote learning is giving feedback to individual learners, which will encourage the communication of learners. (Nurachman & Irawan, 2020; Romiszowski & Mason, 2013) discussed the constructive perspective of online discussions that can help to promote active learning and encourage students to learn together and create new knowledge allowing the students to interact and be flexible, reducing the gap between learners and teachers, and providing discussion topics that help to promote reflection and critical thinking skills (Gosain, 2020; Trimmer & Guest, 2020). Providing feedback via the audio system provides a quality learning environment. Students receive direct experience from the teacher and receive feedback individually, which makes them understand in terms of their own self-happiness and knowledge of their own ability. Most students comment that voice feedback gives the student a clear understanding of what the instructor intends to communicate and gives the students the feeling of interaction. Online chat helps students participate equally in conversations. It may be a technology tool to encourage students to create language and students can use it while chatting (Quinton & Smallbone, 2010; Shih & Cifuentes, 2003).

According to the review literature, a positive classroom environment increases student activity, lowers anxiety, and boosts self-confidence. Positive communicative class experiences lead to communication-centered beliefs. If students have a positive classroom environment, they may enjoy speaking English and lessen nervousness. Thus, feedback improves students' English communication confidence and was chosen as the conceptual framework for their research.(Chen et al., 2014; Clément et al., 1994; Gan et al., 2021; Hu, 2003; Peng & Woodrow, 2010; Wu, 2003)

The conceptual Framework

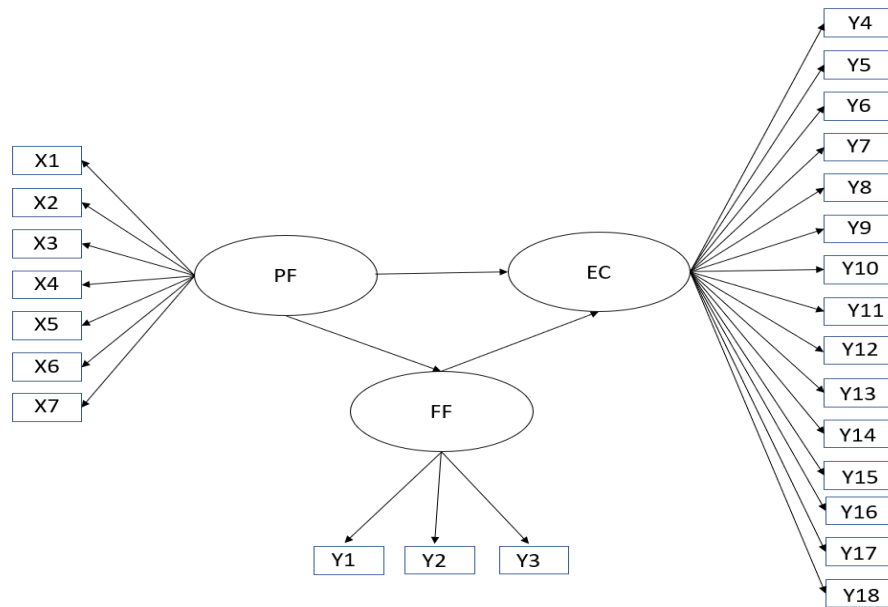


Figure 1 The conceptual Framework shown the relationship between self-confidence in English Communication and Personalized Feedback

Hypothesis

Accordingly, the main hypothesis of Personalized Feedback and self-confidence in English Communication can be broken into the following sub-hypothesis based on the conceptual framework.

H1. Personalized feedback is significantly associated with self-confidence in English Communication

Research Objective

The researcher examined how personalized feedback affects secondary school students' English self-confidence.

Methods

1. Data Collection Tools

1.1 Survey

Sample Size

Hair et al. (2013) proposed a sample size of 5-10 times per research variable for determining the sample for analysis with the Lisrail program when estimating the formula's sample size. In this study, we have 25 questions; multiply 25 by 2 (in case of error, $25 \times 2 = 50$), then multiply 50 by 50 to get the sample size = 250. The number is 346 secondary school students; 86.5% responded to surveys sent to 400 secondary school students. Questionnaires were sent directly to the online platform (Google Forms) by sharing with secondary school teachers in Bangkok, Thailand.

1.2 The quality of the research instrument (validity, discrimination and reliability)

Reliability Analysis

Cronbach's alpha

Cronbach's alpha was determined to examine the internal consistency of multi-item constructs. All constructs proved their reliability. All constructs had values that were above the generally accepted level at .967.

Confirmatory Factor Analysis (CFA)

Table 1 Factor Analysis

Constructs (scales)	Factor Loading CFA	Alpha ^a	CR ^b	AVE ^c
Feed Forward (FF)		.867	0.867	0.686
1. Pointing out the objectives of English communication gave me a goal to practice English. Y1	0.76			
2. Commenting to help me improve myself gives me more self-confidence in English communication. Y2	0.84			
3. Pointing out the guidelines gives me goals to improve myself in English communication. Y3	0.88			
Self-confidence in English Communication (EC)		.951	0.950	0.560
4. I feel confident when communicating in English. Y4	0.81			
5. I am not worried about communication mistakes in the English class. Y5	0.72			
6. I do not feel nervous if the teacher calls me to answer in the English class. Y6	0.68			
7. I do not feel shocked or scared when teachers communicate in class in English. Y7	0.76			
8. I do not feel nervous when I have to speak in front of a class. Y8	0.64			
9. I'm not worried when communicating in English with foreigners. Y9	0.78			
10. When I communicate in English, I'm not worried about what others think of me. Y10	0.79			
11. I think communicating in English gives me goals for the future. Y11	0.56			
12. I am satisfied with my ability to speak English. Y12	0.71			
13. When the teacher communicates with me in English, I can reply immediately. Y13	0.83			
14. I speak in a firm tone. Y14	0.82			

Constructs (scales)	Factor Loading CFA	Alpha ^a	CR ^b	AVE ^c
15. I make eye contact when speaking in front of the class or communicating with others in English. Y15	0.81			
16. Speaking in English in class is what makes me happy in English class. Y16	0.79			
17. I participated in the English class discussion. Y17	0.77			
18. I am happy when I can tell you what interests me in English class. Y18	0.70			
Personalized Feedback (PF)		.918	0.917	0.615
19. Pointing out what I'm doing wrong allows me to improve my English communication. X1	0.82			
20. I am corrected when promptly guided. X2	0.80			
21. I don't feel pressured by feedback pointing to my communicative mistakes. X3	0.66			
22. Reinforcement makes me feel more relaxed. X4	0.73			
23. When I know my weak points, they make me try to improve myself even more. X5	0.85			
24. Knowing my skill level makes me feel more confident. X6	0.77			
25. When I know my skill level, it gives me directions for further self-improvement. X7	0.84			

a. Cronbach's alpha b. Composite reliability c. Average variance extracted

Confirmatory Factor Analysis (CFA) indicates a factor loading of between 0.56 and 0.88. The Average Variance Extracted Variance (AVE) is between 0.560 and 0.686. Construct Reliability (CR) values range from 0.867 to 0.950. According to the factor analysis in Table 2, the highest factor loading is Feed Forward (FF), hence the researcher chose Feed Forward Factor as an indirect path analysis.

2. Data Collection Procedures

Independent Variables

Personalized feedback in this research is primarily measured by scale items. There are three components of personalized feedback, including 1) corrective feedback with four scale items, 2) self-perceived competency with three scale items, and 3) feed-forward with three scale items. All the measures are based on five-point Likert scales (1-strongly disagree, 5-strongly agree).

Dependent Variables

Self-confidence in English Communication consists of three components, including Self-Reliance, Fluency, and Participation. These variables are measured by scale items. Nine scale items measure Self-Reliance.

Three scale items measure Fluency. Two scale items measure Participation. All the measures are based on five-point Likert scales (1-strongly disagree, 5-strongly agree).

Statistical Methods

The data collected were processed through several stages.

First, descriptive statistics were used to assess gender, level, frequency of English speaking and listening activities, and correlation between applications enhancing Self-confidence in English Communication and Self-confidence in English Communication Score via the use of SPSS.

Second, reliability analysis was performed to test whether the measures were applicable for the construct measurement. Internal consistency was evaluated in terms of construct reliability and convergent validity. The survey items were developed through a review of the literature on the issue of factors influencing confidence in English communication and providing effective feedback. (Adnan et al., 2020; Buckner et al., 2020; Clément et al., 1994; Dani & Supeno, 2018; Fallah, 2014; Fatima et al., 2020; Osboe et al., 2007; Park & Lee, 2005; Peng & Woodrow, 2010; Riadil, 2020; Yashima, 2002) The values of Cronbach's alpha and statistical significance of the factor loadings were assessed according to Table 2 (Factor Analysis). The AVE of each latent variable needs to be at least 0.5 and the CR (Anderson & Gerbing, 1988) of each latent variable must be at least 0.7 (Hair et al., 2006). The analysis of casual factors revealed composite reliability (CR) and AVE values of 0.867 and 0.686, self-confidence in English communication 0.950 and 0.560 and personalized feedback 0.917 and 0.615.

Third, correlation analysis was conducted to identify any interconnectedness between independent variables and dependent variables which were shown in Table 1. The strength of correlation and statistical significance was also tested.

Finally, Structural Equation Modeling (SEM) for the statistical testing of the hypothesized relationships was used Lisrel for analysis.

Results

1. Data collected through questionnaires

1.1 Descriptive Statistics

There are 346 secondary school students (male = 84, female = 262). There are 71 grade 7 students, 97 grade 8 students, and 178 grade 9 students. The highest frequency for English listening activity is for grade 9 students (42.2 percent). The highest frequency for English speaking activity is for grade 9 students (54.6 percent).

Table 2 Means, standard deviation, and correlation

Variables	Feed Forward (FF)	Self-confidence in English Communication (EC)	Personalized Feedback (PF)
Feed Forward (FF)	1		
Self-confidence in English Communication (EC)	.722**	1	
Personalized Feedback (PF)	.887**	.779**	1
Mean	3.68	3.17	3.69
S.D.	.914	.855	8.3961

Note: 1. Off-diagonal elements are the correlational variables.

2. ** $p < 0.01$

1.2. Testing of statistics assumptions

Table 3 Parameter estimates and statistics are relevant to verify the goodness of fit of the causal relationship model of confidence in English communication.

Independent variables → dependent variables	parameter		SE	t
	γ	z		
Measurement Model				
Matrix LX				
PF				
FF	.83	.83	.03	20.81
EC	.82	.82	.03	8.93
Matrix LY				
EC				
FF	.83	.83	.03	19.35
Structural Equation Model				
Matrix GA (Gamma)				
PF → EC	.82	.82	.03	23.05**

Note: ** $p < .01$

1.3 Structural Equation Modeling

The data were analyzed using the Structural Equation Model (SEM), which demonstrated that the model was consistent with all empirical data. The Structural Equation Modeling analysis of the Self-confidence in English Communication variable revealed that the direct effect of PF on EC was 0.37, while the indirect influence of PF through Mediator FF on EC was 0.47 (from $1.04 \times 0.46 = 0.47$), demonstrating that Mediator FF influenced EC.

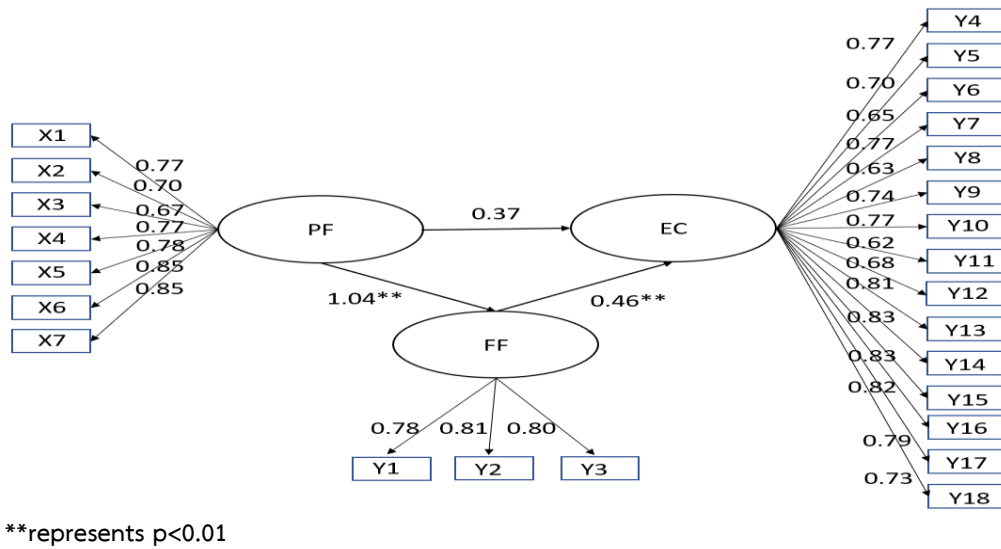


Figure 2 SEM model showing how the three variables explain the impact of Personalized Feedback on Self-confidence in English Communication

As illustrated in Fig. 2, statistical evidence indicates that Personalized Feedback has a limited effect on Self-confidence in English Communication.

Table 4 Goodness of fit statistics between the model components and empirical data

Goodness of Fit Index	Criteria	Measurement
χ^2 -test (Hair et al., 2013; Joseph Hair et al., 2010)	<0.05	0.00695
χ^2/df (Marsh & Hocevar, 1985)	< 1.00-5.00	1.26
GFI (Goodness of Fit Index) (Chau & Hu, 2001; Hair et al., 2013; Joseph Hair et al., 2010)	≥ 0.90	0.943
AGFI (Adjusted Goodness of Fit Index) (Kline, 2014)	≥ 0.90	0.911
NFI (Browon & Cudeck, 1993; Hair et al., 2013; Joseph Hair et al., 2010)	≥ 0.80	0.99
CFI (Comparative Fit Index) (Hair et al., 2013; Joseph Hair et al., 2010)	≥ 0.90	0.99

Goodness of Fit Index	Criteria	Measurement
RMSEA (Root Mean Square Error of Approximation) (Browon & Cudeck, 1993; Hair et al., 2013; Joseph Hair et al., 2010)	< 0.08	0.027
RMR (Hair et al., 2006; Hair et al., 2013)	≤0.05	0.0328

The information in Table 3 indicated that all the goodness of fit statistical values between the model components and empirical data passed the criteria. The χ^2 -test value has no statistical significance; the P-value = 0.000, and chi-square = 1.26 ($\chi^2/df = 260.40/207$). The Goodness of Fit Index (GFI) is 0.94, Comparative Fit Index (CFI) is 0.99, and the Adjusted Goodness of Fit Index (AGFI) is 0.91. In addition, the Root Mean Square Error of Approximation (RMSEA) value is 0.02 and the Root Mean Square Residual (RMR) value is 0.03.

As a result of the above structural equation modeling analysis, the transmission variable's outcome is good, and the following table is used to examine Self-confidence in English Communication.

Discussion

Encourage student participation and activity while reducing anxiety and boosting self-esteem. Students who have had favorable experiences in communicative classes are more likely to establish a belief system centered on communication. If students have consistently positive classroom experiences, they may be able to develop rewarding attitudes toward speaking English and lessen anxiety. As a result, we will see the significance of offering feedback in order to boost students' confidence in English communication. (Chen et al., 2014; Clément et al., 1994; Gan et al., 2021; Hu, 2003; Peng & Woodrow, 2010; Wu, 2003) The stimulating impact on self-confidence in English Communication comes from Feed-Forward as 0.83 (Fig. 2). It is a type of Feedback Factor that teaches students how to communicate effectively with specific goals, according to (Romiszowski & Mason, 2013), and (Gosain, 2020), who discussed the productive potential of online discussions. This contributes to the promotion of active learners who collaborate to create new knowledge. Allowing students to interact and be flexible, bridging the divide between teachers and students, and providing discussion points all contribute to the development of reflection and critical thinking skills. Additionally, learners sense their teachers' attention, which can affect their self-confidence as they develop. Online chat enables students to participate in conversations on an equal footing. It could be a technological tool designed to motivate students to create language. It can be used by students while chatting (Gafni et al., 2017; Hafner & Miller, 2011). Additionally, (Xu & Bull, 2010) and (Kartchava et al., 2020) discuss raising awareness about languages and observing factors that assist learners in focusing on and promoting language learning, and providing strategies to assist students in identifying specific issues to do the best job possible to overcome the obstacles they face.

Furthermore, it was discovered that a brief English response enabled learners to feel comfortable using their skills, and inspired them to connect with individuals from all over the world and engage in cross-cultural conversation by building their self-confidence in what they have learned (Fatima et al., 2020; Gürler, 2015). English language teachers should emphasize student-centered learning. Providing opportunities for students to interact with native speakers, especially through technology, will increase the efficiency of teaching and learning while also increasing student motivation and self-confidence (Singhanuwananon, 2016; Tridinanti, 2018; Wu et al., 2011). Also, (Wang & Young, 2014) discussed the use of technology in education and how clever computer learning systems enable students to learn in a flexible manner. The personal learning environment will encourage the practice of English pronunciation using the system discovered, which will process both correctly and wrongly uttered words (Bai & Hu, 2017; Jiang & Yu, 2020; Kartchava et al., 2020).

Conclusion

English is a necessary ability in today's world. As a result, students from all over the world must adjust in order to connect with native speakers of English as a foreign language and a second language. Students learning English as a second language frequently believe that conversing in English with others will be difficult to grasp. Several teaching and learning strategies, according to past research, can assist these children acquire the necessary abilities and reduce negative notions. Thailand understands the importance of this issue. Because English is acknowledged as a worldwide language and a vital tool for connecting with the world without boundaries, it is used as a medium for conveying information and news in a variety of industries. We may deduce from the examination of the Structural Equation Model that Personalized Feedback affects self-confidence in English Communication. The personalized feedback strategy consists of three steps for offering individualized feedback: Step 1: Emphasize the importance of correctness in basic tasks (task-focused) by delivering simple assessments suited for the learner's level and on a more relevant subject to the learner. This enables pupils to grasp the context immediately. Step 2: Emphasize self-awareness by highlighting what the learner is capable of achieving and how effective they are at doing it. Step 3 is to suggest a more advanced level known as Feed-Forward, which has the highest effective score in influencing students' self-confidence; pointing out the rules offers me goals to improve students' English communication. When students examine what they are doing well, they will be able to choose to pursue tasks that will further enhance their abilities at a higher level.

Implications and Limitations

This study provides empirical evidence for a positive relationship between Personalized Feedback and Self-confidence in English Communication in academic settings. Administrators should emphasize encouraging teachers to create activities that build students' communicative skills and self-confidence, as English is critical in a diverse world. As a result, students worldwide must adapt to develop their language skills as foreign

language and second language learners to communicate with native speakers (Habiburrahim et al., 2020; Pattanpichet, 2011; Rao, 2019). In particular, feedback is a critical component of allowing students to assess their ability. (Abdi & Makiabadi, 2019) and (Agudo & de Dios, 2013) researched this subject and discovered that most students were satisfied with the feedback they received. Where there may be areas of embarrassment resulting from the feedback method, to be effective and appropriate, feedback should be tailored to the student's personality to guide learners toward the most suitable methods. Within the course of learning for those learning English as a foreign language, it is found that giving feedback could be a way to assist learners to diminish internal depression (Birch & Volkov, 2007; Weasenforth et al., 2002). In addition to helping students to enhance their English skills, (Yashima et al., 2004; Zhang & Kenny, 2010) found that learners who are learning English as a foreign language need self-confidence to communicate with their classmates.

Recommendation

As a result, we must be aware of how we may assist Thai students in developing themselves in order to learn –the ability to communicate in English without the assistance of others (Habiburrahim et al., 2020; Lubis et al., 2020; Pattanpichet, 2011; Rao, 2019). When it comes to teaching English as a foreign language and a second language, the most common issues encountered are learners' lack of self-confidence in speaking the language, followed by a lack of enthusiasm to study. Giving feedback to help Thai students learn the language is a common practice in classroom management, both in the classroom and online. Furthermore, there is a lot of discussion about how feedback affects students (Abdi & Makiabadi, 2019). Feedback should be appropriate to the student's personality in order to be effective and appropriate in leading learners to learn ways that are best for them. Language learners, especially those who lack self-confidence and are hesitant to use language to communicate with others, can benefit from personalized feedback (Agudo & de Dios, 2013; Bai & Hu, 2017; Cárdenas-Claros, 2020; Cucchiarini & Strik, 2018; Jiang & Yu, 2020). Therefore, the ways to enhance the learners' communication in English are to enhance their self-confidence in English communication using feedback that will help students improve their communication skills and willingness to communicate using Personalized Feedback.

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