

Enhancing Self-Efficacy in Professional Communication: A Systematic Review of English for Occupational Purposes in EFL Contexts

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Abstract

English for Occupational Purposes (EOP) is becoming increasingly important as the global workplace demands that employees perform complex communication tasks in English. However, many learners who possess adequate linguistic competence still experience difficulties in professional communication, indicating that psychological factors, particularly self-efficacy, may influence their performance. This systematic review synthesizes empirical research published between 2011 and 2025 to examine how EOP instruction contributes to the development of self-efficacy among learners in English as a Foreign Language (EFL) contexts. A PRISMA-guided systematic search was conducted in Scopus, Web of Science, and Google Scholar. A total of 21 empirical studies met the inclusion criteria, covering EOP, ESP, speaking self-efficacy, and workplace-oriented communication instruction. Data extraction, quality assessment using the JBI tool, and thematic synthesis were performed. Three major themes emerged: (1) authentic professional tasks create powerful mastery experiences that enhance self-efficacy; (2) there is a significant measurement gap due to the lack of validated EOP-specific self-efficacy instruments; and (3) pedagogical innovations such as project-based learning, e-portfolios, LMS-supported training, and structured feedback consistently strengthen learners' self-confidence. Cultural influences and communication anxiety also shape self-efficacy. EOP should be conceptualized as a performance-oriented and psychologically informed learning model. Strengthening learners' self-efficacy requires authentic task design, effective feedback systems, and improved measurement instruments. Future studies should adopt longitudinal, domain-specific, and technology-supported research designs.

Keywords: *EFL, EOP, ESP, Professional Communication, Self-Efficacy*

INTRODUCTION

Workplace communication in this study refers to professional interactions in sectors such as business, education, healthcare, and engineering, where English is used as a medium for presenting reports, negotiating, and collaborating. Consequently, many EFL contexts, particularly in higher education and vocational institutions, EOP has become a key component in preparing students for workplace communication demands. Unlike General English instruction, EOP focuses on contextual, discipline-specific, and performance-oriented occupational communication tasks. However, emerging evidence suggests that linguistic competence alone does not predict successful participation in workplace communication activities. Self-efficacy, a construct grounded in Bandura's Social Cognitive Theory, offers a valuable perspective for understanding this gap. Self-efficacy refers to learners' beliefs in their ability to perform a specific task, and research has shown that strong self-efficacy increases persistence, reduces anxiety, and enhances performance. In EOP environments, learners with higher self-efficacy are more likely to take initiative, actively participate in simulated or real-world workplace tasks, and transfer their classroom learning to professional settings. Despite its importance, research investigating the relationship between EOP instruction and self-efficacy development remains fragmented. These studies vary in methodological rigor, measurement tools, and instructional focus. Some explore speaking self-efficacy in ESP programs, while others investigate workplace readiness or confidence during simulations. However, existing studies remain fragmented in terms of focus, methodology, and measurement, with limited attention to how EOP specifically contributes to the development of self-efficacy in occupational communication contexts. This systematic review synthesizes a decade of research to address this gap. It examines how various instructional designs, learning environments, and contextual factors contribute to the development of self-efficacy among EFL learners preparing for professional communication. The review aims to: (1) identify dominant research patterns, (2) extract pedagogically meaningful themes, and (3) outline theoretical, practical, and methodological implications for strengthening EOP instruction. The findings of this study are expected to contribute to the development of more effective EOP instruction, improved measurement of self-efficacy, and better alignment between language education and workplace needs.

THEORETICAL FRAMEWORK

English for Occupational Purposes (EOP) is a branch of English for Specific Purposes (ESP) that focuses on discipline-based communication practices required in professional settings. EOP emphasizes the use of functional language embedded in tasks such as explaining, reporting, negotiating, and presenting. Unlike General English, EOP prioritizes authenticity, task relevance, and real-world performance demands. Self-efficacy, as defined by Bandura, is an individual's belief in their ability to perform specific tasks. Self-efficacy is shaped by mastery experiences, indirect learning, verbal persuasion, and affective states. In professional communication, self-efficacy influences persistence, willingness to communicate, and task performance. The intersection of EOP and self-efficacy lies in performance-based learning (Ibhar Muhalida Zia, 2025). Authentic professional assignments, presentations, simulations, and technical report writing create mastery experiences that strengthen learners' self-confidence. Based on the synthesis of previous studies, a conceptual framework is proposed to illustrate the between EOP instruction and self-efficacy development (see Figure 2).

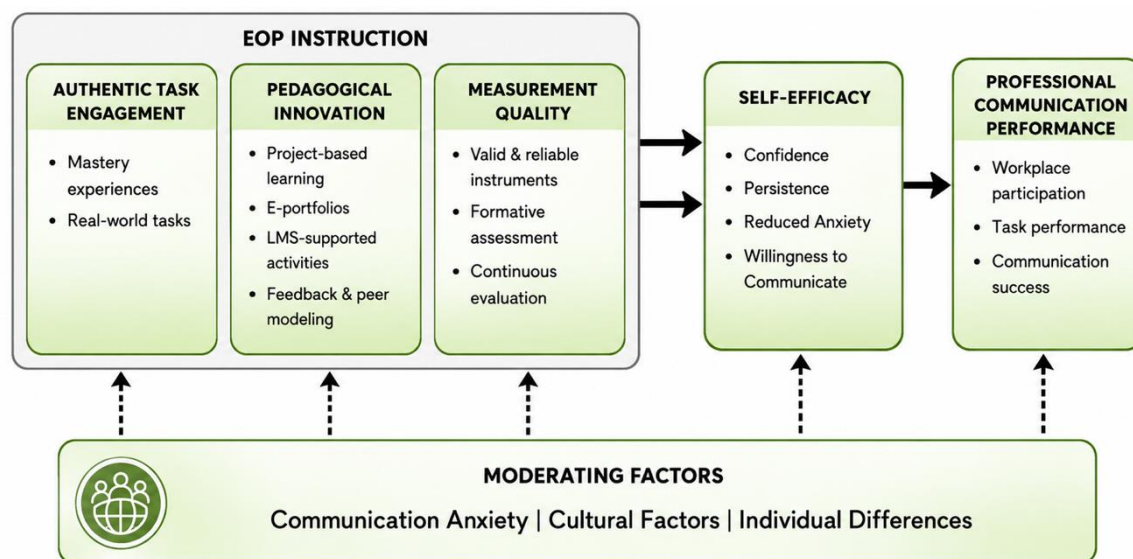


Figure 2.
Proposed Conceptual Framework of EOP Instruction and Self-Efficacy Development

Table 1. Characteristics of Included Studies

No	Author & Year	Country	Context	Method	Sample	Self-Efficacy Focus
1	Chang et al., 2024	China	EFL Speaking	Longitudinal	148 learners	Speaking SE

No	Author & Year	Country	Context	Method	Sample	Self-Efficacy Focus
2	Wang et al., 2024	China	EFL Speaking	Scale Development	1,002 learners	Speaking SE (validated)
3	Zhang et al., 2020	China	ESP Presentation	Mixed	80 learners	Public speaking SE
4	Đokić et al., 2021	Serbia	EMP (Medical English)	Survey	260 medical students	Academic SE
5	Woodrow, 2011	Australia	Academic English	Survey	238 students	Communication SE
6	Asakereh & Dehghannezhad, 2015	Iran	EFL Speaking	Survey	103 students	Speaking SE
7	Rautenbach & Mann, 2019	South Africa	Tourism EOP	Survey + Interview	90 students	EOP confidence
8	Kamil & Muhammad, 2021)	Malaysia	EOP	SLR	43 studies	General SE (indirect)
9	Marisa & Nurcholifah, 2023	Indonesia	Economics EOP	Case Study	1 program	None
10	Hastini et al., 2025	Indonesia	Vocational EOP	Mixed	60 students	Speaking SE
11	J M Layagan, 2024)	Philippines	Employability EFL	Survey	150 students	Communication SE
12	Mohammed, 2025)	Sudan	Public Health EOP	Needs Analysis	120 employees	None
13	Diana, 2025)	Indonesia	Engineering ESP	Case Study	80 students	ESP SE
14	Maryam et al., 2019	Indonesia	EFL Public Speaking	Survey	132 students	Public speaking SE
15	Laksana et al., 2021	Indonesia	Vocational ESP	Quasi-Experimental	40 students	Speaking SE
16	Wahyuni, 2023	Indonesia	Polytechnic EFL	Survey	98 students	Speaking confidence
17	(Nuvitasari et al., 2017)	Indonesia	Vocational EFL	Survey	75 students	Public speaking SE
18	(Hanh, 2025	Vietnam	LMS-based EOP	Mixed	112 students	Motivational SE

No	Author & Year	Country	Context	Method	Sample	Self-Efficacy Focus
19	Rahmawati & Sari, 2023	Indonesia	EFL Online Speaking	Survey	120 students	Speaking SE
20	Muliyah & Aminatun, 2020	Indonesia	ESP Workplace	Survey	110 learners	Communication SE
21	Hidayati & Meisani, 2023	Indonesia	EMP (Medical English)	Needs Analysis	84 medical students	None

METHOD

This systematic review followed the PRISMA 2020 protocol to ensure methodological transparency and replicability. Searches were conducted in Scopus, Web of Science, and Google Scholar using Boolean operators to combine keywords such as English for Occupational Purposes (EOP), self-efficacy, professional communication, and EFL learners. Inclusion criteria required studies to: (1) focus on EOP or ESP in a professional/vocational context, (2) address self-efficacy directly or indirectly, (3) involve EFL learners or professionals, (4) be empirical research, and (5) be published between 2015 and 2025.

Exclusion criteria: studies lacking empirical data, studies focusing on General English, non-EFL contexts, or studies without clear methodological descriptions. A total of 1,284 records were identified. After removing 312 duplicates, 972 titles/abstracts were screened, and 811 of these were excluded. A full-text review was conducted on 161 articles, with 140 articles removed for reasons including irrelevance to EOP, lack of focus on self-efficacy, lack of methodological rigor, or conceptual nature. The study selection process is illustrated in Figure 1 using the PRISMA flow diagram.

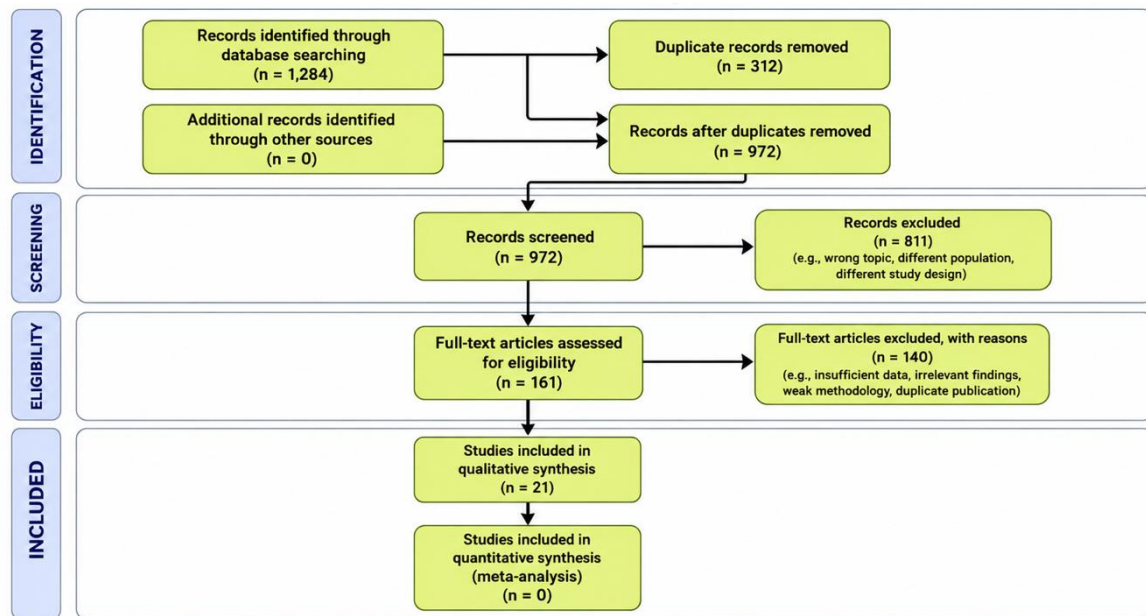


Figure 1. PRISMA Flow Diagram of Study Selection Process

A total of 21 studies ultimately met all criteria and were included in the synthesis. Quality assessment was conducted using the JBI Critical Appraisal tool for quantitative, qualitative, mixed-methods, SLR, and needs-analysis studies. Studies were graded as High, Moderate, or Low quality based on scores on ten assessment indicators.

Table 2. Data Extraction Summary

No	Author & Year	Purpose	Design / Method	Instruments	Main Findings	Self-Efficacy Outcome
1	Chang, Zhou & Zhang (2024)	Investigate the role of task-specific SE in speaking development	Longitudinal (12 weeks)	Speaking SE scale; CALF measures	SE strongly predicts improvements in fluency, complexity, and enjoyment, and these improvements mediate SE.	Speaking SE ↑ significantly
2	Wang, Li & Cheng (2024)	Develop & validate EFL Speaking SE Scale	Measurement validation (EFA/CFA)	Newly developed SE scale; statistical modeling	High reliability; four-factor SE model established	Validated Speaking SE scale

No	Author & Year	Purpose	Design / Method	Instruments	Main Findings	Self-Efficacy Outcome
3	Zhang et al. (2020)	Examine SE in ESP presentation tasks	Mixed method	SE questionnaire; presentation rubric; interviews	Peer modeling reduces anxiety, increases SE	Public speaking SE ↑
4	Đokić et al. (2021)	Assess SE in medical English courses	Survey	EMP SE scale; perception survey	Students are confident in Reading/listening; anxious in speaking	Academic SE: mixed levels
5	Woodrow (2011)	Explore communication SE & anxiety	Survey	CEQ (Communication Efficacy Questionnaire)	SE negatively correlated with anxiety; it predicts performance	Communication SE moderate–high
6	Asakereh & Dehghannezhad (2015)	Analyze SE & performance in speaking class	Survey	Speaking SE scale; achievement test	SE predicts speaking score; satisfaction is linked to SE	Speaking SE ↑ performance
7	Rautenbach & Mann (2019)	Evaluate EOP & employability	Mixed	Survey; employer interview	EOP courses enhance workplace communication confidence	EOP confidence ↑
8	Kamil & Muhammad (2021)	Review EOP pedagogy challenges	Systematic Review	Coding framework	Authenticity & workplace alignment are essential	Indirect SE (confidence through authenticity)
9	Marisa & Nurcholifah (2023)	Develop the economics EOP syllabus	Case Study	Needs analysis form	Curriculum lacks workplace alignment	No SE measure
10	Hastini et al. (2025)	Test the effect of EOP tasks on SE	Mixed	Speaking SE scale; interview	Authentic tasks increase speaking confidence	Speaking SE ↑

No	Author & Year	Purpose	Design / Method	Instruments	Main Findings	Self-Efficacy Outcome
11	Layagan (2024)	Link communication SE & employability	Survey	SE scale; employability survey	Communication SE predicts job readiness	Communication SE ↑
12	Mohammed (2025)	Assess EOP needs in public health	Needs Analysis	Questionnaire; interview	Employees lack communication readiness	No SE measure
13	Diana (2025)	Explore ESP confidence in engineering	Case Study	Observation; interview	Students struggle with technical communication	ESP SE (low–moderate)
14	Maryam et al. (2019)	Examine public speaking SE	Survey	SE scale; anxiety scale	SE is inversely related to anxiety	Public speaking SE ↑
15	Laksana et al. (2021)	Effect of e-portfolio on SE	Quasi-Experimental	Speaking rubric; SE scale	E-portfolio enhances reflection & SE	Speaking SE ↑
16	Wahyuni (2023)	Analyze speaking confidence	Survey	Confidence scale	Confidence improves through structured tasks	Confidence ↑
17	Nuvitasari et al. (2017)	Assess vocational public speaking SE	Survey	SE questionnaire	SE influenced by motivation & peer support	Public speaking SE moderate
18	Le Duc Hanh (2025)	EOP through LMS & SE	Mixed	LMS perception scale; SE scale	LMS activities enhance motivation & SE	Motivational SE ↑
19	Englisia Journal (2023)	Online speaking SE	Survey	SE scale	Online learning increases SE with scaffolding	Speaking SE ↑

No	Author & Year	Purpose	Design / Method	Instruments	Main Findings	Self-Efficacy Outcome
20	Muliyah & Aminatun (2020)	ESP workplace readiness & SE	Survey	Communication SE scale	SE predicts perceived workplace readiness	Communication SE ↑
21	Hidayati & Meisani (2023)	EMP needs analysis	Needs Analysis	Questionnaire; interview	Medical students lack speaking readiness	No SE measure

Table 3. Quality Assessment Summary (QIA)

No	Study	Design	Score	Quality
1	Chang et al. (2024)	Longitudinal	8	High
2	Wang et al. (2024)	Scale Development	8	High
3	Zhang et al. (2020)	Mixed	8	High
4	Đokić et al. (2021)	Survey	8	High
5	Woodrow (2011)	Survey	8	High
6	Asakereh & Dehghannezhad (2015)	Survey	8	High
7	Rautenbach & Mann (2019)	Mixed	8	High
8	Kamil & Muhammad (2021)	SLR	7	High
9	Marisa & Nurcholifah (2023)	Case Study	5	Moderate
10	Hastini et al. (2025)	Mixed	7	High
11	Layagan (2024)	Survey	6	Moderate
12	Mohammed (2025)	Needs Analysis	5	Moderate
13	Diana (2025)	Case Study	5	Moderate
14	Maryam et al. (2019)	Survey	7	High
15	Laksana et al. (2021)	Quasi-Experimental	7	High
16	Wahyuni (2023)	Survey	6	Moderate
17	Nuvitasari et al. (2017)	Survey	5	Moderate
18	Le Duc Hanh (2025)	Mixed	6	Moderate
19	Englisia Journal (2023)	Survey	5	Moderate
20	Muliyah & Aminatun (2020)	Survey	7	High
21	Hidayati & Meisani (2023)	Needs Analysis	5	Moderate

RESULTS

The 21 studies included in this review demonstrate a clear pattern regarding the relationship between English for Occupational Purposes (EOP) instruction and the development of self-efficacy. Most of the studies originate from Southeast Asia, particularly Indonesia, Vietnam, and the Philippines, highlighting that the issue of self-efficacy in professional communication is particularly salient in regions where English as a Foreign Language (EFL) is a predominant language.

Quantitative survey-based studies dominated the data set, followed by mixed-methods and qualitative research. Speaking-related self-efficacy was the most measured construct, reflecting the importance of oral communication in job readiness. However, several studies examined academic or general self-efficacy; very few directly measured job-specific self-efficacy.

Three dominant thematic patterns emerge:

1. Authentic professional tasks contribute significantly to increased self-efficacy through mastery experiences.
2. Significant measurement gaps persist due to the lack of validated EOP-specific self-efficacy instruments.
3. Pedagogical interventions such as project-based learning, reflective e-portfolios, and LMS-supported teaching increase learner confidence by providing structured practice and feedback.

Table 4. Thematic Synthesis of EOP Studies–Self-Efficacy

Study	Theme 1: Authentic Assignment	Theme 2: Measurement Gap	Theme 3: Pedagogical Approach
Chang et al. (2024)	✓ (task-based speaking improves SE)	—	✓ (task repetition + enjoyment)
Wang et al. (2024)	—	✓ (solved measurement limitations by scale development)	—
Zhang et al. (2020)	✓ (ESP presentations)	—	✓ (peer modeling)
Đokić et al. (2021)	—	✓ (EMP SE scale unvalidated)	—
Woodrow (2011)	✓ (communication tasks)	—	—

Study	Theme 1: Authentic Assignment	Theme 2: Measurement Gap	Theme 3: Pedagogical Approach
Asakereh & Dehghannezhad (2015)	✓ (speaking tasks)	—	✓ (task satisfaction improves SE)
Rautenbach & Mann (2019)	✓ (workplace communication tasks)	—	✓ (industry-informed pedagogy)
Kamil & Muhammad (2021)	✓	✓ (no SE measurement)	—
Marisa & Nurcholifah (2023)	—	✓ (curriculum-based, no SE)	—
Hastini et al. (2025)	✓	—	✓ (task-based EOP teaching)
Layagan (2024)	✓	—	—
Mohammed (2025)	—	✓ (no SE measurement)	—
Diana (2025)	✓	✓ (no SE scale used)	—
Maryam et al. (2019)	✓	—	✓ (speaking training reduces anxiety)
Laksana et al. (2021)	—	—	✓ (e-portfolio)
Wahyuni (2023)	✓	—	—
Nuvitasari et al. (2017)	✓	—	—
Le Duc Hanh (2025)	✓ (LMS tasks)	—	✓ (LMS pedagogy)
Englisia Journal (2023)	✓	—	✓ (online scaffolded speaking)
Muliyah & Aminatun (2020)	✓	—	✓ (workplace ESP approach)
Hidayati & Meisani (2023)	—	✓ (no SE measure)	—

DISCUSSION

This systematic review synthesizes 21 empirical studies examining the relationship between English for Occupational Purposes (EOP), English for Specific Purposes (ESP), and learners' self-efficacy (SE). Three major themes emerged from the

thematic analysis: (1) the effectiveness of authentic and task-based EOP activities in enhancing self-efficacy, (2) persistent measurement gaps in EOP self-efficacy research, and (3) the positive influence of pedagogical innovations on learners' self-efficacy. These findings are discussed in relation to previous empirical work and theoretical perspectives on EOP pedagogy.

Authentic EOP and ESP tasks consistently enhance self-efficacy.

Across the 21 studies reviewed, authentic, task-based learning approaches were the most consistent predictors of improved self-efficacy. As shown in Table 4, 15 of the 21 studies found that SE increases when learners engage in tasks that replicate real-world communication demands. This pattern is strongly evident in the Scopus-indexed studies by Chang et al. (2024), Zhang et al. (2020), Woodrow (2011), and Asakereh & Dehghannezhad (2015), all of which highlight significant gains in speaking or presentation confidence following authentic performance tasks.

The same pattern extends to non-Scopus studies, such as Hastini et al. (2025), Layagan (2024), and Wahyuni (2023), indicating that the task-based, experiential nature of EOP is inherently connected to the development of learner perceived capability. This aligns with Bandura's (1997) proposition that mastery experience is the strongest source of self-efficacy. In EOP contexts, tasks such as role-plays, presentations, client simulations, technical reporting, and workplace communication activities provide meaningful mastery experiences.

The robustness of this theme suggests that EOP practitioners should Design instruction around high-authenticity tasks, rather than relying solely on general EFL tasks. Moreover, the consistency of this finding across contexts ranging from medical English (Đokić et al., 2021) to tourism (Rautenbach & Mann, 2019) and engineering (Diana, 2025) reinforces the importance of situating language learning within professional performance environments.

Persistent measurement gaps weaken the strength of conclusions in EOP-SE research

A major challenge identified in this review concerns the lack of rigor in measuring self-efficacy within EOP studies. As indicated in Table 4, 7 out of 21 studies did not use validated SE instruments or did not assess SE at all, despite investigating performance-based learning outcomes. Examples include Marisa & Nurcholifah (2023), Mohammed (2025), Diana (2025), and Hidayati & Meisani (2023), which focused on needs analysis or curricular design without incorporating self-efficacy assessment.

This limitation significantly reduces comparability across studies and restricts the development of a unified understanding of SE in EOP contexts. Only a few studies, primarily those indexed in Scopus, used well-established psychometric approaches. Wang et al. (2024) notably addressed this gap by developing and validating a speaking self-efficacy scale grounded in EFL performance constructs. This represents an important methodological advancement and suggests the need for EOP-specific self-efficacy instruments, as current SE measures are predominantly general academic measures or adapted EFL instruments, not designed for occupational performance.

The absence of standardized instruments limits the generalizability of findings, and future EOP studies should adopt validated SE scales, longitudinal measurements, and domain-specific indicators to strengthen empirical evidence. Measurement rigor is essential if EOP as a discipline is to evolve toward high-impact scholarship comparable to ESP or Applied Linguistics.

Pedagogical innovations play a significant role in enhancing self-efficacy.

The third theme identifies pedagogical innovations as a powerful driver of SE improvement. A substantial number of studies (11 out of 21) show that innovative instructional strategies such as e-portfolios (Laksana et al., 2021), peer modeling (Zhang et al., 2020), structured LMS activities (Le Duc Hanh, 2025), online speaking platforms (Englisia Journal, 2023), and industry-informed teaching (Rautenbach & Mann, 2019) positively influence learners' self-efficacy.

These innovations appear to enhance self-efficacy through two mechanisms:

Increasing learner control and ownership (e.g., e-portfolios, repeated speaking practice), reducing anxiety and communication apprehension (e.g., peer modeling, scaffolded online tasks). This aligns with social cognitive theory, which emphasizes the role of affective states, social persuasion, and vicarious experience in shaping self-efficacy (Bandura, 1997). Pedagogical innovations that provide scaffolding, feedback, autonomy, and reflection amplify these psychological mechanisms. Notably, innovations were particularly effective when integrated into task-based EOP curricula, suggesting synergy between Themes 1 and 3. The combination of authentic tasks + innovative pedagogy appears to produce the most significant SE gains.

Implications for EOP curriculum and research

The findings from this review provide several implications: (1) EOP instruction should prioritize authentic tasks, evidence overwhelmingly supports the integration of

workplace-simulated speaking and performance tasks as central to EOP pedagogy. (2) Researchers should develop or adopt validated SE instruments The field urgently needs EOP-specific SE scales to avoid reliance on general EFL measures (3) Pedagogical innovations should be systematically incorporated Digital tools, LMS platforms, e-portfolios, and peer modeling represent evidence-based ways to strengthen SE (4) Curriculum designers must align EOP content with real workplace expectations Studies such as Kamil & Muhammad (2021) and Marisa & Nurcholifah (2023) highlight curricular misalignment with industry needs. Bridging this gap will indirectly enhance SE by improving task relevance. (5) More longitudinal and experimental studies are required. Only a few high-quality studies (e.g., Chang et al., 2024; Laksana et al., 2021) employed rigorous designs necessary to establish causality. The synthesis of 21 studies reveals that: Authentic, task-based learning is the most consistent enhancer of self-efficacy. The lack of rigor in SE measurement is the most serious methodological weakness. Pedagogical innovations amplify self-efficacy, especially when integrated with authentic tasks. Taken together, these conclusions reveal that experiential, context-rich learning environments shape EOP self-efficacy, but stronger empirical foundations remain to be developed.

Taken together, these findings indicate that authentic tasks, pedagogical innovation, and measurement quality play a central role in shaping learners' self-efficacy in EOP contexts. The proposed framework (Figure 2) offers a theoretical contribution by explicitly linking EOP instructional practices, learners' self-efficacy, and professional communication performance within an integrated model.

IMPLICATIONS

The findings of this review provide several directions for strengthening the Design and delivery of EOP courses. The clearest message is the importance of grounding instruction in tasks that resemble actual workplace communication. When learners rehearse activities that mirror the conditions of their future jobs, they tend to gain confidence more quickly and perform with greater purpose. This suggests that instructors may need to revisit the balance between textbook-driven activities and performance-based tasks, placing greater emphasis on presentations, simulations, case-based discussions, and collaborative problem-solving.

Another practical implication concerns the role of digital tools. Several studies show that structured learning environments such as e-portfolios, learning management

systems, and scaffolded online tasks give students a clearer sense of their progress. These tools seem to work not because they are “modern,” but because they provide space for reflection, feedback, and repeated practice. Institutions that want to strengthen students’ readiness for workplace communication may therefore consider integrating such digital practices more systematically into their EOP curriculum.

A third implication relates to curriculum alignment. The review shows that some EOP programs still struggle to match course content with the specific communication needs of professional domains. When the curriculum does not reflect the realities of the field, students are less likely to experience meaningful mastery, which in turn affects their self-efficacy. This highlights the value of stronger collaboration between educators, industry partners, and program designers to ensure that learning activities remain relevant and authentic.

FUTURE RESEARCH

The review also raises several issues that future researchers should address. The most urgent need is for more robust measurement of self-efficacy in EOP contexts. Many studies rely on general EFL scales or use instruments without clear evidence of validity. This limits the comparability of research findings and weakens the conclusions that can be drawn. Developing and validating EOP-specific self-efficacy instruments for speaking, writing, listening, and professional Reading should be a priority.

Another research implication concerns the dominance of cross-sectional designs. While surveys help identify trends, they provide limited insight into how self-efficacy develops over time. Longitudinal and quasi-experimental designs, although more demanding, would enable stronger causal interpretations and help capture the dynamic nature of EOP learning.

There is also a need for greater diversity in research contexts. Many existing studies are from a small number of countries, and certain occupational domains, such as engineering, the health sciences, hospitality, and technology, remain under-examined. Expanding research across different industries will help build a more complete understanding of how self-efficacy operates in varied professional environments.

Finally, future work might explore the interaction between instructional innovation and learner psychology. Early evidence suggests that feedback quality,

collaborative learning, and peer modeling all play a role in shaping learners' perceptions of their abilities. Studying these factors more closely can provide valuable insights for designing courses that not only build language competence but also foster the confidence required for professional communication.

LIMITATIONS

This review has several limitations. First, there is a geographic bias, as most of the included studies were conducted in Southeast Asia, particularly Indonesia, which may limit the generalizability of the findings. Second, methodological variation across studies makes direct comparison difficult. Third, the inclusion of Google Scholar may introduce variability in study quality. Finally, this review primarily focuses on speaking-related self-efficacy, while other domains such as writing, reading, and listening remain underexplored.

CONCLUSION

This review highlights that authentic, task-based EOP instruction plays a central role in developing learners' self-efficacy. However, the lack of validated measurement instruments remains a critical challenge. Pedagogical innovations further enhance self-efficacy when combined with authentic learning tasks. This suggests that EOP programs are most effective when they provide learners with opportunities to rehearse the types of communication they will face later in professional settings. Only a small number of studies, particularly those published in Scopus-indexed journals, have attempted to validate instruments or adopt psychometrically sound measures. The lack of standardized EOP-specific self-efficacy instruments makes it difficult to compare outcomes across contexts. This points to a clear research agenda for future work: developing and refining tools that capture the unique demands of occupational communication.

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