

## Examining the Effect of Cognitive Behavioral Therapy on Self-Efficacy of French Third Language Learners in Nigeria: A Mixed-Method Study

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### Abstract

Self-efficacy is regarded in literature as a crucial element necessary for successful third language acquisition, yet many French third language learners in Nigeria struggle with low self-efficacy beliefs that limits their engagement and performance. This study examined the effect of Cognitive Behavioral Therapy (CBT) on self-efficacy of French third language learners in Federal universities in Southeast, Nigeria using a mixed-methods design. The quantitative aspect adopted a quasi-experimental design with pretest–posttest control group while the qualitative aspect adopted a phenomenological approach. Sixty participants with low to moderate self-efficacy were selected through a multi-stage sampling procedure and assigned equally to experimental and control groups. The CBT intervention was applied to the experimental group for eight weeks. Quantitative data were gathered using an adapted Foreign Language Self-Efficacy Questionnaire (FLSEQ) and analyzed with ANCOVA and Repeated Measures ANOVA. The qualitative data were obtained through session evaluation protocols and semi-structured interviews and were analyzed through Thematic Content Analysis. Quantitative findings showed that CBT did not significantly improve self-efficacy. However, qualitative findings pointed to meaningful increases in learners' confidence and willingness to attempt French tasks. These findings suggest that though meaningful increase in learners' self-efficacy may have occurred, they were not yet developed enough to yield significant statistical change. Further findings also revealed that participants maintained their improved self-efficacy at follow-up. Discussion was based on the findings, leading to the conclusion that CBT appears effective in promoting early changes in self-efficacy, but extended CBT interventions may be necessary to convert these initial changes into statistically significant results.

**Keywords:** Cognitive Behavioral Therapy, Self-Efficacy, French Third Language Learners

### Introduction

Research has over time emphasized the crucial role that self-efficacy plays in determining how students approach and perform tasks within foreign language

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learning contexts (Cedzich, 2024; Saez-Zevallos et. al, 2025). Being one of the key concepts in Social Cognitive theory, self-efficacy simply refers to the perceived judgement that learners hold about their abilities to execute specific tasks (Zivlak & Stojanac, 2019). In language learning contexts, when faced with a particular task, every learner has a firmly held belief about his or her ability to successfully complete the task. Previous studies confirm that students who possess strong conviction in their own capabilities are more likely to participate actively in assigned tasks and perform well (Kittredge et. al, 2025; Saez-Zevallos et. al, 2025). Meanwhile, students who doubt their competence may react differently. Instead of approaching activities with confidence, learners with low self-efficacy may put in less efforts or avoid tasks completely, particularly because they believe they are incapable of completing a given task (Cedzich, 2024; Cong & Li, 2022). What this implies is that self-efficacy is very vital for learner engagement and persistence in language related tasks.

Particularly, for university students learning French as a third language in Nigeria, in the process of learning and mastering their target language, there is a possibility for a student to be called upon to take part in specific language tasks. These tasks may include speaking French before classmates during oral presentations, interpreting brief spoken conversations in French, taking part in unprepared group language discussions, interacting with French lecturers, completing written tests in French and engaging with native French speakers. When faced with these language tasks, research suggests that due to some reasons, most French third language learners in Nigeria may develop doubts and concerns about their competence to complete given tasks effectively, with many relating it to lack of ability and personal failings (Akuneme & Nwosu, 2025; Olaseinde & Olaseinde, 2024). Other possible reasons may be due to the learners' limited exposure to French language before enrollment into the university (Akuneme & Nwosu, 2025); lack of functional language laboratories which

hinders sufficient oral practice (Daramola & Udogu, 2025); and increased anxiety related to performance in French (Sanni-Suleiman, A. 2025). These factors, coupled with fear of making grammatical mistakes could contribute to make French third language learners to doubt their capabilities when asked to perform publicly before an audience. Literature also indicates that when French third language learners exhibit poor self-efficacy, their anxiety increases leading to withdrawal from French activities, delay in completing French tasks and reduced academic performance (Cedzich, 2024; Lin, 2022). This highlights the need to investigate French third language learners' self-efficacy and examine ways to enhance it for optimal learning.

## **Literature Review**

### **Self-Efficacy of French Third Language Learners**

In foreign language learning, self-efficacy is regarded as an important psychological construct that reflects the perceived judgement that learners hold about their abilities to execute specific tasks (Zivlak & Stojanac, 2019). Recognizing the crucial role it plays in the language learning process of French third language learners, efforts have been made by researchers over the years to develop strategies that could help boost the self-efficacy of these learners. In their study, Chen & Hsu (2022) demonstrated that giving supportive feedback even in the form of emojis can increase learners' perceived competence. Other studies emphasized the use of technology-based strategies such as engaging in AI-driven dialogue practice, use of educational applications, online interaction and self-assessment to enhance language students' self-efficacy (Kittredge *et al.*, 2025; Zhang, 2022). However, despite these considerable efforts, recent empirical evidence continues to suggest a concerning experience of low to moderate self-efficacy among French third language learners in Nigeria (Akuneme & Nwosu, 2025; Also & Ndjale, 2024). These learners may detach from French language activities and may even hold onto to beliefs that impede their progress toward

proficiency such as “I can’t do this” or “Learning French is too difficult for me.”. If such counterproductive beliefs are to be worked on, it may require the need for relevant psychological interventions to be carried out among French third language learners.

### **Role of Cognitive Behavioral Therapy**

One psychological intervention that has the potential to enhance the self-efficacy of French third language learners is Cognitive Behavioral Therapy (CBT). CBT is famous for its efficacy in treating several mental health conditions and psychological issues including depression, anxiety, low self-efficacy and avoidance behavior (Angelakis et. al, 2022; Cuijpers et. al, 2023; Li et. al, 2020; Nakao, Shiotsuki & Sugaya, 2021). It adopts concise and organized sessions, designed to help participants to address unhelpful thoughts, provide them with flexible coping strategies, and encourage behavioral change (Danish, 2025; Nakao, Shiotsuki & Sugaya, 2021). Guided by the theoretical viewpoint that changing maladaptive belief patterns can result in improved behavior and emotions (Danish, 2025), CBT may serve as a useful tool to improve French third language learners’ self-efficacy by helping them to reframe negative thinking they have about their ability to carry out French language tasks.

In literature, evidence demonstrates that the benefit of CBT is not limited to clinical settings but also extends to educational settings with recent empirical studies supporting its effectiveness in improving self-efficacy across diverse populations (Abood et. al, 2025; Dewy & Maulidah, 2025; Johansson et. al, 2022; Lin et. al, 2023; Mamukashvili-Delau et. al, 2023; Omidvar, Nayyeri & Teimoori, 2024). For instance, Johansson et. al (2022) and Mamukashvili-Delau et. al (2023) reported that internet-based CBT significantly improved self-efficacy among adults with depression, with positive effect sustained during follow-up assessments. Similarly, Lin et. al (2023) found that CBT interventions led to increases in self-efficacy among individuals experiencing depressive symptoms.

These findings underscore CBT's potential to strengthen learners' self-efficacy as well as improve other psychological outcomes.

Despite substantial evidence supporting CBT's role in fostering self-efficacy, there remains a considerable gap in its application within the context of third language acquisition in Nigeria. Given this consideration, this present study seeks to evaluate the effect of Cognitive Behavioral Therapy on self-efficacy of French third language learners in Federal universities in the South-eastern geopolitical zone of Nigeria by adopting a mixed-method approach. It also deepens an understanding on interventions for self-efficacy among French third language learners and provides meaningful contribution to the mixed-methods research literature. In this context, the research is anchored on the following research question and hypothesis.

### **Research Question**

How do the qualitative findings obtained during the intervention (from session evaluation protocols) and after the intervention (from interviews) help in explaining the quantitative results of the effect of Cognitive Behavioral Therapy intervention on French third language learners' self-efficacy?

### **Research Hypothesis**

There is no significant difference at  $\alpha \leq 0.05$  in the adjusted means of self-efficacy between the treatment and control groups, after controlling for pretest scores.

### **Methods**

#### **Research Design**

A mixed-methods research design was adopted in this study. Specifically, the study utilized an embedded mixed design that integrates both quantitative and qualitative approaches, with the qualitative data serving to elaborate and clarify the quantitative data, thereby yielding richer detailed inferences (Fabregues et. al, 2023). The quantitative phase employed a quasi-experimental design, with pretest–posttest control group to determine the effect of CBT on French third

language learners' self-efficacy. On the other hand, the qualitative phase employed a phenomenological approach to capture the depth of the participants' personal experiences with self-efficacy.

### **Population and Sampling**

The population of the study comprised all 385 French third language learners enrolled in Federal universities in South-East, Nigeria during the 2024/2025 academic session. Using a multi-stage sampling procedure, a sample of 60 participants were selected for the study (30 participants in the treatment group and 30 participants in the control group). In the first stage, two Federal universities offering French as a full degree programme were selected using purposive sampling technique. At the second stage, pretest was administered to the French third language learners in these two Federal universities and those who met the inclusion criteria which are: having studied French for at least one year, scoring within low to moderate levels on the Foreign Language Self-Efficacy Questionnaire (FLSEQ), and providing informed consent were identified. After this initial screening, a total of 235 French third language learners met these criteria (177 participants from NAU, Awka and 58 participants from UNN, Nsukka). In the third stage, purposive sampling technique was used to assign NAU, Awka as the treatment group, because its students showed lower self-efficacy at pretest compared to the participants in UNN, Nsukka. At the final stage, although all the participants who met the criteria were recruited to participate in the study, however, only 60 participants (30 participants in the treatment group and 30 participants in the control group) completed all stages of the study and provided full post-intervention and follow-up data. This sample size aligns with Twomey and Dowling (2025)'s recommendation of at least 30 participants per group for psychotherapy-based experimental studies. For the qualitative aspect, a subset of 15 participants from the treatment group were

selected to provide in-depth accounts of their experiences with the CBT intervention.

### **Validity and Reliability of the Study**

Internal validity was ensured through pretesting which established that both the experimental and control groups had equivalent self-efficacy levels. Oversampling and incentives reduced attrition, retaining 30 participants in each group. The study was conducted at two separate universities to prevent group interaction. CBT was delivered over eight weeks in 60-minute sessions. The validated Foreign Language Self-Efficacy Questionnaire (FLSEQ) was used at pretest, posttest and also at follow-up. Online sessions were supported with recordings to address connectivity concerns. ANCOVA was used to evaluate the effect of the CBT intervention on French third language learners' self-efficacy. Qualitative data were transcribed and reviewed by experts to ensure confirmability.

### **Measurement**

#### **Foreign Language Self-Efficacy Questionnaire (FLSEQ)**

The Foreign Language Self-Efficacy Questionnaire (FLSEQ) was adapted from Putwain, Gulsah, Linda and Bethan's (2022) Questionnaire of Self-Efficacy in Learning a Foreign Language (QSELFL). The original instrument is composed of 11 items designed to measure self-efficacy in learning a foreign language. All items were retained in this present study. The sample item of FLSEQ was "I can have a conversation in French on familiar and daily topics such as families, hobbies, work and travel in French without any preparation in advance". The reliability of the FLSEQ estimated by Cronbach alpha was 0.882. The original five-point Likert scale was modified to a four-point scale, ranging from 4 = strongly agree to 1 = strongly disagree. The total scores range from a minimum of 11 to a maximum of 44. For this present study, the predefined self-efficacy levels of the respondents were obtained by dividing the total score range into

equal parts. The lower the score, the lesser the learners believe in their capability to learn, master and use their target language. Scores 11-21 indicate low self-efficacy, 22-32 indicate moderate self-efficacy motivation while 33-44 indicate high self-efficacy. This present study targeted participants who demonstrated low to moderate levels of self-efficacy.

#### **Semi-Structured Interview Protocols**

A semi-structured interview protocol was employed to explore changes in French third language learners' self-efficacy after the CBT intervention and to enrich the quantitative results. The protocol was reviewed by both experts and peers before use and administered after the experimental phase. A sample question was, "How do you feel about your ability to complete French language tasks after completing the CBT program? Each individual interview lasted approximately 10 minutes.

#### **Session Evaluation Protocol**

A session evaluation protocol was developed to gather participants' qualitative feedback on self-efficacy during the CBT intervention. Participants submitted brief written reflections on each session, revealing how CBT may have influenced their confidence and capability beliefs. The protocol was reviewed by experts before use, and responses were completed within approximately 10 minutes.

#### **Cognitive Behavioral Therapy Programme (CBTP)**

The Cognitive Behavioral Therapy (CBT) programme was conducted for eight weeks with one session held per week. Each session lasted for an hour. The CBT intervention was designed to enhance the self-efficacy of French third language learners by addressing the cognitive, emotional, and behavioural processes that influence foreign language learning. Key CBT techniques such as cognitive restructuring, guided discovery, behavioural rehearsal, modelling, relaxation training, graded task practice, and structured homework assignments

were systematically integrated into the sessions. Participants worked on challenging unhelpful language learning beliefs, cultivating positive thinking habits, and improving their learning and communication strategies. In order to ensure content validity, the CBT programme was subjected to expert review.

### **Procedures**

1. Official approval was first obtained to conduct the study among French third language learners in Federal universities in Southeast, Nigeria.
2. The Foreign Language Self-Efficacy Questionnaire (FLSEQ) was adapted to the study context and reviewed for validity and reliability through expert evaluation and pilot testing.
3. The FLSEQ was administered to all French third language learners who were willing to participate in the study in order to identify those with low to moderate levels of self-efficacy. Sixty participants met these inclusion criteria, provided informed consents and were then assigned equally to the treatment and control groups based on their respective institutions.
4. The CBT programme was administered online to the members of the experimental group over eight weekly sessions, while the control group did not receive any intervention.
5. The FLSEQ was re-administered to both the treatment and control groups immediately after the CBT intervention and again during a follow-up 2month period to evaluate sustained changes in self-efficacy.
6. Session evaluation protocols and post-intervention interviews were conducted to obtain qualitative insights that complemented and clarified the quantitative findings, in line with the embedded mixed-method design.
7. In the analysis phase, qualitative data were analyzed using thematic content analysis, while quantitative data were subjected to ANCOVA to test group differences and Repeated Measures ANOVA to examine changes over time.

## Results

### Preliminary analysis of Means and Standard Deviations

**Table 1: Pretest and Posttest Self-Efficacy Mean Scores of Treatment and Control Groups**

| Variables     | Group     | N  | Pretest      |    | Posttest     |    | Mean Difference |
|---------------|-----------|----|--------------|----|--------------|----|-----------------|
|               |           |    | Mean         | SD | Mean         | SE |                 |
| Self-Efficacy | Treatment | 30 | 22.83 (4.99) |    | 26.55 (0.78) |    | +3.72           |
|               | Control   | 30 | 28.03 (5.06) |    | 28.62 (0.78) |    | +0.59           |

Posttest means are adjusted for pretest scores using ANCOVA

Table 1 shows the pretest and posttest mean scores of self-efficacy for the treatment and control groups. The results indicate that Cognitive Behavioral Therapy (CBT) led to a marked increase in the self-efficacy of French third language learners in the treatment group compared to those in the control group. Specifically, the treatment group increased from  $M = 22.83$ ,  $SD = 4.99$  at pretest to  $M = 26.55$ ,  $SE = 0.78$  at posttest, reflecting a mean gain of +3.72. On the other hand, the control group showed only a slight improvement from  $M = 28.03$ ,  $SD = 5.06$  at pretest to  $M = 28.62$ ,  $SE = 0.78$  at posttest, yielding a mean gain of +0.59. These findings suggest that CBT contributed meaningfully to strengthening French third language learners' beliefs in their ability to succeed in foreign language learning, whereas students who did not receive CBT exhibited slight change.

### Research Hypothesis

There is no significant difference at  $\alpha \leq 0.05$  in the adjusted means of self-efficacy between the treatment and control groups, after controlling for pretest scores.

To test this hypothesis, self-efficacy was analyzed using ANCOVA to identify the effect of the CBT intervention. Statistical assumptions were confirmed before comparing the treatment and control groups. Consistent with the embedded mixed-methods design of the study, qualitative findings were incorporated to enrich the interpretation of the quantitative findings.

**Table 2: Analysis of Covariance (ANCOVA) on Self-Efficacy with Pre-test Control**

| Source          | SS       | df | MS     | F     | p    | Partial $\eta^2$ |
|-----------------|----------|----|--------|-------|------|------------------|
| Corrected Model | 794.98   | 2  | 397.49 | 24.91 | .000 | .466             |
| Intercept       | 410.21   | 1  | 410.21 | 25.71 | .000 | .311             |
| SELF-PRETEST    | 434.83   | 1  | 434.83 | 27.25 | .000 | .323             |
| GROUP           | 50.09    | 1  | 50.09  | 3.14  | .082 | .052             |
| ERROR           | 909.60   | 57 | 15.96  |       |      |                  |
| TOTAL           | 47355.00 | 60 |        |       |      |                  |
| Corrected Total | 1704.58  | 59 |        |       |      |                  |

In Table 2, the Analysis of Covariance (ANCOVA) result shows that, after controlling for pretest self-efficacy scores, the effect of group on self-efficacy yielded  $F(1, 57) = 3.14$ ,  $p > .05$ . Given that the p-value was greater than .05, the null hypothesis, which states that there is no significant difference at  $\alpha \leq 0.05$  in the adjusted means of self-efficacy between the treatment and control groups, after controlling for pretest scores was not rejected. This implies that Cognitive Behavioural Therapy (CBT) did not produce a statistically significant improvement in French third language learners' self-efficacy compared with the control group. Furthermore, the effect size (partial  $\eta^2 = .052$ ) indicates a small effect, meaning that the CBT intervention accounted for only about 5.2% of the variance in self-efficacy scores. This suggests that although CBT demonstrated some positive influence on self-efficacy, the magnitude was small and did not reach statistical significance.

The qualitative findings obtained from the session evaluation protocols and interviews further explain this quantitative result. The responses were categorized under three themes: enhanced confidence in performing French tasks, effective use of CBT techniques, and increased willingness to communicate in French.

**i. Enhanced Confidence in performing French Tasks:** During the CBT sessions, participants reported that their ability to perform tasks with confidence improved noticeably. For instance, from the session evaluation protocol, P15 stated, *“When it got to my turn I didn’t even feel my heart racing or my palm sweating. I just did everything with ease. I spoke French well that the lecturer didn’t even correct me. Some course mates walked up to me saying that they liked how confident I was.”* Similarly, interview data after the program reflected sustained growth. P1 shared, *“Before the CBT program, I felt 50% confident in speaking French. After the CBT program, I feel 90% confident. I see myself improving in every aspect. I see myself speaking comfortably, having that ability, that I can do it.”*

**ii. Effective Use of CBT Techniques:** Participants attributed their improved self-efficacy to the application of CBT techniques, particularly positive self-talk and relaxation. For example, P6 explained in her interview, *“Thanks to the technique I learnt during the CBT program, such as positive self-talk, I felt more confident and prepared when giving a presentation in French.”* Likewise, P7 reflected, *“When I completed the CBT program, my confidence increased. Relaxation methods like deep breathing helped reduce how much I reacted. I used to shake when called to present in French, but this helped me relax my muscles and nerves.”*

**iii. Increased Willingness to Communicate in French:** After completing CBT, participants' willingness to communicate in French increased, even outside of scheduled classroom activities. P3 highlighted, *“After participating in the program, whenever the lecturer is dictating in French, I am able to write it efficiently. I was surprised I could write without asking anybody.”* P12 also recounted a real-world experience: *“At first, I was very nervous when my HOD started conversing with me in French, but I calmed myself down and kept up the*

*conversation. She was kind of happy that a 200 level student had started making efforts to speak French.”*

It could be seen that although the quantitative results showed a non-significant increase in self-efficacy, the qualitative findings on the other hand, showed that participants' perceived language ability experienced meaningful increase. The difference in results may be attributed to the quantitative measure's limited capacity to detect small, short-term changes in learners' confidence, whereas the qualitative narratives captured immediate, experience-driven shifts in how students approached French language tasks with confidence. When considered together, the results indicate that the CBT sessions supported participants in building confidence and developing strategies that increased their willingness to communicate in French.

**Table 3: Repeated Measures ANOVA showing the Sustained Group Effects of CBT on the Dependent Variables**

| Dependent Variable | F(df)           | p-value | Partial $\eta^2$ | Sustained Group Effect |
|--------------------|-----------------|---------|------------------|------------------------|
| Self-efficacy      | F(2,116) = 3.41 | .037    | .055             | <b>Significant</b>     |

In Table 3, the Repeated Measures ANOVA result for the Time  $\times$  Group interaction indicate that the sustained effect of CBT was significant for self-efficacy. There was a statistically significant sustained group effect for self-efficacy,  $F(2,116) = 3.41$ ,  $p = .037$ ,  $\eta^2 = .055$ . This suggests that the increase achieved in self-efficacy during the post-test was largely maintained at follow-up, with CBT accounting for 5.5% of the variance in self-efficacy, indicating a small-to-moderate effect.

## **Discussion**

This study evaluated the effect of Cognitive Behavioral Therapy (CBT) on self-efficacy of French third language learners in Federal universities in Southeast, Nigeria with a mixed method research approach. Preliminary findings revealed that participants in the treatment group, who started with a lower pretest

self-efficacy score, experienced a clear increase in confidence at posttest, whereas the control group remained relatively unchanged with only a slight increase. This suggests that participants who reported low confidence at first benefited most from the CBT intervention. This result aligns with previous studies such as that of Dewy and Maulidah (2025) and Omidvar, Nayyeri and Teimoori (2024) which found that targeted interventions can strengthen learners' self-efficacy and contribute to improved task-related performance. Similarly, the result corroborates the findings of Johansson et. al (2022) which showed that self-efficacy can be considerably increased by structured techniques that lessen negative feelings and promote confidence. These imply that CBT helps learners to engage in French language tasks with a stronger sense of confidence and willingness to communicate.

The ANCOVA result in this study revealed that after controlling for pretest scores, the group effect on self-efficacy was not statistically significant. This indicates that CBT did not produce a meaningful difference between the treatment and control groups, although a small effect size was observed. This result implies that while the intervention may have offered some benefit, its short-term impacts on learners' self-efficacy were weak and insufficient to produce meaningful group differences. However, the qualitative findings revealed marked improvements in learners' perceived confidence and readiness to communicate in French. Participants reported feeling more capable to engage in French tasks, and described using positive self-talk and relaxation techniques to control nervousness, and also demonstrated greater readiness to speak and engage in real-life French interactions. This contrast suggests that quantitative measure may not have been sensitive enough to detect barely noticeable changes within the brief intervention period, whereas participants' personal accounts reflected meaningful growth in their confidence and engagement. The quantitative result contrasts with the findings of Abood et. al (2025) which found that targeted interventions such

as CBT significantly enhances learners' self-efficacy. It also disagrees with the findings of Dewy & Maulidah (2025) which showed that CBT-based interventions significantly predict improvements in learners' self-efficacy. These disparities may be linked to the fact that considering that self-efficacy increases progressively as learners accumulate successful experiences and receive constructive feedback, these processes may not be captured adequately in immediate post-intervention assessments.

Results in this study also showed that the Time  $\times$  Group interaction was significant for self-efficacy, indicating that the sustained effect of CBT was statistically significant at follow-up. This suggests that the effects of CBT may develop gradually and become more visible once students have had consistent opportunity to use its techniques. This result agrees with Johansson et. al (2022) who highlighted that students' self-efficacy improves through repeated mastery experiences that affirm their confidence. This result also corroborates with the view of Abood et. al (2025) which emphasized that self-efficacy can grow gradually as learners consistently apply strategies that regulate their emotions and performance. The implication of this finding is that CBT can promote long-lasting improvements by providing French third language learners with cognitive and behavioral strategies that continue to be helpful long after the CBT intervention is over.

## **Conclusion**

This study examined the effect of Cognitive Behavioral Therapy on self-efficacy of French third-language learners in Southeast, Nigeria. Although the quantitative results did not reveal a significant change, the qualitative findings on the other hand, showed clear increases in French third language learners' confidence, task involvement, and willingness to communicate in French. Participants also maintained these increases at follow-up, suggesting that CBT's impact persisted after the intervention. These improvements in self-efficacy were

also linked to the use of CBT techniques such as positive self-talk, cognitive reframing, and relaxation strategies. The discrepancy between quantitative and qualitative findings suggest that early changes in self-efficacy may first be noticeable in students' lived experiences before becoming detectable through standardized tools. Future studies should consider extending the duration of CBT sessions and incorporating CBT techniques into classroom instruction in order to foster more observable improvements in self-efficacy. It may also advantageous to explore combined approaches where CBT is paired with other pedagogical or motivational interventions to strengthen its impact.

While this study offers valuable contributions, it is not without limitations. First, the relatively small sample drawn from only two universities, restricts generalizability of the findings. In addition, the short intervention period and the reliance on self-reported data may have constrained the extent to which CBT's effects on self-efficacy could be detected.

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