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**INVESTIGATING THE RELATIONSHIP BETWEEN SELF-EFFICACY
AND METACOGNITIVE ABILITIES OF LOWER SECONDARY
SCHOOL STUDENTS IN ENGLISH CLASSES**

M.A. THESIS

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T.C.
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ORTAOKUL ÖĞRENCİLERİNİN İNGİLİZCE DERSLERİNDEKİ ÖZ
YETERLİLİK VE ÜST BİLİŞSEL YETENEKLERİ ARASINDAKİ
İLİŞKİNİN İNCELENMESİ

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AMASYA
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To my beloved family and fiancé



TEZ ONAY SAYFASI

Kadriye ŞİŞMANOĞLU tarafından hazırlanan “Investigating the Relationship between Self-efficacy and Metacognitive Abilities of the Lower Secondary School Students in English Classes (Ortaokul Öğrencilerinin İngilizce Derslerindeki Öz-yeterlilik ve Üst bilişsel Yetenekleri Arasındaki İlişkinin İncelenmesi) ” başlıklı çalışma aşağıdaki jüri tarafından 07/06/2024 tarihinde yapılan savunma sınavı sonucunda oy birliği ile Amasya Üniversitesi Sosyal Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı’nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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ETİK BEYAN SAYFASI

Tezimin içerdiki yenilik ve sonuçları başka bir yerden almadığımı ve bu tezi Amasya Üniversitesi Sosyal Bilimler Enstitüsünden başka bir bilim kuruluşuna akademik gaye ve unvan almak amacıyla vermediğimi; tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yapıldığını, bu tezde sunduğum çalışmanın özgün olduğunu bildirir, aksinin ortaya çıkması durumunda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim.

07/06/2024

Kadriye ŞİŞMANOĞLU

ABSTRACT

INVESTIGATION THE RELATIONSHIP BETWEEN SELF-EFFICACY AND METACOGNITIVE ABILITIES OF LOWER SECONDARY SCHOOL STUDENTS IN ENGLISH CLASSES

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Students' thoughts and beliefs are important factors in learning a foreign language. Self-efficacy and metacognitive abilities are crucial in the learning process because they affect students' learning. As a result of this thesis, an association was formed between the lower secondary school students' self-efficacy and metacognitive abilities. During the 2023–2024 academic year, the research population comprised 1081 lower secondary school students from 5th grade to 8th grade. Information was obtained through scales on the interrelationship between self-efficacy and metacognitive abilities in lower secondary school students. Entering the survey co was carried out using SPSS software, and the data was analyzed with it. The study's findings demonstrated that the lower secondary school students' levels of self-efficacy in English classes were higher than average. Additionally, there were differences in the self-efficacy levels of lower secondary school students about English classes based on gender and grade. The degree of self-efficacy that the female lower secondary school students had toward English classes was greater than that of the male lower secondary school students. Students in the fifth grade also had the highest degree of self-efficacy about English classes. There was not a meaningful difference between genders of grades in the ESEQ and ESEB Scale. Furthermore, in English classes, the lower secondary school students had above-average metacognitive ability. Once more, gender variables affected the metacognitive abilities of the students in the English classes. The level of metacognitive awareness that the female lower secondary school students had for English classes was higher than that of the male lower secondary school students. On the other hand, the grade variable showed no discernible variation. There was not a meaningful difference between genders of grades in the Metacognitive Awareness Scale. This academic study also showed that the lower secondary school students' metacognitive skills in English classes and their sense of self-efficacy were significantly correlated. The current research will inform the lower secondary school

education programs for the future since it could be important to prepare a curriculum of language education for the lower secondary school students by considering their thoughts and beliefs. Studies on this subject are likely to be restricted, and the findings may be validated only for one city.

Keywords: Self-efficacy beliefs, Metacognitive abilities, English classes, Lower secondary school students



ÖZET

ORTAOKUL ÖĞRENCİLERİNİN İNGİLİZCE DERSLERİNDEKİ ÖZ YETERLİLİK VE ÜST BİLİŞSEL YETENEKLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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Öğrencilerin düşünce ve inançları yabancı dil öğrenmede önemli faktörlerdir. Öz-yeterlilik ve üstbilişsel yetenekler, öğrencilerin öğrenmelerini etkilediği için öğrenme sürecinde çok önemli unsurlardır. Bu tezin sonucunda ortaokul öğrencilerinin öz-yeterlilikleri ile üstbilişsel yetenekleri arasındaki ilişki keşfedilmektedir. Çalışmanın katılımcılarını 2023-2024 eğitim öğretim yılında eğitimine beşinci sınıftan 8. Sınıfa kadar devam eden 1081 ilköğretim öğrencisi oluşturmaktadır. İlköğretimdeki öz-yeterlilik ve üstbilişsel yetenekleri arasındaki ilişkiye bağlı veriler anketler ile toplanmıştır. Anketlerin veri girişi SPSS programı kullanılarak yapılmıştır ve data SPSS ile analiz edilmiştir. Araştırmanın bulguları, ortaokul öğrencilerinin İngilizce derslerindeki öz-yeterlilik düzeylerinin ortalamanın üzerinde olduğunu ortaya koydu. Ayrıca ortaokul öğrencilerinin İngilizce dersine ilişkin öz-yeterlilik düzeylerinde cinsiyet ve sınıfa göre farklılıklar bulunmuştur. Kız ortaokul öğrencilerinin İngilizce derslerine yönelik öz-yeterlilik derecesi, erkek ortaokul öğrencilerinden daha yüksektir. Beşinci sınıftaki öğrenciler de İngilizce derslerinde en yüksek öz-yeterliliğe sahiptir. İngilizce öz-yeterlilik algısı ölçeği ve İngilizce öz-yeterlilik inancı ölçeğinde ki sınıfların cinsiyetleri arasında anlamlı bir farklılık yoktur. Ayrıca, İngilizce dersinde ortaokul öğrencileri ortalamanın üzerinde üst bilişsel yeteneğe sahiptir. Cinsiyet değişkeni bir kez daha İngilizce dersinde öğrencilerin üstbilişsel yeteneklerini etkilemiştir. Kız ortaokul öğrencilerinin İngilizce derslerine yönelik üstbilişsel farkındalık düzeyi, erkek ortaokul öğrencilerinden daha yüksektir. Öte yandan, sınıf değişkeni fark edilebilir bir değişiklik göstermedi. Üst bilişsel farkındalık ölçeğinde ki sınıfların cinsiyetleri arasında anlamlı bir farklılık yoktur. Bu akademik çalışma aynı zamanda ortaokul öğrencilerinin İngilizce derslerindeki üstbilişsel becerileri ile öz-yeterlilik algılarının anlamlı düzeyde ilişkili olduğunu göstermiştir. Güncel araştırma ortaokul öğrencilerinin düşünce ve inançlarını dikkate alarak bir dil eğitimi müfredatı hazırlamak için önemli olabileceğinden, ortaokul eğitim programlarına gelecek için bilgi verecektir. Bu konudaki araştırmalar sınırlı olabilir ve

arařtırma sonuçları sadece bir řehir iin geerlidir.

Anahtar Kelimeler: z-yeterlik inanları, stbiliřsel yetenekler, İngilizce dersleri, Ortaokul ğrencileri



FOREWORD

My thesis topic attracted my attention in my Undergraduate education and luckily studied and accomplished this topic in my Graduate education.

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LIST OF ABBREVIATIONS

Abbreviations	Meaning
ESEQ	English Self-efficacy Questionnaire
ESEBS	English Self-efficacy Beliefs Scale
F	Female
M	Male



CHAPTER I

1. INTRODUCTION

The background of the study is firstly mentioned then continued with aim of the study, the significance of the study, also statement of the problem, sub-research questions. Finally, limitations, assumptions and the definitions of some terms related to the thesis topics are presented in this chapter.

1.1. Background of the study

Marshall McLuhan (1962) came up with the word "Global village," and, he asserted that rapid advances in communication would not just revolutionize the way we connect, but would also transform the Earth into a Global community where individuals from all over the world had contact and became acquainted. Since language is an important part of communication, English has emerged in popularity as the world's lingua franca (McLuhan, 1962). Therefore, learning English has gained significance. While learning English, cognitive aspects, demographic factors, metacognitive factors, and affective factors affect success (Henter, 2014). It is well known that the learner's affective side promotes language learning. Especially, self-efficacy is a psychological aspect impacting language acquisition that explains how learners' beliefs shape how they approach the learning activity. Self-efficacy beliefs have been described as individuals' assessments of their abilities to arrange and carry out the steps necessary to attain various types of goals (Bandura & Schunk, 1981). Moreover, students with a strong sense of self-efficacy outperform those with a low sense of efficacy in the classroom (Yoestara & Putri, 2019). Self-efficacy has likely been one of the most studied theories in the setting of learning due to its critical influence on success in language classrooms (Schunk & Swartz, 1993; Pajares, 1996; Pajares, 2003; Schunk, 2003; Deture, 2004; Wang & Pape, 2005; Mills, Pajares, & Herron, 2006; Rahimi & Abedini, 2009; Matthews, 2010; Eftekhar, 2014; Zhang, Ardasheva, & Austin, 2020). Thus, studies have previously demonstrated that learners with stronger self-efficacy views in language acquisition were more inclined to complete certain activities and achieve demanded outcomes. On the other hand, metacognitive awareness is another aspect of language learning. Metacognitive strategies are important for 21st century skills (Blakey & Spence, 1990). Costa (1984) explains metacognition as "the ability to know what one doesn't know" (p. 197). Metacognition is identified by Flavell (1979) as "thinking about thinking" (p.

906). Martinez (2006) offers a more specific definition, stating metacognition as "the monitoring and controlling of thought" (p. 696). According to Kazu and Ersöz lü (2008), what is important is to teach learners who possess an understanding of their metacognitive techniques, mental processes, and talents, rather than training people who memorize everything and convey exactly what they have learned. Metacognition creates an environment that is awareness of thinking, and this enables students to successfully navigate different situations (Blakey & Spence, 1990). Individuals who are aware of their thinking processes pay more attention to the information they will learn and they learn better (Livingston, 2003). While learning a language, self-efficacy and metacognitive awareness are highly important. Thus, this study focuses on the relationship between self-efficacy and metacognitive awareness of the lower secondary school students in English classes.

1.2. The aim of the Study

The survey aims to discover the interconnection among self-efficacy and metacognitive abilities of the lower secondary school learners in Diyarbakır's Ergani area. According to research findings from a variety of academic fields, learners' perceptions of their intellectual skills or consciousness beliefs have an impact on individual thoughts, attitudes, and productivity (Ayoobiyan et al., 2015). Moreover, throughout aspects of second language acquisition, analysis of knowledge acquisition and L2 proficiency, specifically learner initiatives, has discovered a reciprocal effect (Zhang et al., 2006), emphasizing the importance of embracing metacognitive skills into students' learning education projects to help their knowledge quite convenient (Wenden, 1998). While learning a language self-efficacy ideas and metacognitive abilities of individuals affect the learning process and the students having more awareness in their academic process may be more successful. Therefore, self-efficacy and metacognitive abilities in English classes topics were searched in this study, and it was investigated whether there was a link between them.

1.3. The Significance of the Study

Self-efficacy is contextual and task-specific (Raoofi et al., 2012). As self-efficacy is task-specific, Bandura (1986) advocated that multiple methodologies be employed to evaluate it when activities alter. As a result, rather than measuring self-efficacy in general, it should be measured precisely (Raoofi et al., 2012). Since listening comprehension varies from those other kinds of learning (Williams, 1994), more research into how individuals

contribute actively and what variables affect it in L2 acquisition situations is required (Raoofi et al., 2012). Metacognitive approaches permit learners to organize, regulate, and analyze their acquisitions, allowing them to reach greater success and enhanced learning outcomes in every condition (Rahimi et al., 2012). As a result, additional academic work is desired to interrogate the duty of metacognitive awareness in actuating the strength of continuous learning language endeavors, as well as the profiles of ESL students and the tactics they use in a linguistic assignment (Rahimi et al., 2012). There are very few studies searching the effects of self-efficacy and metacognitive abilities of elementary-level students given language learning (Coutinho et al., 2008, Nosratinia et al., 2014, Rahimi et al., 2014). Although the studies searched university-level students, this study concentrates on lower secondary school students.

1.4. Statement of the Problem

Self-efficacy and metacognitive abilities are crucial factors while learning a language because they affect the learners' academic performance in the learning process. That is, multiple research has proven that a learner's self-efficacy has a good and clear association with academic accomplishment. (e.g. Chou, 2007; Ho, 2005; Lin, 2002; Mills, Pajares et al., 2007). Furthermore, students who have a better awareness of how to concentrate and understand (i.e., those with a greater level of metacognitive awareness) acquire more effectively (Winne et al., 1998). Students face a lot of problems while learning a language and their academic performances in English are affected negatively because of these problems. One of these issues is that pupils are unsure how they are learning English and how to apply it. This problem leads them to be less motivated to learn English and they don't give the learning process enough consideration. Thus, teachers, students, academicians, and curriculum developers should be interested in raising the level of awareness of the self-efficacy and metacognitive abilities of pupils in the learning language process. Understanding the connection between the lower secondary school students' self-efficacy and metacognitive abilities in English classes can help students better grasp English learning in the lower secondary school. The number of studies on this topic, particularly in Türkiye, is mere so studying this topic is important. Inspecting the connection between self-efficacy and metacognitive abilities in lower secondary school English students by responding to the question is the intention of this thesis

-What is the relationship between self-efficacy and metacognitive abilities of the lower

secondary school students toward English classes?

1.5. Sub-Research Questions

Investigating the relationship between self-efficacy and metacognitive abilities of lower secondary school students in English classes is the objective of this thesis. This research is looking for responses to the sub-questions below.

- What is the lower secondary school students' level of self-efficacy toward English classes?
- Does the lower secondary school students' level of self-efficacy toward English classes differ according to the variables of gender and grade?
- Is there a meaningful difference between genders of grades in the ESEQ, and ESEB Scale?
- What is the lower secondary school students' level of metacognitive abilities in English classes?
- Does the lower secondary school students' level of metacognitive abilities in English classes differ according to the variables of gender and grade?
- Is there a meaningful difference between genders of grades in the Metacognitive Awareness Scale?
- What is the relationship between self-efficacy and metacognitive abilities of the lower secondary school students toward English classes?
- What is the relationship between the subscales of ESEBS and Metacognitive awareness?

1.6. Limitations

The current study aims to investigate the relationship between self-efficacy and metacognitive abilities of lower secondary school students in English classes. However, this study has some limitations.

- Questionnaires were not applied in the original language (English), they were translated into the Turkish language because they were applied to the lower secondary school students in public schools and most of the students do not know English at the advanced level.
- The English Self-efficacy questionnaire, English Self-efficacy Beliefs Scale, and Metacognitive awareness scale were applied to the 1081 lower secondary school

students in the Ergani district of Diyarbakır, Türkiye in the 2023-2024 education year. The questionnaires were applied face to face and they were distributed one by one to the students but some of the students did not bring back the questionnaires. Therefore, the study is limited to 1081 lower secondary school students in the Ergani district of Diyarbakır, Türkiye. The current study's sampling size is sufficient for trustworthy data dissemination, accessibility, and cost-effectiveness. However, a bigger sample size may allow for more in-depth research on English language education.

- This study focused on the lower seven secondary schools in Ergani, Diyarbakır province, a small district so the findings may not apply to other settings.
- The study investigated only the lower secondary school students' responses to the questionnaires. The findings of the study may differ at other school levels.
- Although there are other types of scales, the data was limited by the scales used.
- This study focused only on quantitative data. With using qualitative data and interviews may be done more detailed research on this topic.

1.7. Assumptions

The current study may contribute to the development of a language education curriculum for lower secondary school learners by taking into account their attitudes and views. It also assists language learning since the focuses of the study are greatly associated with learning processes.

- The researcher is assumed to be objective during the study process.
- Participants in the research are expected to provide honest responses to questions and demographic information forms.
- The questionnaire's original language was English but a Turkish version of the questionnaire was required to be implemented because the participants were lower secondary school students in public schools.

Definitions

Self-efficacy: It consists of "beliefs in one's abilities to organize and carry out the strategies necessary to manage potential situations" (Bandura, 1995). Self-efficacy beliefs affect people's motivation, actions, feelings, and, ideas according to Bandura (1995).

Metacognition: Flavell (1976) described metacognition as “the active monitoring and consequent regulation and orchestration” of cognitive processes (p.232). According to Flavell's (1988) theory, knowledge and metacognitive experience work together to monitor and control cognitive processes.



CHAPTER II

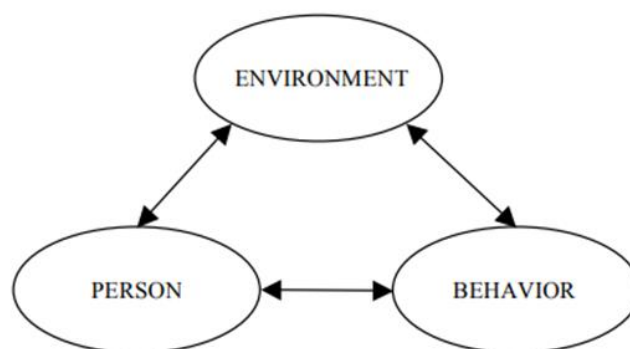
2. LITERATURE REVIEW

This section contains knowledge about Social Cognitive theory, self-efficacy, and sources of self-efficacy. Moreover, self-efficacy beliefs toward English classes and their importance on four skills (reading, writing, speaking, listening) are presented. Also, people with high and low self-efficacy beliefs: characteristics are mentioned. Then, studies linked to self-efficacy topic are presented. On the other hand, metacognition, metacognitive awareness in English Language Learning, and studies related to its topics are mentioned.

2.1. Social Cognitive Theory

As the human factor pervades all aspects of life, any component connected to this factor is critical to the survival and growth of society. In this way, Social Cognitive Theory (Bandura, 1977) describes human nature and its developments from multidimensional viewpoints (Bandura, 1989; Gist & Mitchell, 1992). Bandura's social cognition theory is founded on human experience, behavioral, and environmental factors (Pajares, 2002a). Depending on this concept of learning, human behavior is the outcome of the combination of individual variables, behavior, and circumstance (Bandura, 1986). This relationship causes cognitive and psychological growth in individuals. In addition, the theory contends that not only innate issues but also external variables have an impact on shaping the development of human capabilities and that individuals are aware of the process of learning and developing their skills and personalities, which expounds on human agency (Bandura, 2001). Therefore, Social Cognitive Theory incorporates metacognitive components such as self-regulation and psychological elements like self-efficacy in shaping human behavior and competencies, which clarifies how humans are careful when they learn in light of the social and cognitive processes involved.

Figure 1. A model of the three interacting human behavior determinants (Bandura, 1986, p. 24)



Bandura (2006) claims that being an agent entails influencing one's behavior and environment on purpose. According to this viewpoint, humans possess the characteristics of self-organization, proactivity, self-regulation, and self-reflection. As a result, people behave according to their desires and plan their activities. These plans are the consequence of past experiences and serve as the foundation for plans. People are encouraged and self-regulatory to carry out their plans. Also, individuals consider their objectives, qualities, standards, and pursuits in life, which relates to self-reflectiveness and identifies how agency (self-efficacy in turn) and metacognitive awareness are linked issues (Bandura, 2001). Human agency can be divided into three types: personal, proxy, and collective (Bandura, 2001). Personal agency is the intentional and self-regulating features of persons. Proxy agency is connected to the social aspects of people's lives including how they are personally relying on other people and influenced by external reasons. Finally, collective agency relates to how individuals live in groups with similar goals and characteristics. Every element of human agency influences the formation of self-efficacy beliefs.

2.2. Self-efficacy

Bandura (1986) states self-efficacy is an important component in the Social Cognitive Theory, expressing it as "people's perceptions of their capacities to arrange and carry out courses of action required to accomplish specific sorts of performances" (p.391).

"Self-Efficacy: Toward a Unifying Theory of Behavioral Change," published by Bandura in 1977, is the earliest reference to the construct of self-efficacy. Self-efficacy principles have now been worked in a variety of disciplines and settings, and a growing amount of research from a variety of fields backs them up (Bandura, in press; Maddux et al.,

1986; Multon et al., 1991). To illustrate, self-efficacy has been studied in academic works on panic disorder (Bandura, 1983), anxiety (Davis et al., 1982), interpersonal talents (Moe et al., 1982), aggressiveness (Lee, 1983, 1984); cigarettes attitudes (M. E. Garcia, et al., 1990); pain medication (Manning et al., 1983); wellness (O'Leary, 1985); and muscular act (O'Leary, 1985) (Barling et al., 1983; Lee, 1982). Over the last decade, self-efficacy beliefs have garnered a lot of attention in educational research, especially in the field of academic desire (Pintrich et al., 1995). The researchers examined students' self-beliefs after they were asked why they chose some projects and avoided some, how people were successful in some tasks compared to others, and why they approached some assignments with enthusiasm and others with anxiety. Students' self-perception is seen to be a critical factor in academic success or failure. As a result, self-efficacy is seen as a critical component of motivation (Pintrich & Schunk, 1996). Bandura (1977) argues that those who have higher standards of achievement regarding themselves are prone to investigate, suit, present, and be highly driven than others. This amount of desire originates and is developed with the data gained through interpersonal relationships. Pleasant and adverse insights received in relationships that began with his relatives and extended with his friends in the initial years of human existence, as well as views created as a result of these experiences, have an impact on the person that lasts till the last moment of their lifespan. Furthermore, according to Bandura (1989), the amount of self-efficacy has an effect on motivation for a certain aim. A person's degree of incentive influences the quantity of ability necessary to perform the activity and the duration of that ability.

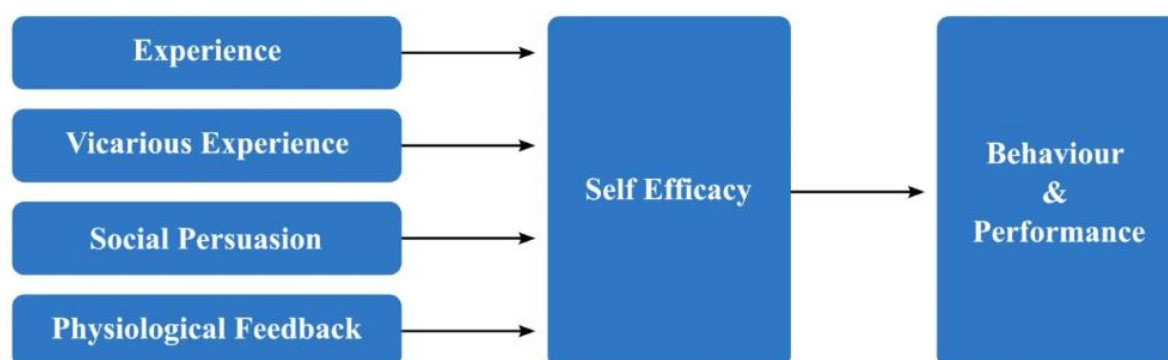
Individuals with high self-efficacy awareness exhibit more persistent aspects when confronted with challenges than those with low self-efficacy awareness. It has been discovered that the stronger an individual's belief in trouble and answers to the problems, the more perseverant they become (Bandura 1989). Individuals are motivated to see challenges they may confront as a personal advancement chance if they have faith in the answers to the challenges they are attempting to fix. In this scenario, the challenges encountered become solution elements that contribute significantly to the resolution of the underlying problem. Individuals may be more successful when they do not avoid problems. Bandura (1993) found that those with high self-efficacy have more continuous perspectives on achieving their goals. Those with a great deal of self-efficacy feel that the reasons for defeat include a lack of persistence, poor job skills, or a lack of expertise in the field (Schunk, 2000). Besides, individuals who question their ability to achieve goals may not exert full effort and persevere in finding solutions. They explain being unsuccessful as an absence of desire or the futility of

fixing the issue and putting their attempts impersonal. Individuals with poor self-efficacy are more interested in the complexity of situations rather than their capabilities (Bandura, 1989). Furthermore, significant differences have been discovered between students with high self-efficacy levels and those with low self-efficacy levels when it comes to challenges influencing procedures such as seeking support among students, establishing and implementing instructional techniques and approaches, and learners who have greater degrees of self-efficacy attain better ranges of proficiency than their peers (Karabenick et al., 1991; Pintrich et al., 1990). Also, self-efficacy is important in processes because it influences both individual characteristics and internal dynamics. According to studies, it is beneficial in increasing academic success for pupils of all levels (Jackson, 2002; Lodewyke et al., 2005; Shell et al., 1995). It is possible to suggest that self-efficacy has an advantageous influence on performance in academic activities (Pintrich, 1999).

2.3. Sources of Self-efficacy

According to Bandura (1986), strong self-efficacy perception develops over time and with positive experiences; when developed, it is resistant and is unaffected by infrequent failures. Therefore, the sources of self-efficacy perception are a prominent element. Bandura (1986) contends that four major sources influence the establishment of judgments of one's abilities. These are seen in Figure 2; enactive mastery experiences, vicarious experiences, verbal (social) persuasion, and physiological and affective states.

Figure 2. Sources of Self Efficacy (Bandura, 1997)



2.3.1. Mastery Experiences

Individual observations regarding achievement or disappointment in earlier efforts are considered mastery experiences. As a result, they are regarded as the most effective form of

self-efficacy (Bandura, 1997). According to Bandura (1997), successful experiences promote self-efficacy. He contributes that completing challenging activities, particularly under difficult situations, fosters a positive sense of self-efficacy (Bandura, 1986, 1995, 1997). When progress is obtained by massive outside backing or simple and inconsequential work, efficacy is not boosted (Tschannen-Moran et.al., 1998). Earlier habits and present ones are similar, and previous events improve self-efficacy levels. The sentence "Seeing is believing" highlights the value of objective evidence of an individual's accomplishments. In this case, when individuals witness their results in dealing with difficult problems, they create the notion that they can accomplish the same results in other issues similar to this one (Maddux, 2012, p.281). For example, if a teenager has achieved significant success in an athletic exercise, he will possess an elevated sense of self-efficacy in participating in that particular squad. As this aspect of the self-efficacy idea derives from success of the person, it is the most significant and powerful foundation (Rhodes & Mark, 2012). The failures that have happened earlier than the development of self-efficacy opinions diminish individuals' beliefs regarding their abilities and lead them to embrace conduct extension in dealing with problems reminiscent of the adverse result. Individuals who attain quick success adopt practices that attempt to achieve greater success in a situation of challenges. Individuals are discouraged as a result of the potential failures that may occur at this moment. Strong self-efficacy developed in the face of challenges can get better as a result of knowledge gained if challenges are solved using great diligence. Some negative circumstances or obstacles that may develop in individual performance can be beneficial in teaching how to succeed. When people encounter problems after understanding the tasks required for success, they act calmly and fast to overcome matters. Having to keep up with these adverse occurrences towards their conclusion can make them greater gradually (Bandura, 1989; Bandura, 1994).

2.3.2. Vicarious Experiences

Assessing one's achievement to that of someone else with comparable abilities is referred to as having a vicarious experience (Palabyk-Yeni, 2013). Even though enactive mastery experiences are commonly considered the most potent source of persons' self-efficacy, Bandura (1997) claims that in cases where people are doubtful of their talents, vicarious experiences tend to be more significant in establishing people's self-efficacy. He claims that when people experience the achievement of others who are comparably skilled,

their views on self-efficacy rise and they assume that they will also succeed (Bandura, 1997). Similarly, when they observe the deficiency of others with comparable abilities, their self-efficacy views deteriorate (Brown & Inouye, 1978). Even though the frameworks they analyze differ concerning capabilities, self-efficacy beliefs do not change dramatically (Bandura, 1997). The crucial factor is resemblance since "one's self-efficacy beliefs are influenced through the same model" (Bandura, 1997). At this point, observers aren't required to comprehend the systems intimately. The critical point is the degree to which the model's resemblance is viewed (Rhodes & Mark, 2012). When a percipient's education, professional background, gender, and, in certain situations, ethnicity differ from the model, the likelihood of the viewer adopting the image as a guide reduces, as does the likelihood of the viewer's belief in themselves increasing (Tschannen - Moran et al., 2007).

2.3.3. Verbal Persuasion

Verbal persuasion is based on what others say about one's talents (Palabıyık-Yeni, 2013). According to Bandura (1997), when other people support and convince another that he or she can do a task, this person's self-efficacy beliefs are increased, and it may be simpler for him/her to fight problems in accomplishing the action. Furthermore, encouragement from trusted parents, instructors, and classmates can enhance children's belief in their academic ability. Students frequently depend on others to provide evaluative feedback and opinions about their academic performance since they are not yet proficient at forming accurate self-appraisals. Helpful comments can increase a student's effort and self-confidence, especially when combined with conditions and instruction that aid in achievement (Evans, 1989). However, unrealistic verbal persuasion that causes the individual to undertake tasks beyond his/ her capacity can lead to the failure of the individual. In such cases, the individual's self-efficacy belief can be easily weakened or destroyed. In the opposite cases, that is, negative opinions and evaluations about being inadequate even though the capacity to do the undertaken job is sufficient may cause the individual to avoid tasks with a high degree of difficulty, make more effort, or leave the task. Convincing a person is very important in the establishment of self-efficacy belief because the persuader's credibility and expertise of the subject s/he persuades affect the persuasion process (Baltacı, 2008).

2.3.4. Physiological and Affective States

Affective experiences, like other factors that influence self-efficacy perception, are

linked to how a person understands them (Bandura, 1986). People are heavily impacted by their physical and mental states when assessing their abilities (Bandura, 1995). Emotional stimulation, which is common in stressful situations, may provide individuals with an opportunity to assess their competencies in light of the circumstances. As a result, one of the factors influencing self-efficacy in problem-solving is emotional stimulation (Bandura, 1977). Positive moods boost self-efficacy, while negative moods lower it. The strength of the individual's emotional and physical responses is essential at this time. High-level stimulation may harm people's performance in general. What matters here, though, is how people discover and clarify the stimuli. People with high self-efficacy regard tough conditions as useful stimulation that improves their performance rather than lowering their performance when faced with hard conditions or issues by questioning themselves (Bandura, 1995). When a person gets over his or her anxiety that his performance will be unsuccessful, his self-efficacy and trust in his/her ability to succeed grows (Bandura, 1977). Physical self-efficacy indicators are crucial in exercise and wellness aspects. Individuals consider discomfort, exhaustion, and tiredness in activities that demand endurance to be signs of physical depletion. Pain and exhaustion have an impact on self-efficacy, especially in occupations that involve strength and endurance. Individuals must reduce their stress, adjust their negative beliefs, and enhance their physical condition to achieve self-efficacy (Maddux, 2012; Worch et al., 2012).

2.4. Self-efficacy belief toward English classes

Students' beliefs about their educational performance, or consciousness attitudes, impact their ideas attitudes, and achievements, according to research findings from a variety of academic fields (Ayoobiyan et al., 2015). According to Ersanli (2015), studies such as Pajares (1996), Jackson (2002), Ching (2002), and Margolis et al., (2003) think that people who think they are successful at a project will engage in it more than those who do not. As a consequence, greater levels of self-efficacy motivate learners to stick with difficult tasks. According to research, learners getting a better sense of self-efficacy are probably to achieve in learning a second language. Researchers discovered that increased self-efficacy affects task choice, commitment to finishing a task, and perseverance in having proficiency at a task by academics (Bandura et al., 1981; Pajares, 1996; Bandura, 2001, as quoted in Bandura et al., 2004). Shi analyzed practical studies over the last ten years in ESL and EFL settings and discovered that students with strong self-efficacy conducted superior academically, benefitted

from more techniques for learning, and retained healthy features (2017). For example, the more a person has self-efficacy belief in learning a language and using it effectively, the greater his/her participation in the course, and the more he/she develops appropriate strategies and tries to use the language (Pajares, 1996). Moreover, in a research of 746 Korean elementary and junior high school pupils, Bong et al. discovered that topic concepts (i.e. academic self-concept, academic self-efficacy) foresaw accomplishment, even though broader general self-esteem measures did not (2012). Due to their higher task and context uniqueness, self-efficacy conceptions have been exposed to be a better determinant of achievement than self-concept beliefs (Pajares et al., 1994; Pietsch et al., 2003). Additionally, making an individual a social entity, communicating with other individuals, perceiving his or her life, and making sense of his/her life is one of the goals of effective language education. Therefore, it is important to give the individual the basic language skills that are involved in language education. Language is a functional set of all of these basic skills, and learning a language is to use all of its basic skills functionally and successfully. Therefore, language learners should take control of their learning environments and modes (Karasu & Sarı, 2019).

2.5. The importance of Self-efficacy belief on four skills (reading, writing, listening and speaking)

Self-efficacy belief has an importance in English classes, it can be deduced from the aforementioned sentences. Therefore, its cruciality in four skills in English topic should also be mentioned. Learning English consists of four skills: reading, writing, listening, and speaking. An individual's superiority can develop differently in these skills. That is, a person's ability to read English may be higher, while his/her ability to speak may be lower.

Teaching reading is a process that involves students identifying the important places in the text while reading, concluding the text they are reading, and learning how to handle the types of text they encounter (Topuzkanamış & Maltepe, 2010). There is an important relationship between reading skills and other skills. It is difficult for a student who has not developed his reading skills to succeed in other skills. While the importance of how quickly and accurately one reads for reading in the past has become apparent, as in all fields of education in our time. It has been revealed that sensory skills such as self-regulation and self-efficacy skills, which are not observable, are also important about one's ability to read. In terms of the ability to read, an individual's perception of authenticity reveals a sense of self-efficacy. The determination of an individual's level of proficiency, motivation for reading

skills, and improvements in reading skills will be of great benefit (Keskin & Atmaca, 2014).

Writing is another skill and it is the ability to read, touch, and express oneself. The writing skills, as well as reading, are influenced by the concept of self-efficacy. The reading skills and writing that arise from thinking produce not merely a collection of tangible expressions, but also a result that involves the sensory process. It is about giving people time to write, giving them the drive to write and the belief that they can write, and enhancing an individual's writing skills. According to Bandura, an individual's perception of writing skills is an important step in advancing writing. Positive self-efficacy related to writing means the desire to keep writing, show perseverance, and work at a high level to get the result, especially regardless of the obstacles (Erdil, 2017).

The third skill is speaking. This skill is the expression of a person's feelings, thoughts, and desires in words. Effective and correct speech involves the ability to pronounce sounds and words correctly as they should be spoken, to find and use the right word, to build sentences as they ought to be, and to sort the elements of the sentence properly. Some unpleasant situations affect the individual's ability to speak negatively, such as a low sense of competence, an inability to express themselves, or a lack of desire to speak in front of a crowd. Such a problem negatively affects speech, and the reason for this is a low perception of self-efficacy (Kurudayıoğlu & Kana, 2013).

Listening is the most useful skill of all four skills. A person with advanced listening abilities will inevitably achieve high academic accomplishment (Katrancı, 2014). Second language researchers define listening comprehension as "the construction of meaning using both the decoded language and the comprehender's prior knowledge" (Lund, 1991, p.196), and language decoding as "the perception and processing of acoustic stimuli into basic language units" (Lund, 1991, p.196). That is, understanding a hearing text requires the listener's capacity to evaluate new language input and connect the processed tones to earlier verbal and text content-related knowledge. The link between listening and success is significant. Self-efficacy in listening appears to demonstrate that a competent individual is also good for self-efficacy in the learning process (Katrancı, 2014).

2.6. Individuals with High and Low Self-Efficacy Perceptions: Characteristics

Students' confidence in their talents has a significant impact on performance. Students' attitudes may foresee outcomes more accurately than their actual skills (Schunk, 1991; Bandura, 1997). The self-efficacy effect is one of the explanations for how various

individuals with identical mental skills and capacities execute significantly in similar conditions. This discrepancy is caused by an individual's high or low level of self-efficacy awareness. Individuals who are conscious of their efficacy in dealing with a given situation are more persistent, coordinated, and successful than those who are not (Başarer, 2014). Individuals who have a high level of self-efficacy perception concerning a challenge are found to be more risk-taking than those who are unsure of their abilities. Even though they have had some unpleasant experiences and difficulties with the challenges they have faced in the past, these persons may be able to handle the issues by eliminating the signs of the previous mistake if they can enhance their degree of self-efficacy awareness (Bandura & Schunk, 1981).

2.6.1. Characteristics of Individuals with High Self-efficacy

The following are the traits seen in individuals with a high level of self-efficacy perception:

- Individuals take movement in difficult situations or when faced with a dilemma, putting their objectives first and striving to solve the challenge.
- Individuals with high self-efficacy beliefs do not ignore situations that are more challenging and need more strength. Furthermore, when confronted with such an issue, they make every effort to fix it with a high level of responsibility perception.
- Individuals with a strong self-efficacy view have higher aspirations of success and prosperity.
- These individuals are motivated by the problems they face. The challenges and the level of motivation are interrelated. In other words, issues elicit motivation, and motivational levels motivate people to solve new difficulties.
- They associate possible failure with their notion of insufficient effort and cognitive ability.
- Individuals having a sense of self-efficacy in a subject do not reject potential challenges. On the other hand, they attempt to fix the situation. They are also satisfied with their experience. In other words, they benefit by confronting and resolving challenges.
- They have a sense of self-assurance regarding things that generate anxiety or worry, and they can keep their stresses and annoying feelings under control. Self-efficacy perception raises the individual's degree of success and serves as a form of defensive

function, preventing the individual from experiencing stress or fear (Bandura, 1997; Gülmez, 2015).

2.6.2. Characteristics of Individuals with Low Self-efficacy

The following are features that are noticed in individuals with low self-efficacy perception:

- When confronted with difficult challenges, they become psychologically weak and quickly try to ignore the situation. In other words, individuals turn away from the issue and disregard it.
- They don't pay enough attention to the challenges they face and blame it on their shortcomings. They suffer considerable losses in their beliefs in solving the situation when they think, "I can't do this job anyway."
- When confronted with a challenge that requires people to study the alternative outcomes, rather than being personally successful or failing or attempting to find a solution.
- In contrast to persons who have a high self-efficacy perception, they are quickly stressed and panicked. As an inevitable outcome of this circumstance, people become anxious rather than attempting to resolve the problem.
- They are unwilling to take the necessary steps to remedy the problems. They will fail if they do not put up the necessary effort and repeatedly attempt to address the problem. They frequently give up after the first failed try.
- They behave hesitantly to attain their aims and refuse to accept accountability for reaching their objectives.
- Retroactive inhibition is common among people who believe they have low self-efficacy. In this case, a person's earlier experiences may have a detrimental impact on their future encounters (Bandura, 1997; Gülmez, 2015).

2.7. Studies related to Self-efficacy in English Language Teaching

Academic accomplishment is an area where self-efficacy has been a draw for many years. Scholars have looked at the link between self-efficacy and learning outcomes, claiming that self-efficacy is crucial to academic success. The connection between educational success

and self-efficacy has been studied in a variety of learning contexts, spanning from arithmetic (Pajares et al., 1985; Norwich, 1987; Hackett et al., 1989; Pajares et al., 1994) to biology (Andrew, 1998; Britner et al., 2001; Lawson et al., 2007). Self-efficacy research has also been used in language acquisition, albeit only in a few instances.

Zimmerman and Martinez-Pons (1990) studied the connection between self-efficacy and self-regulated learning practices, and academic accomplishment in a variety of courses, including English. The study included 45 boys and 45 girls in the fifth, eighth, and eleventh grades from an academically gifted school and an equal number from conventional schools. The study sheds light on the relationship between secondary school students' self-efficacy, learning practices, and academic success. Also, this study's findings imply that students' judgments of academic efficacy can provide an essential window into individual differences in learning and motivation.

Schunk and Rice (1991) looked at how setting learning goals and providing progress feedback can affect secondary school students' self-efficacy and reading comprehension in English lessons. Thirty students from two fifth-grade classes at one elementary school in Houston, Texas, participated in the study. The boys and girls were aged 10 to 14 years. At the time of the study, 90% of the participants were under the age of 13. Students who established explicit learning goals and received feedback on their progress demonstrated stronger self-efficacy attitudes and increased reading comprehension skills, according to the study.

Anyadubalu (2010) studied students' self-efficacy, concerns, and performance in English in an English program at a secondary school in Bangkok. The study group consisted of 318 students. As a result of the regression analysis, students with low levels of anxiety towards English are more likely to perform better in English exams. The study found that students' perceptions of self-efficacy in English did not affect their performance in this lesson, but the indirect impact on students' performance in English was highlighted, based on the finding that self-efficacy had a direct effect on anxiety about English. As a result, the study concluded that competence and anxiety in English had a negative correlation, which positively or negatively affected students' success.

In a quantitative study with 328 elementary school students at three intervals, Phan and Ngu (2016) studied the causes of self-efficacy and the relationship between self-efficacy and student accomplishment, focusing on the effect of engaged learning experiences in changing times. Enactive learning experiences and vicarious experiences both enhanced self-efficacy at Time 1, but only enactive learning experiences were beneficial at Time 2. Verbal persuasion, as well as emotional and physiological variables, were successful in enhancing

self-efficacy at time 3. Simultaneously, it was demonstrated that there was a significant relationship between self-efficacy and student achievement across all categories. As a result, the findings demonstrated that, while the sources of self-efficacy for learning varied, there was a clear association between self-efficacy and student achievement.

In another study in Thailand, Kitikanan and Sasimonton (2017) studied the relationship between English self-efficacy and the English learning achievements of Thai students learning English as a second language. Although the relationship between reading self-efficacy and the overall achievement score was lower than in other sub-dimensions (listening, speaking, and writing), there was a positive and meaningful relationship in self-efficacy in all areas of the language as a whole with the overall success score in English. This finding has been interpreted as sufficient to enhance English learning success by improving only one aspect of self-efficacy. In this context, it was noted that second-language learners do not need to develop each area of competence in self-efficacy at the same time and that teachers can encourage students to improve their overall language performance with only one language competence.

Zhang et al. came to some conclusions about the origins of self-efficacy in English learning in the field of EFL (2019). In total, 263 grownup Chinese ESL pupils from a faculty took part in the work, which inspected the impact of different kinds of self-efficacy (learning outcomes, pretended experience, social reinforcement, and emotional and physiological conditions) on self-efficacy in English presentation skills. The results of this quantitative work showed that all variables had an impact on self-efficacy in English public speaking, except for physiological and affective states.

Csizér, Albert, and Piniel (2021) investigated the correlations between ID characteristics in secondary school pupils, specifically language learning self-determination, incentive, feelings, and self-efficacy. Self-reported questionnaire data from secondary school students in Budapest, Hungary, was collected to achieve this purpose. The amount of effort youngsters put into language acquisition, as well as their selves, self-efficacy beliefs, cultural interests, and a range of good sentiments linked with educational experiences, are all significantly related to learner-based and technology-based autonomy.

Learning adaptation in the academic engagement topic related to English self-efficacy was examined in the study of Wang, Liu, Ying, & Lin (2023). 17,341 Chinese middle school students from 17 provinces (cities) participated in the study. Foreign language anxiety and English learning self-efficacy mediated learning adaptability and English language academic engagement separately and sequentially. According to these studies, learning adaptability,

foreign language anxiety, and English learning self-efficacy all play important roles in Chinese middle school students' English academic engagement. This study suggested that to boost the degree of English academic engagement among middle school children, instructors, and parents can carry out educational activities that cultivate student learning adaptability, reduce foreign language fear, and increase English learning self-efficacy.

There are even fewer academic publications in Türkiye on the correlation between self-efficacy and student achievement or competence, notably in language learning. In one of these studies, Duman (2007) handled work on the association between self-efficacy beliefs and grades at 9-12 in English proficiency. After the study, self-efficacy was discovered to be an important factor in English performance.

Rahimi et al. (2009) explored the correlation between EFL learners' personality attitudes toward language learning and listening proficiency. The data was collected from 61 freshmen undergraduate English learners using a writer self-efficacy survey and an auditory pre-test adapted from the publication Longman TOEFL. The work's conclusions revealed that self-efficacy in listening comprehension is linked to listening proficiency.

Tilfarlıoğlu et al. conducted the other study, which concentrated on self-efficacy and English accomplishment (2009). The study's major goal is to determine whether there is a correlation between English learners' consciousness views and their overall English learning achievement. A self-efficacy scale derived from Mills was used to collect information from 175 students at Gazi University's Foreign Languages Department (2006). According to the findings, students with a high level of English consciousness seem to be more competent in English. To put it another way, there's a big connection between English self-efficacy and student English accomplishment. Another researcher, Duman (2007), handled work on the association between self-efficacy beliefs and grades at 9-12 English proficiency. After the study, self-efficacy was discovered to be an important factor in English performance.

Arslan (2011) researched to better understand the impact of self-efficacy beliefs on processes of learning and personal achievement in sixth, seventh, and eighth grade primary school children. According to the study's findings, verbal persuasion and performance influence raise students' conceptions of self-efficacy, whereas psychological status and indirectly gained experiences are formed at a lower degree. It was revealed that the element that reflects self-efficacy beliefs at the highest level of success and has the most relationship with students' self-efficacy beliefs is performance success.

Ekinci (2011) investigated secondary school pupils and the effect of academic self-efficacy levels established by these students based on previous experiences with

procrastination behaviors and a sense of helplessness. According to the statistical findings, the students' academic self-efficacy levels were beneficial for other variables.

Koçer (2014) explored the social and demographic relationship between perception and self-efficacy perception in lower secondary school pupils. The results of the study revealed a substantial association between the lower secondary school students' self-perception and self-efficacy perception levels. However, characteristics like the individual group's success level, the group's average success, the actions of educators and parents, and the degree of education of the parents have been found to influence self-efficacy perception.

2.8. Metacognition

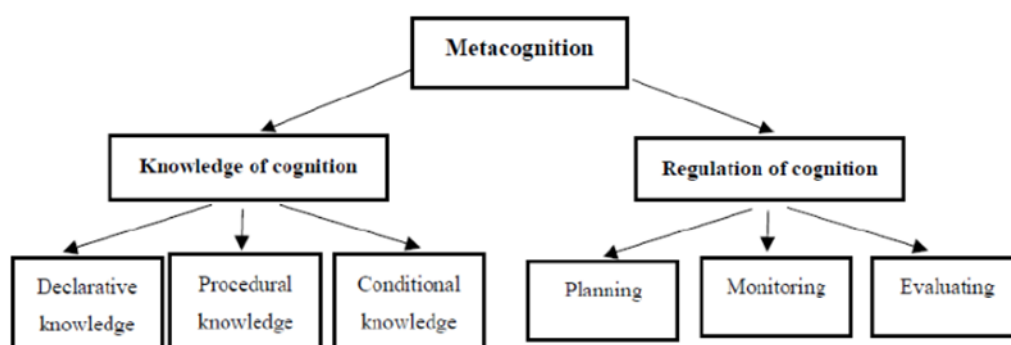
Metacognition is the capacity to think about one's thoughts or to be aware of one's cognitive processes (Nelson, 1996). Wenden (1998) describes metacognition as learning knowledge that is part of a learner's store of acquired information and a system of analyses that is fairly constant, quickly emerges, and abstracts a learner's expertise. Metacognitive awareness is a concept that is related to self-efficacy. In this part, metacognition and metacognitive awareness terms are mentioned. They are related terms to each other, and their definitions and some information are given.

Flavell (1976) coined the terms metacognitive awareness and metacognition to describe the same phenomenon. Metacognition has now been described as "knowledge and cognition about cognitive phenomena," which includes a plan, purpose, and one's reasoning (Flavell, 1979, p. 906). According to Hacker (1998), metacognition includes both knowledge of one's understanding, operations, and mental and psychological states, as well as the ability to deliberately and actively track and manage one's understanding, techniques, and intellectual and emotional states.

Following that, cognitive scientists defined metacognition as "knowledge and management of one's mind" (Kuhn et al., 2004, p. 270) and "the monitoring and control of thought" (Martinez, 2006, p. 696). Briefly, it can be characterized as "thinking about thinking."

The literature has emphasized two components of metacognition: metacognitive knowledge and metacognitive regulation (e.g., Brown, 1987; Flavell, 1987; Schraw & Dennison, 1994). It can be seen in Figure 3.

Figure 3. Components of metacognition (Schraw, 2001)



Declarative, procedural, and conditional knowledge comprise metacognitive knowledge (Kuhn & Dean, 2004). Declarative knowledge is knowing "what," but procedural knowledge is knowing "how." Declarative knowledge, in other words, implies knowing things and questioning yourself, "Do I know this?" (Paris & Winograd, 1990). Knowing how to do things, controlling cognition, and asking, "How can I use this knowledge?" are all examples of procedural knowledge. Conditional knowledge is another type of metacognitive knowledge that is related to reasoning and cognition timing since it answers the questions "why" and "when" (Schraw et al., 2006, p. 114).

Planning, monitoring, controlling, and assessing are examples of metacognitive tasks that help people arrange their knowledge (Paris & Winograd, 1990; Schraw & Moshman, 1995; Hartman, 1998; Schraw et al., 2006). Organizing comprises choosing and carrying out applicable strategies and resources that may have an impact on achievement, whereas monitoring refers to people's awareness of their performance. Finally, Schraw et al. (2006) define evaluation as "appraising the products and regulatory processes of one's learning" (p. 114).

Even though there are several definitions of metacognition in the academic field, they all have one thing in common: they all refer to people's knowledge and control of their learning processes. The notion of metacognition is notable for having two fundamental components: metacognitive awareness and metacognitive methods. Metacognitive awareness refers to students knowing about their learning, whereas metacognitive methods refer to learners' control and management of their learning, which includes a variety of activities such as choosing the most effective methods for a specific task and planning, monitoring, regulating, and evaluating learning (Schraw et al., 2006).

Flavell (1976, in OECD, 2014) characterized metacognition as follows: "I am using

metacognition if I realize that I am having more difficulty learning X than Y; if it occurs to me that I should double-check Z before believing it as a truth." Similarly, Dirkes (1985) stated that essential metacognitive procedures involve integrating incoming information into prior knowledge, selecting suitable techniques on purpose, planning, monitoring, and assessing thinking processes. According to Flavell (1979), "oral communication of knowledge, speech persuasion, oral comprehending, comprehension of reading and writing, language acquisition, concentration, memory, problem-solving, interpersonal cognition, and various types of self-control and self-instruction" have an importance on cognitive abilities involved in language learning (p. 906).

Students' metacognitive awareness is thought to be crucial for successful learning (Bruning et al., 2004). Hartman (2001) refers to the results reached after comparing high and low achievers. High achievers have stronger metacognitive awareness and are more inclined to engage in self-regulation. On the other hand, awareness and self-regulation promote cognitive growth since information about one's thinking may be utilized to manage and keep cognitive processes involved in learning, thinking, and problem-solving. Hence, metacognitive awareness assists learners in becoming more self-directed, reflective, and strategic since awareness of thought and memory processes fosters greater control (Bruning et al., 2004).

According to Hartman (2001), unsuccessful learners undertake activities blindly, even when they are unaware of the task's objective or what they are doing to complete it. These kids do not focus on their performance outcomes or the procedures involved, and they are excessively stressed when faced with difficult tasks. In some cases, students fail to complete tasks despite having the necessary information and skills. While this can be caused by a lack of enthusiasm or confidence, another reason is that students are unable to recognize when it is time to use their knowledge and skills. This indicates a lack of metacognitive awareness. As a result, students who lack metacognitive awareness are more likely to be ineffective learners (Hartman, 2001). Hartman (2001) expands on the processes that these pupils may find difficulties with. In this regard, she alludes to characteristics such as measuring task difficulty, analyzing understanding, preparing in advance, estimating study time sufficiency, taking into account all available information, and tackling tasks strategically.

2.9. Metacognitive Awareness in English Language Learning

The integration of metacognition into language acquisition is crucial because it prepares the way for learning to be regulated rather than learning on its own (William & Burden, 1997). Knowing how you think is referred to as metacognitive awareness. It is all about being attentive to how you learn language information in an ELT course. Students who understand the ways individuals acquire are more likely to recognize the most successful methods. Metacognitive knowledge is defined as a set of high-level executive skills that use an understanding of cognitive processes to try to manage and change one's acquiring stage by organizing, examining, and assessing it (Livingstone, 2003). Students with a better understanding of how to study and learn (i.e., those with more metacognitive awareness) study more successfully (Winne et al., 1998). According to Chamot (2004), strategic language learners have metacognitive knowledge about how they think and their learning processes, a good understanding of what a task requires, and the ability to arrange the tactics that best match both the work requirements and their capabilities. Learners must be conscious of their learning patterns and have control over their learning to apply metacognitive tactics to improve their knowledge (Conner, 2006; White et al., 1998; Winne, 1995).

According to metacognitive research, metacognitive strategy and knowledge are highly associated with success in second or foreign language learning. Furthermore, metacognition is widely acknowledged to play an essential role in making learning a language productive and in discriminating between excellent and weak language speakers (Rubin, 1975; O'Malley & Chamot, 1990). Learners who possess metacognitive strategies are conscious of their learning and understand when and how to use the most effective approaches to finish a given task; they understand how to complete a specific activity efficiently. They organize their learning in advance, check their learning during the execution of the task, and evaluate their learning after finishing the assignment (Zhang & Goh, 2006). In addition, students who are metacognitive in their educational process appear to be more self-regulated. In recent years, educational institutions have paid close attention to improving students' self-directed learning and autonomy. Metacognitive education is an excellent method for developing learner-centeredness and learner autonomy. Numerous studies have shown that teaching metacognitive skills helps students become more self-regulated, self-directed, and successful learners (O'Malley & Chamot, 1990; Goh, 1997; Vandergrift, 2002, 2003). Metacognitive research about language acquisition was identified as focusing on the impacts of metacognitive teaching on learning, metacognition as a variable impacting and

deciding language performance, and metacognition's effects on affect. Changes in language performance or metacognitive awareness, as well as metacognitive strategy utilization, were measured in terms of metacognitive training (Raaofi et al., 2013). While a beneficial effect on language performance is claimed, data demonstrate variations in metacognitive awareness and strategy utilization. The majority of the studies that have been reviewed indicate that metacognition predicts language ability (Phakiti, 2003; Pishghadam & Khajavy, 2013). Thus, if language learners use metacognitive resources, they are more likely to succeed in language activities (Phakiti, 2003; Pishghadam & Khajavy, 2013). Language proficiency was also investigated to identify characteristics influencing metacognition. It was discovered that learners with higher levels of language proficiency employ more metacognitive information in the process of learning. According to Phakiti (2003), these language learners utilize more metacognitive methods than individuals with intermediate or low language skills. Victori (1999) and Lai (2009) both corroborated this finding. Victori investigated effective EFL authors' use of metacognitive strategies (1999). The findings of Hong-Nam and Leavell's (2006) investigation, on the other hand, didn't corroborate the conclusions of the previously mentioned studies. They discovered that students with moderate language competency used more techniques than students with high language proficiency. This result was clarified by describing using strategies as being automated and taking the form of a routine act, such that while students with high language competence may use more metacognitive techniques, the process itself may be quite unintentional (Hong-Nam & Leavell, 2006).

2.10. Studies Related to Metacognitive Awareness in English Language Teaching

Since metacognition helps people learn and apply what they've learned in diverse contexts, it's become one of the most popular academic topics. Many attempts have been made to study learners' metacognitive awareness or coordinate their learning (e.g., Zimmerman, 1990; Zimmerman et al., 2001; Anderson, 2012). Researchers have discovered that acquired metacognitive skills are significantly linked to intellectual advancement and that metacognitively attentive individuals outperform ignorant pupils (e.g., Garner et al., 1989; Veenman et al., 2004). Anderson's studies claim that learners' strategy utilization and metacognitive awareness are linked for this reason (2002; 2012). The importance of metacognitive awareness in specific instructional sectors and even the connection with metacognitive knowledge in general are being researched (e.g., Lucangeli et al., 1997; Sheorey et al., 2001; Vandergrift, 2005; Cross, 2010; Tok et al., 2010; Negretti, 2012; Cross

et al., 2018). Researchers have focused on different language skills when it comes to language teaching and learning (e.g., Jun Zhang, 2001; Vandergrift, 2005; Negretti, 2012). Sheorey et al., for example, associated the reading tactics of native and foreign English talkers with 302 college students. Participants filled out questions about possible reading methods for academic reading. The findings revealed that all participants, whether native or foreign, were metacognitively familiar with the use of tactics and evaluated cognitive, metacognitive, and support strategies in the same order, regardless of whether they were native or nonnative (2001). In terms of metacognitive awareness in the listening skill, a lot of research has demonstrated that participants in second-language listening are metacognitively aware (e.g., Goh, 1997; Vandergrift, 2005; Cross, 2010; Cross et al., 2018). Cross looked at it from a sociocultural standpoint in the setting of Japan. Participants completed tasks such as reporting tactics that may be used while listening vocally through dialogs that were not part of peer interaction. The participants were metacognitively aware of listening technique use, according to the analysis of dialogs (2010).

Goh (1997) investigated metacognitive awareness and second language listening in 40 Singaporean students learning English as a second language using diary entries. She observed that the children were aware of their listening process and held certain opinions about what influenced their hearing comprehension. Keeping diaries, according to Goh (1997), benefited learners in reflecting on and theorizing their listening processes. She also made some predictions for future research, suggesting that developing learners' metacognitive awareness is crucial to helping them become autonomous in listening and that keeping journals can help with this. Vandergrift (2002) discovered that providing students with reflection exercises on their listening process helped strengthen their metacognitive knowledge and hence enhanced their success rate in listening tasks when she worked with 420 introductory-level French learners.

Mokhtari and Reichard (2002) conducted a study to determine whether there are substantial variations in metacognitive awareness and perceived usage of certain reading methods between first- and second-language readers. The study included 350 college students (141 from the United States and 209 from Morocco). The two student groups showed very similar patterns of strategy knowledge and reported usage when reading academic materials in English, according to the findings. There were a few minor differences. Moroccan students reported employing specific tactics more frequently than their American counterparts.

Lu & Chen (2010) conducted an empirical study to evaluate the influence of metacognitive strategy training on students' writing ability in the hopes of discovering an

effective teaching technique for English teachers in vocational institutions. The experimental study, conducted over some time, taught the experimental group top cognitive writing strategies combined with the CALLA model. Superior cognitive writing encompasses the teaching, preparation, presentation, implementation, evaluation, and progress processes. At the end of the experiment, there was a significant difference in the writing skills of the students in the experimental group in favor of the final test.

Takallou (2011) investigated the impact of metacognitive (planning and self-monitoring) strategy training on the reading ability to comprehend (authentic and inauthentic texts) and metacognitive awareness of EFL learners. During the four phases of this study, 93 male and female EFL learners were given two tests (TOEFL and a reading comprehension test) as well as the Strategy Inventory for Language Learning (SILL). The TOEFL was administered to all students in the first phase to homogenize their language skills and validate the reading comprehension test. Before strategy training, SILL was supplied to two experimental groups and one control group in the second phase. SILL measured how frequently people use different approaches for foreign language acquisition. In the third phase, two experimental groups got five sessions of instruction on metacognitive processes based on the Cognitive Academic Language Learning Approach (CALLA), one on planning and the other on self-monitoring methods. Both the control and experimental teams worked on authentic and inauthentic texts (from Reader's Digest and Reading Skillfully III). Following the fourth round of training, the reading comprehension exam and the SILL questionnaire were administered to all groups. On the reading comprehension test, two experimental groups that received 'planning' and self-monitoring' instruction outperformed the control group, according to data analysis. Additionally, the text type had a significant impact on the reading comprehension of the individuals. Furthermore, the results showed that after receiving instruction, the experimental groups' knowledge of metacognitive techniques rose significantly. The current study's findings are important for TEFL students, teachers, and textbook authors, as well as for education in general.

Wichadee (2011) investigated the impact of metacognitive awareness on the ability of university students to understand that they are studying in English. The study was conducted over 14 weeks with 40 students studying at a private university in Thailand. The research was in the pre-test-last test model. The experimental group was selected randomly according to the cluster sampling method. Three measurement tools were used in the study. At the end of the experiment, the students's reading scores and their use of metacognitive strategies differed significantly from the preliminary test. The researchers linked the increase in the subjects'

final test scores to the continuous implementation of strategies that improved their thinking processes and enabled them to think metacognitively. These findings have shown that students who are not good readers are great readers in educational situations where effective strategies are used and when they learn to monitor and control their perceptions during reading. The study emphasizes that students can be taught how to use metacognitive strategies to succeed in their reading assignments.

In an experimental study, Ülke (2014) investigated the influence of cognitive abilities strategy education on sound comprehension and consciousness in listening. He tested 31 intermediate-level students, giving five weeks of metacognitive strategy training to the experimental group ($n = 16$) and no training to the control group ($n = 15$). The curriculum included cognitive processes such as notetaking, inference, and elaboration, as well as planning, problem-solving, evaluating, and monitoring. As pre- and post-test devices, the Listening Comprehension Test and the MALQ were used. There was a substantial difference in listening comprehension between the experimental and control groups, with the experimental group outperforming the control group. Despite this, there was no significant difference between the experimental and control groups in metacognitive awareness. The findings suggested that future studies should include qualitative data, such as private talks with learners, to better understand the development of metacognitive awareness.

Topaç (2019) investigated the impact of metacognitive education on metacognitive awareness and listening comprehension in a Turkish environment. She gave 30 students a six-week metacognitive technique training using a listening exam, MALQ, and a semi-structured interview. Metacognitive education enhanced both listening comprehension and metacognitive awareness while decreasing learners' anxiety, according to the findings.

When the literature was investigated, studies related to the metacognitive awareness of the lower secondary school students in English classes were rare. The studies' participants are generally high school students, college students, university students, teachers, and teacher candidates. Also, the studies were done generally with specific topics on metacognitive awareness such as reading, listening comprehension, and metacognitive strategies, as well as the study of metacognitive strategies-based writing instruction, etc. These judgments can be understood by looking at the above studies written in "the Studies Related to Metacognitive Awareness" title. Also, the literature was investigated in a detailed way by using Google Scholar, YÖK thesis websites, etc.

CHAPTER III

3. METHODOLOGY

This chapter describes the approach employed in the present investigation. The chapter covers research design and setting, participants and data collection instruments, data collection process, and data analysis. The goal of the thesis is to see whether there is an association between self-efficacy and metacognitive abilities in lower secondary school pupils.

3.1. The Design of the Study

Since this study tries to inspect the relationship between the lower secondary school students' self-efficacy and metacognitive abilities in English classes, the correlational study design and a cross-sectional survey design, which is one of the quantitative research methods, were applied in the study. Correlational research design is one of the survey models that attempts to quantitatively explain general assumptions and attitudes about the universe based on data acquired from a sampling group and to identify the change of two or more variables at the same time (Karasar, 2012; Büyüköztürk et al., 2013). Longitudinal research collects data over several periods to examine changes over time (Sedgwick, 2014), but cross-sectional research occurs at a single point in time (Connelly, 2016). Thus, this study applied the quantitative study by distributing the questionnaires to the participants at a single point in time to find the relationship between the lower secondary school students' self-efficacy and metacognitive abilities in English classes.

3.2. Participants of the Study

When the sample size was calculated, it was found to be 367. In this study, the sample size exceeded what was calculated. With a total of 1081 learners, this study was done in state lower secondary schools in Türkiye's Ergani district of Diyarbakır. They were in grades 5th, 6th, 7th, and 8th. The data was gathered during the fall semester of the 2023–2024 academic year. A convenience sample method, a nonprobability sampling methodology, was used. This technique was chosen because it allows for the collection of statistics from many people in a short amount of time.

Table 1. Descriptive Statistics of the Lower Secondary School Students' Demographic Features

Variable		n	%
Gender	Female	560	51.8
	Male	521	48.2
	Total	1081	100
Age	9	6	0.6
	10	135	12.5
	11	266	24.6
	12	335	31
	13	251	23.2
	14	82	7.6
	15	4	0.4
	16	2	0.2
	Total	1081	100
Grade	5	281	26
	6	247	22.8
	7	298	27.6
	8	255	23.6
	Total	1081	100
School	Namık Kemal İmam Hatip Lower Secondary School		
		145	13.4
	Çayönü Lower Secondary School	173	16
	Cumhuriyet Lower Secondary School	155	14.3
	Atatürk Lower Secondary School	149	13.8
	Sezai Karakoç Lower Secondary School	151	14
	İsmet Paşa Lower Secondary School	162	15
	Ergani Lower Secondary School	146	13.5
	Total	1081	100

According to Table 1, out of 1081 lower secondary school students, 560 participants (51.8%) are female and 521 participants (48.2%) are male lower secondary school students.

Table 1 shows, that 335 (31.0%) of the participants which could be said as the

majority, are 12 ages. 266 (24.6%) of the participants are 11 ages and 251 (23.2%) of them are 13 ages and 135 (12.5%) of them are 10 ages. 82 (7.6%) of the participants are 14, 6 (0.6%) of them 9, 4 (0.4%) of them 15 ages. 2 (0.2%) of them are 16 ages.

When the grade is examined in Table 1, it is seen that 298 (27.6%) of the participants are 7th grade students and 281 (26.0%) of them are 5th grades. 255 (23.6%) of them are 8th grade students and 247 (22.8%) of the participants are 6th grade students.

Table 1 highlights that 173 (16.0%) of the participants are from Çayönü lower secondary school and 162 (15.0%) of them are from İsmet Paşa lower secondary school. 155 (14.3%) of them participated in Cumhuriyet lower secondary school. 151 (14.0%) of them participated from Sezai Karakoç lower secondary school. 149 (13.8%) of them are from Atatürk lower secondary school and 145 (13.4%) of them are from Namık Kemal İmam Hatip lower secondary school. 146 (13.5%) of the participants are from Ergani lower secondary schools.

3.3. Data Collection Instruments

Three data collection instruments were employed in the data collection; English Self-efficacy Questionnaire by Büyüköztürk et al. (2004), English Self-efficacy Beliefs Scale by Hancı Yanar et al. (2008) and Metacognitive Awareness Scale for Children by Sperling et al. (2002). They were delivered to the students by scattering the questionnaires and applied to them face-to-face. At first, demographic questions like age, gender, grade, school were asked to the students. Then, the three questionnaires were applied to them sequentially. Questionnaires were not applied in the original language (English); their Turkish versions were applied because the participants were the lower secondary school students in public schools and most of the students did not know English at the advanced level.

Table 2. The Reliability of ESEQ, ESEBS, Sub-scales of ESEBS, and Metacognitive Awareness Scale for children

Scale	The number of the scale	Subscales	Cronbach Alpha
ESEQ	9		0.891
ESEBS		ESEBS Sub-scale of Reading	0.852
		ESEBS Sub-scale of Writing	0.846
		ESEBS Sub-scale of Listening	0.872
		ESEBS Sub-scale of Speaking	0.837

	Whole Scale	0.952
Metacognitive Awareness Scale for Children	18	0.901

Table 2 shows the Cronbach α coefficients for the scales. The Cronbach α coefficient for the English Self-Efficacy Questionnaire is 0.891. It is declared that scales with coefficients of 0.70 or higher are more reliable, and as the value approaches 1, the scale's reliability increases (Almehrizi, 2013). Thus, the English Self-efficacy Questionnaire has reliability. The Cronbach α coefficient for the English Self-efficacy Beliefs Scale is 0.952. The reading subscale of this questionnaire has a 0.852 Cronbach α coefficient. The writing subscale's Cronbach α coefficient is 0.846. The listening subscale's Cronbach α coefficient is 0.872. Speaking subscale's Cronbach α coefficient is 0.837. This questionnaire is reliable. The Cronbach α coefficient for the Metacognitive Awareness Scale for Children is 0.901 for this study. This scale is reliable because it is higher than the 0.70 value.

3.3.1. English Self-efficacy Questionnaire

The questionnaire was developed by Pintrich et al. (1993) and revised into a Turkish version by Büyüköztürk et al. (2004). It includes nine items. The applicants are requested to favor one of the seven answers, varying between “always true (7) and never true (1).” Its accuracy was calculated by Cronbach's alpha coefficient as 0.91. Karakış (2014) stated that the reliability of the questionnaire was highly satisfactory. According to Table 2, Cronbach's alpha coefficient based on the data acquired for the current study was found to be 0.891 in this study. This scale is highly reliable because it is higher than the 0.70 value.

3.3.2. English Self-efficacy Beliefs Scale

It was created and validated (0.97) by Hancı Yanar et al. (2008). It contains 34 items and 4 subscales. They are Reading (1–8 items), Writing (9–18 items), Listening (19–28 items), and Speaking (29–34 items). The statements are: 1 = never or almost never true of me; 2 = usually not true of me; 3 = somewhat true of me; 4 = usually true of me; and 5 = always or almost always true of me. Its Cronbach Alpha coefficient is measured as 0.97 by Hancı Yanar et al. (2008). Cronbach α coefficient for the Reading sub-section as 0.92, for the Writing sub-section as 0.88, for the Listening as 0.93, and the Speaking as 0.92 (Hancı

Yanar et al., 2008). According to Table 2, Cronbach's Alpha coefficient based on the data acquired for the current study was found as 0.952 in this study. Cronbach α coefficient for Reading subscale as 0.852, Cronbach α coefficient for the Writing subscale as 0.846, and Cronbach α coefficient for Listening subscale is 0.872. Speaking subscale's Cronbach α coefficient is 0.837. This questionnaire is reliable. It can be deduced that its reliability is high.

3.3.3. Metacognitive Awareness Scale for Children

It was developed by Sperling et al. (2002). It has sub-sections called A and B forms. Karakelle et al. (2007) stated that this scale was translated by two English teachers and an expert in English Language Teaching and became its last version after five jury members investigated it. The A form was created mostly for primary school students, and the B form was designed for lower secondary school learners, so the B form was used because of this study's participants' level. It includes 18 items and a 5-point Likert scale. Cronbach's Alpha coefficient is measured as 0.80. It is stated that its reliability is high. Cronbach's Alpha coefficient based on the data acquired for the current study was found as 0.901 in this study. This questionnaire is significantly reliable.

3.4. Data Collection Process

E-mail permissions for the three questionnaires were taken from the researchers who developed and used the instruments. Moreover, the approval was taken from the Amasya University Social Sciences Ethics Committee (E-30640013-108.01-124542) to ensure the work affirms the principles of the ethical committee. Additionally, the application consent was taken from the Diyarbakır Provincial Directorate for National Education. The seven schools in the Ergani district of Diyarbakır were used in the data collection process during the 2023-2024 education year of the first semester. Instructions for filling out the forms were clearly stated on both forms as well as necessary explanations to the students by the teacher of the course making the application. The participants were informed that the research was based on voluntariness and that they might pull out at any time. Additionally, they were assured that their input would be kept private and used just for this study.

3.5. Data Analysis

The Statistical Package for Social Science (SPSS) computer software was utilized for quantitative data analysis, to facilitate the process of data analysis, store the data, and obtain

excerpts from the data depending on the themes. Descriptive statistics including frequency and percentile were used to examine the gender, grade, genders of grade and other variables' distributions to provide demographic information about these variables and to emphasize any potential relationships between them. To see the reliability of the questionnaires, Cronbach Alpha was calculated. It was checked whether the data had a normal distribution looking at Skewness – Kurtosis values.

Table 3. Normality Distribution of Data

Scales and Subscales	Skewness	Kurtosis
ESEQ	-0.596	-0.063
ESEBS Sub-scale of Reading	-0.304	-0.149
ESEBS Sub-scale of Writing	-0.283	-0.141
ESEBS Sub-scale of Listening	-0.126	-0.270
ESEBS Sub-scale of Speaking	-0.095	-0.593
ESEBS Total	-0.149	-0.132
Metacognitive Awareness Scale for Children	-0.510	-0.063

The Skewness and Kurtosis values of the English Self-efficacy Questionnaire (ESEQ) are (-0.596, -0.063). English Self-efficacy Beliefs reading subscale's Skewness and Kurtosis value is -0.304, -0.149, for writing subscale is -0.283, -0.141, and for listening subscale is -0.126, -0.270, for speaking subscale is -0.095, -0.593. English Self-efficacy beliefs scale total value for Skewness and Kurtosis is -0.149, -0.132. Metacognitive Awareness Scale's Skewness and Kurtosis value is -0.510, -0.063. When Table 3 was examined, Skewness-Kurtosis values between -1.00 and +1.00 indicated the normal distribution of data (Hair et al., 2013). Since the data were normally distributed, parametric tests were applied.

Descriptive statistics were employed to learn the lower secondary school learners' level of self-efficacy toward English classes and their level of metacognitive abilities in English classes. Whether the lower secondary school students' level of self-efficacy and metacognitive abilities toward English classes differ according to gender was analyzed with the Independent Sample T-test. Analyzing the grade variable for self-efficacy and metacognitive abilities was done with the One-way ANOVA test. Genders of grade variable for self-efficacy and metacognitive abilities were analyzed with Independent Samples Two-Way (Two-Factor) ANOVA. Pearson correlation test was used to decide whether there is a relationship between self-efficacy and metacognitive abilities of the lower secondary school students in English classes, and the subscales of ESEBS and Metacognitive awareness scale

CHAPTER IV

4. FINDINGS

This chapter presents the findings of the study about the research questions. Findings based on the applied quantitative research instruments.

4.1. Findings about the lower secondary school student's level of self-efficacy towards English classes

The first research question focuses on the lower secondary school students' level of self-efficacy toward English classes. To search for them, English Self-efficacy Questionnaire which was emerged by Pintrich et al. (1993) and revised to the Turkish version by Büyüköztürk et al., (2004) was utilized and English Self-efficacy Beliefs Scale that was created and validated (0.97) by Hancı Yanar et al. (2008) was applied to the participants. Descriptive statistics were implemented to figure out the lower secondary school students' level of self-efficacy toward English classes. Results are presented in the table above.

Table 4. Descriptive Statistics of ESEQ

	Mean	Std. Deviation
ESEQ Question 1	4.91	1.82
ESEQ Question 2	4.44	1.83
ESEQ Question 3	4.65	1.83
ESEQ Question 4	5.25	1.79
ESEQ Question 5	5.27	1.85
ESEQ Question 6	5.22	1.77
ESEQ Question 7	4.96	1.84
ESEQ Question 8	5.28	1.78
ESEQ Question 9	5.23	1.82
ESEQ Total	5.03	1.33

Table 4 shows the lower secondary school students' level of self-efficacy toward English classes for the English Self-efficacy Questionnaire. Out of 9 items, the participants' mean score for the eighth English self-efficacy item is 5.28 which has the highest mean score

among other questions. In fact, as for the items related to this scale, it showed that there were no crucial differences in the mean values of the items. Overall, the data for this scale described that the lower secondary school students had above-average levels of self-efficacy toward English classes.

Table 5. Descriptive Statistics of ESEBS and Sub-scales of ESEBS

	Mean	Std. Deviation
ESEBS Sub-scale of Reading	3.30	0.85
ESEBS Sub-scale of Writing	3.28	0.81
ESEBS Sub-scale of Listening	3.18	0.84
ESEBS Sub-scale of Speaking	3.12	0.94
ESEBS Total	3.22	0.77

Table 5 shows the 4 sub-sections of the English Self-efficacy Beliefs Scale. As seen in Table 5, The data suggested that the lower secondary school students had above-average levels of self-efficacy toward English classes. There were no important differences in the mean values of reading sub-sections and the other subsections of the ESEB scale and ESEBS total. In total, reading self-efficacy sub-sections have a mean score of 3.30. This table describes that the writing self-efficacy sub-sections have a mean score of 3.28. Listening self-efficacy sub-sections have a mean score of 3.18. Speaking self-efficacy sub-sections have a mean score of 3.12. English self-efficacy belief scale's total mean score is 3.22.

According to the English Self-efficacy Questionnaire and English Self-efficacy Beliefs Scale tables, there was no significant difference in the mean values of the items of self-efficacy beliefs. The lower secondary school students had above-average levels of self-efficacy toward English class.

4.1.1. Findings about whether the lower secondary school students' level of self-efficacy toward English class differ according to the gender

ESEQ and ESEBS total and subscale scores in gender variable were analyzed with Independent Sample T-Test and results were presented in Table.

Table 6. T-Test Results of ESEQ, ESEBS, and Sub-scales of ESEBS

Scale	Gender	n	X	ss	t	sd	P
ESEQ	Female	550	5.27	1.24	6.227	1055	.001
	Male	505	4.76	1.37			
ESEBS Sub-scale of Reading	Female	511	3.42	0.77	4.394	990	.001
	Male	479	3.18	0.91			
ESEBS Sub-scale of Writing	Female	534	3.39	0.72	4.610	1005	.001
	Male	471	3.16	0.88			
ESEBS Sub-scale of Listening	Female	530	3.25	0.79	2.609	1019	.01
	Male	489	3.11	0.90			
ESEBS Sub-scale of Speaking	Female	551	3.17	0.89	1.625	1051	.10
	Male	500	3.07	0.99			
ESEBS Total	Female	467	3.32	0.69	3.927	883	.001
	Male	416	3.11	0.84			

$p < 0.05$

When the table was examined, participants' level of self-efficacy toward English classes in the ESEQ scale showed a significant difference according to gender ($t(1055) = 6.227$; $p = 0.001$). Female lower secondary school students' level of self-efficacy toward English classes ($X = 5.27$) is higher than male lower secondary school students' level of self-efficacy toward English classes ($X = 4.76$).

As seen in the table, gender variable resulted in a statistically an significant difference in ESEB total score ($t(883) = 3.927$; $p = 0.001$ X Female = 3.32, X Male = 3.11), in ESEBS Sub-scale of Reading score ($t(990) = 4.394$; $p = 0.001$ X Female = 3.42, X Male = 3.18), ESEBS Sub-scale of Writing ($t(1005) = 4.610$; $p = 0.001$ X Female = 3.39, X Male = 3.16), ESEBS Sub-scale of Listening ($t(1019) = 2.609$; $p = 0.01$ X Female = 3.25, X Male = 3.11), ESEBS Sub-scale of Speaking score ($t(1051) = 1.625$; $p = 0.01$ X Female = 3.17, X Male = 3.07). Female lower secondary school students' level of self-efficacy toward English classes is higher than male lower secondary school students' level of self-efficacy toward English classes.

4.1.2. Findings about whether the lower secondary school students' level of self-efficacy toward English classes differ according to the grade.

Descriptive statistics results for ESEQ, ESEBS total scores, and Sub-scale scores of the lower secondary school students related to the grade of participants were given in Table 7 a., and One-Way ANOVA results were given in Table 7 b.

Table 7 a. Descriptive Statistics of ESEQ, ESEBS Total Scores, and Sub-scale Scores of the Lower Secondary School Students according to Grade Variable

Scale/Subscale	GRADE									
	5		6		7		8		Total	
	(n=271)		(n=242)		(n=294)		(n=250)		(n=1057)	
	X	ss	X	ss	X	ss	X	ss	X	ss
ESEQ	5.28	1.18	5.24	1.25	4.88	1.30	4.72	1.49	5.03	1.33
ESEBS Reading	3.44	.76	3.42	.79	3.12	.87	3.26	.94	3.30	.85
ESEBS Writing	3.48	.75	3.35	.73	3.12	.79	3.17	.91	3.28	.81
ESEBS Listening	3.32	.73	3.32	.80	2.97	.85	3.15	.93	3.18	.84
ESEBS Speaking	3.26	.85	3.26	.92	2.92	.94	3.07	1.0	3.12	.94
ESEBS Total	3.36	.69	3.33	.72	3.05	.77	3.18	.84	3.22	.77

ESEQ total score of grade variables was 5.03. Participants who were in the 5th grade had the highest ESEQ score (5.28). The ESEQ score of 5th grade was 5.28 and the 6th grade score was 5.24. The 7th grade score was 4.88. It was 4.72 for 8th grade. There was a significant difference between the ESEQ score of participants in the 5th grade (X =5.28) and others who were in the 7th grade (X =4.88) and 8th grade (X =4.72). There was also a difference between the ESEQ score of participants in the 6th grade (X=5.24) and others in the 7th grade (X =4.88), and 8th grade (X=4.72).

ESEBS total score of grade variables was 3.22. Participants who were in the 5th grade had the highest ESEBS total score (3.36). ESEBS total score of 5th grade was 3.36, 6th grade was 3.33, 7th grade's score was 3.05, and 8th grade's score was 3.18. There was a difference between the ESEBS total score of participants in the 5th grade (X =3.36) and others who were in the 6th grade (X =3.33) and 7th grade (X =3.05).

ESEBS Sub-scale of Reading scores of participants had significant differences given grade variables. ESEBS Sub-scale of Reading total score was 3.30. Participants who were in

the 5th grade had the highest ESEBS Sub-scale Reading score (3.44). The ESEBS Sub-scale of reading score of the 5th grade was 3.44, 6th grade's score was 3.42. 7th grade's score was 3.12 and 8th grade's score was 3.26. There was a crucial difference between the ESEBS Sub-scale of Reading scores of participants in the 5th grade ($X=3.44$) and others who were in the 7th grade ($X=3.12$). There was also a difference between the ESEBS score of participants in the 6th grade ($X=3.42$) and others in the 7th grade ($X=3.12$).

ESEBS Sub-scale of writing scores of participants had significant differences given grade variables. ESEBS Sub-scale of writing total score was 3.28. Participants who were in the 5th grade had the highest ESEBS Sub-scale writing score (3.48). It was 3.35 for 6th grade and 3.12 for 7th grade. The 8th grade was 3.17. There was a significant difference between the ESEBS Sub-scale of writing scores of participants in the 5th grade ($X=3.48$) and others who were in the 7th grade ($X=3.12$) and 8th grade ($X=3.17$). There was also a difference between the ESEBS Sub-scale of writing scores of participants in the 6th grade ($X=3.35$) and the other one in the 7th grade ($X=3.12$).

The ESEBS Sub-scale of listening scores of participants who were in the 5th and 6th grades were 3.32. It was 2.97 for participants who were in the 7th grade and 3.15 for the 8th grade. ESEBS Sub-scale of listening total score was 3.18. There was a significant difference between the ESEBS Sub-scale of the listening score of participants in the 5th grade, and 6th grade ($X=3.32$) and the other who was in the 7th grade ($X=2.97$).

The ESEBS Sub-scale of speaking scores of participants who were in the 5th and 6th grades were 3.26. It was 2.92 for participants who were in the 7th grade and 3.07 for the 8th grade. ESEBS Sub-scale of speaking total score was 3.12. There was a significant difference between the ESEBS Sub-scale of speaking scores of participants in the 5th grade, and 6th grade ($X=3.26$) and the other who were in the 7th grade ($X=2.92$).

Table 7 b. One-Way ANOVA ESEQ, ESEBS Total Scores, and Sub-scale Scores of the Lower Secondary School Students according to Grade Variable

Scale/Subscale	Source of variance	Sum of Squares	Sd	Mean Squares	F	P	Differences between groups
ESEQ	Between Groups	58.754	3	19.585	11.338	.001	5>7>8
	Within Groups	1818.9691053	1.727				
							6>7>8

	Total	1877.7231056				
ESEBS Sub-scale of Reading	Between Groups	17.657 3	5.886	8.216	.001	5>7
	Within Groups	707.737 988	.716			6>7
	Total	725.394 991				
ESEBS Sub-scale of Writing	Between Groups	21.378 3	7.126	11.053	.001	5>7>8
	Within Groups	646.648 1003	.645			6>7
	Total	668.026 1006				
ESEBS Sub-scale of Listening	Between Groups	21.860 3	7.287	10.411	.001	5>7
	Within Groups	711.815 1017	.700			6>7
	Total	733.675 1020				
ESEBS Sub-scale of Speaking	Between Groups	23.035 3	7.678	8.833	.001	5>7
	Within Groups	911.887 1049	.869			6>7
	Total	934.921 1052				
ESEBS Total	Between Groups	14.302 3	4.767	8.096	.001	5>7
	Within Groups	517.634 879	.589			
	Total	531.936 882				6>7

When the ESEQ total score was compared according to the grade variable, the results showed that the grade variable caused a statistically significant difference in ESEQ ($F_{3-1056} = 11.338$; $p = 0.001$) ($p < 0.05$).

When the ESEBS total score was compared with a with a given grade variable, the results showed that the grade variable resulted in a crucial difference in ESEBS total ($F_{3-882} = 8.096$; $p = 0.001$), ESEBS Sub-scale of reading score ($F_{3-991} = 8.216$; $p = 0.001$),

ESEBS Sub-scale of writing score (F3-1006= 11.053; $p= 0.001$), ESEBS Sub-scale of listening score (F3-1020= 10.411; $p= 0.001$), and ESEBS Sub-scale of speaking score (F3-1052= 8.833; $p= 0.001$) ($p< 0.05$).

4.1.3. Findings about whether there is a meaningful difference between genders of grades in the ESEQ, ESEB Scale

Descriptive statistics results for ESEQ, ESEBS total scores, and sub-scale scores of the lower secondary school students related to the genders of grades were given in Table 8 a, and Independent Samples Two-Way (Two-Factor) ANOVA results were given in Table 8 b.

Table 8 a. Descriptive Statistics of ESEQ, ESEBS Total Scores, and Sub-scale Scores of the Lower Secondary School Students According to Genders of Grade Variable

			Subscale/Scales					
GENDERS of GRADES			ESEQ	ESEBS Reading	ESEBS Writing	ESEBS Listening	ESEBS Speaking	ESEBS Total
5 th	X	5.46	3.50	3.54	3.34	3.29	3.43	
	F	SS 1.06	0.69	0.71	0.68	0.81	0.63	
	X	5.01	3.38	3.40	3.24	3.11	3.29	
	M	SS 1.32	0.84	0.82	0.80	0.89	0.76	
	X	5.59	3.54	3.48	3.36	3.31	3.43	
	F	SS 1.17	0.76	0.70	0.84	0.96	0.72	
6 th	X	4.89	3.31	3.21	3.22	3.19	3.23	
	M	SS 1.29	0.78	0.73	0.79	0.91	0.72	
	X	5.13	3.29	3.26	3.10	2.95	3.17	
	F	SS 1.22	0.73	0.66	0.75	0.81	0.64	
	X	4.57	2.95	2.97	2.86	2.89	2.92	
	M	SS 1.37	0.98	0.92	0.98	1.07	0.90	
7 th	X	4.93	3.42	3.30	3.26	3.14	3.29	
	F	SS 1.45	0.85	0.80	0.86	0.93	0.76	
	X	4.46	3.10	3.03	3.03	3.03	3.05	
	M	SS 1.60	1.01	1.01	1.02	1.08	0.91	
	X	5.01	3.31	3.27	3.17	3.11	3.22	
	F	SS 1.36	0.85	0.82	0.86	0.94	0.77	
Total			SS1.36	0.85	0.82	0.86	0.94	0.77

ESEQ total score of genders of grade variables was 5.01. Female participants who were in the 6th grade had the highest ESEQ score (5.59). The ESEQ score of the 5th grade female participants was 5.46, the male participants' score was 5.01, the 6th grade female score was 5.59 and the male's score was 4.89. It was 5.13 for the 7th grade female score and 4.57 for male ones. The 8th grade female score was 4.93 and the male's score was 4.46.

ESEBS total score of genders of grade variables was 3.22. Participants who were in the 5th grade and 6th grades female participants with the highest ESEBS total score (3.43). ESEB total score of 5th grade female participants was 3.43, the male participants' score was 3.29, the 6th grade female score was 3.43 and the male one was 3.23. It was 3.17 for the 7th grade female score and 2.92 for male ones. The 8th grade female score was 3.29 and the male's score was 3.05.

The ESEBS Sub-scale of reading total score was 3.31. Participants who were in the 6th grade female participants had the highest ESEBS total score (3.54). The ESEBS reading score of 5th grade female participants was 3.50, the male participants' score was 3.38, the 6th grade female score was 3.54 and the male one was 3.31. It was 3.29 for the 7th grade female score and 2.95 for the male ones. The 8th grade female score was 3.42 and the male's score was 3.10.

The ESEBS Sub-scale of writing total score was 3.27. Participants who were in the 5th grade female participants had the highest ESEB total score (3.54). The ESEBS writing score of 5th grade female participants was 3.54, the male participants were 3.40, the 6th grade female score was 3.48 and the male ones were 3.26. It was 3.21 for the 7th grade female score and 2.97 for male ones. The 8th grade female score was 3.30 and the male's score was 3.03.

The ESEBS Sub-scale of listening total score was 3.17. Participants who were in the 6th grade female participants had the highest ESEB total score (3.36). The ESEBS listening score of 5th grade female participants was 3.34, the male participants was 3.24, the 6th grade female score was 3.36 and the male ones were 3.22. It was 3.10 for the 7th grade female score and 2.86 for the male ones. The 8th grade female score was 3.26 and the male's score was 3.03.

The ESEBS Sub-scale of speaking total score was 3.11. Participants who were in the 6th grade female participants had the highest ESEB total score (3.31). The ESEBS speaking score of 5th grade female participants was 3.29, the male participants' score was 3.11, the 6th grade female score was 3.31 and the male one was 3.19. It was 2.95 for the 7th grade female score and 2.89 for male ones. The 8th grade female score was 3.14 and the male's score was 3.03.

Table 8 b. Independent Samples Two-Way (Two-Factor) ANOVA ESEQ, ESEBS Total Scores and Sub-scale Scores of the Lower Secondary School Students according to Genders of Grade Variable

Source		df	Mean Square	F	P
Grade	ESEQ	3	16.117	9.214	0.001
	ESEBS Reading	3	5.223	7.431	0.001
	ESEBS Writing	3	5.871	9.105	0.001
	ESEBS Listening	3	4.98	5.920	0.001
	ESEBS Speaking	3	4.87	5.536	0.001
	ESEBS Total	3	5.02	8.634	0.001
Gender	ESEQ	1	63.399	36.244	0.001
	ESEBS Reading	1	13.546	19.275	0.001
	ESEBS Writing	1	13.281	20.598	0.001
	ESEBS Listening	1	6.993	9.700	0.002
	ESEBS Speaking	1	3.126	3.553	0.060
	ESEBS Total	1	9.167	15.764	0.001
Genders of Grades	ESEQ	3	0.677	0.387	0.762
	ESEBS Reading	3	0.497	0.707	0.548
	ESEBS Writing	3	0.243	0.376	0.770
	ESEBS Listening	3	0.277	0.384	0.765
	ESEBS Speaking	3	0.132	0.150	0.930
	ESEBS Total	3	0.154	0.265	0.851

When the table was examined, there was not a meaningful difference between genders of grades in the ESEQ ($p=0.762$). ($p>0.05$)

As seen in the table, there was not a meaningful difference between genders of grades in the ESEBS total scale ($p=0.851$), ESEB subscale of reading ($p=0.548$), ESEB subscale of writing ($p=0.770$), ESEB subscale of listening ($p=0.765$), ESEB subscale of speaking ($p=0.930$) ($p>0.05$).

4.2. Findings about the lower secondary school students' level of metacognitive abilities in English classes

This question searches the lower secondary school student's level of metacognitive abilities in English classes. The Metacognitive Awareness Scale for Children was developed by Sperling et al. (2002) and was translated by Karakelle et al. (2007) was applied to the participants. Descriptive statistics were implemented to figure out the lower secondary school students' level of metacognitive abilities in English classes. Results are presented in the table above.

Table 9. Descriptive Statistics of Metacognitive Awareness Scale for Children

	Mean	Std. Deviation
Metacognitive Awareness Item 1	3.74	1.15
Metacognitive Awareness Item 2	3.60	1.12
Metacognitive Awareness Item 3	3.73	1.13
Metacognitive Awareness Item 4	3.84	1.16
Metacognitive Awareness Item 5	3.92	1.11
Metacognitive Awareness Item 6	3.65	1.25
Metacognitive Awareness Item 7	3.52	1.19
Metacognitive Awareness Item 8	3.73	1.16
Metacognitive Awareness Item 9	3.70	1.19
Metacognitive Awareness Item 10	3.54	1.22
Metacognitive Awareness Item 11	3.99	1.15
Metacognitive Awareness Item 12	4.01	1.14
Metacognitive Awareness Item 13	3.58	1.15
Metacognitive Awareness Item 14	3.52	1.20
Metacognitive Awareness Item 15	3.64	1.21
Metacognitive Awareness Item 16	3.44	1.17
Metacognitive Awareness Item 17	3.54	1.24
Metacognitive Awareness Item 18	3.90	1.14
Metacognitive Awareness Scale Total	3.70	0.71

The table 9 shows lower secondary school students' level of metacognitive abilities in English classes for Metacognitive Awareness Scale for Children. Out of 18 items,

participants' mean score for the twelfth Metacognitive Awareness scale item ($M=4.01$) has the highest mean score among other questions. In fact, as for the items related to this scale, it shows that there are no major differences in the mean values of the items. Overall, the data for this scale describes that lower secondary school students have above-average levels of metacognitive abilities in English classes.

4.2.1. Findings about whether the lower secondary school students' level of metacognitive awareness in English classes differ according to gender

The metacognitive awareness scale in the gender variable was analyzed with Independent Sample T-Test, and the results are presented in Table 10.

Table 10. T-Test Results of the Metacognitive Awareness Scale of the Lower Secondary School Students

Scale	Gender	n	x	ss	t	sd	p
Metacognitive Awareness Scale	Female	551	3.82	.66	5.820	1065	0.001
	Male	514	3.57	.75			

$p < 0.05$

When the table 10 was examined, participants' level of metacognitive awareness toward English classes in the Metacognitive awareness scale showed a significant difference according to gender ($t(1065) = 5.820$; $p = 0.001$). Female lower secondary school students' level of metacognitive awareness toward English classes ($X = 3.82$) is higher than male lower secondary school students' level of metacognitive awareness toward English classes ($X = 3.57$).

4.2.2. Findings about whether the lower secondary school students' level of metacognitive awareness in English classes differ according to grade

Descriptive statistics results for the metacognitive awareness scale of lower secondary school students were given related to the grade variable in Table 11 a. and One-Way ANOVA results were given in Table 11 b.

Table 11 a. Descriptive Statistics of Metacognitive Awareness Scale of the Lower Secondary School Students according to Grade Variable

Scale	GRADE									
	5		6		7		8		Total	
	(n=271)		(n=245)		(n=295)		(n=254)		(n=1065)	
	X	ss	X	ss	X	ss	X	ss	X	ss
Metacognitive Awareness Scale	3.75	.68	3.74	.72	3.63	.67	3.69	.78	3.70	.71

The metacognitive awareness total score of the grade variables was 3.70. Participants who were in the 5th grade had the highest Metacognitive Awareness Scale score (3.75). The Metacognitive Awareness score 5th grade was 3.75 and the 6th grade score was 3.74. The 7th grade score was 3.63. It was 3.69 for 8th grade.

Table 11 b. One-Way ANOVA Metacognitive Awareness Scale of the Lower Secondary School Students according to Grade Variable

Scale	Source of variance	Sum of Squares	Sd	Mean Squares	F	P	Differences between group
Metacognitive Awareness Scale	Between Groups	2.625	3	.875	1.699	.166	No Difference
	Within Groups	546.527	1061	.515			
	Total	549.151	1064				

Metacognitive awareness scores related to grade variables were calculated as (F3-1064=1.699; p=0.166). There wasn't statistically a meaningful difference in total scale score F3-1064=1.699; p=0.166) (p>0.05).

4.2.3. Findings about whether there is a meaningful difference between genders of grades in the Metacognitive Awareness Scale?

Descriptive statistics results for the Metacognitive awareness scale of lower secondary school students were given related to the genders of grades variable in Table 12 a.

Independent Samples Two-Way (Two-Factor) ANOVA results were given in Table 12 b.

Table 12 a. Descriptive Statistics of Metacognitive Awareness Scale of the Lower Secondary School Students according to Genders of Grade variable

Grade/ Gender			Metacognitive Awareness Scale
5 th	F	X	3.80
		SS	0.69
	M	X	3.71
		SS	0.68
6 th	F	X	3.89
		SS	0.63
	M	X	3.59
		SS	0.77
7 th	F	X	3.80
		SS	0.58
	M	X	3.44
		SS	0.72
8 th	F	X	3.82
		SS	0.72
	M	X	3.55
		SS	0.82
Total	SS	X	3.70
		SS	0.71

The metacognitive awareness score of the genders of the grade variables was 3.70. Female participants who were in the 6th grade had the highest score (3.89). The Metacognitive Awareness Scale score of the 5th grade female participants was 3.80, the male participants' score was 3.71, the 6th grade female score was 3.89 and the male's score was 3.59. It was 3.80 for the 7th grade female score and 3.44 for male ones. The 8th grade female score was 3.82 and the male's score was 3.55.

Table 12 b. Independent Samples Two way (Two Factor) ANOVA Metacognitive Awareness Scale of the Lower Secondary School Students according to Genders of Grade Variable.

Metacognitive Awareness Scale	df	Mean Square	F	P
Grade	3	1.035	2.077	0.102
Gender	1	16.977	34.079	0.001
Genders of Grade	3	0.924	1.856	0.135

As seen in the table, there was not a meaningful difference between genders of grades in the Metacognitive Awareness Scale ($p=0.135$) ($p>0.05$).

4.3. Findings about the relationship between self-efficacy and metacognitive abilities of the lower secondary school students toward English classes

Table 13 shows the statistics related to the relationships between ESEQ and Metacognitive Awareness Scale for Children.

Table 13. Pearson Correlation Analysis of ESEQ and Metacognitive Awareness Scale for Children

		Metacognitive awareness	
		ESEQ	Scale
ESEQ	r	1	0.564**
	p	-	0.00
	n	1081	1081
Metacognitive Awareness Scale	r	0.564**	1
	p	0.0	-
	n	1081	1081

**Correlation is significant at the 0.01 level (2-tailed).

Schober et al. (2018) stated that a correlation value of +1 shows a positive association, a correlation coefficient of -1 indicates a completely negative relationship, and 0.00 represents no connection between the two. On the other hand, according to Büyüköztürk (2013), an absolute value of 0.70-1.00 is considered high, an absolute value of 0.70- 0.30 is considered moderate, and an absolute value of 0.00- 0.30 is considered low. The relationship between the participants' English Self-efficacy Questionnaire and Metacognitive Awareness Scale's scores was measured with the Pearson correlation analysis. The results indicate there

is moderately a positive and meaningful relationship between the English Self-efficacy Questionnaire (ESEQ) and the Metacognitive Awareness Scale ($r=0.564$, $p=.00$).

4.4. Findings about the relationship between the ESEBS, subscales of ESEBS and Metacognitive Awareness Scale

Table 14 shows the relationship between the ESEBS, the subscales of ESEBS and the Metacognitive awareness scale.

Table 14. Pearson Correlation Analysis of ESEBS and Subscales of ESEBS, and Metacognitive Awareness Scale for Children

		ESEBS Reading	ESEBS Writing	ESEBS Listening	ESEBS Speaking	ESEBS Total	Metacognitive awareness
ESEBS Reading	r	1	0.773**	0.766**	0.662**	0.895**	0.578**
	p	-	0.001	0.001	0.001	0.000	0.001
	n	1081	1081	1081	1081	1081	1081
ESEBS Writing	r	0.773**	1	0.765**	0.690**	0.908**	0.583**
	p	0.001	-	0.001	0.001	0.000	0.001
	n	1081	1081	1081	1081	1081	1081
ESEBS Listening	r	0.766**	0.765**	1	0.778**	0.931**	0.582**
	p	0.001	0.001	-	0.001	0.000	0.001
	n	1081	1081	1081	1081	1081	1081
ESEBS Speaking	r	0.662**	0.690**	0.778**	1	0.852**	0.540**
	p	0.001	0.001	0.001	-	0.001	0.001
	n	1081	1081	1081	1081	1081	1081
ESEBS Total	r	0.895**	0.908**	0.931**	0.852**	1	0.636**
	p	0.000	0.000	0.000	0.001	-	0.001
	n	1081	1081	1081	1081	1081	1081
Metacognitive awareness	r	0.578**	0.583**	0.582**	0.540**	0.636**	1
	p	0.001	0.001	0.001	0.001	0.001	-
	n	1081	1081	1081	1081	1081	1081

**Correlation is significant at the 0.01 level (2-tailed).

These ESEB Scale scores are also significantly correlated with the Metacognitive Awareness Scale's scores. There is moderately a positive and meaningful relationship between the English Self-efficacy Beliefs Scale's reading subscale and Metacognitive Awareness Scale ($r = 0.578, p = 0.00$). There is moderately a positive and meaningful relationship between the ESEBS Sub-scale of writing, listening, speaking and Metacognitive Awareness (RESEBS Sub-scale of writing = 0.583, RESEBS Sub-scale of listening = 0.582, RESEBS Sub-scale of speaking = 0.540, $p = 0.00$). There is moderately a positive and meaningful relationship between ESEBS total scores and Metacognitive Awareness Scale scores ($r = 0.636, p = 0.00$). This ESEB Sub-scales and ESEBS total scores are importantly correlated with the Metacognitive Awareness scores.



CHAPTER V

5. DISCUSSION

In this section, the findings are discussed and interpreted according to the research questions. This study was intended to investigate the lower secondary school students' level of self-efficacy and metacognitive abilities and whether their self-efficacy belief levels differ due to some demographic variables such as gender, grade, and genders of grade. Also, the study examined the relationship between self-efficacy and metacognitive abilities of lower secondary school students in English classes.

5.1. Discussion of the Lower Secondary School Students' Level of Self-efficacy in English Classes

In this study, the lower secondary school students' level of self-efficacy in English classes was examined. The lower secondary school students had above-average levels of self-efficacy towards English classes. According to Bandura (1997), what matters is the person's judgment of whether or not a behavior will succeed, because these judgments will have certain consequences. In other words, because people with high self-efficacy may get the outcomes they desire, their expectations of those outcomes will be molded accordingly. Gardner (2001) stated that learning a foreign language, which is different from learning other lessons at school, requires students to bring together materials from cultures that are quite different from their own. Students have perceptions of how to learn a language or who will succeed, and these perceptions can influence how to explain their self-efficacy and success or failure. Thus, students' perceptions of self-sufficiency affect success in different ways (Gardner, 2001). The fact that students' self-efficacy levels in the English course are above average can be interpreted as students' judgments about how well they can perform the necessary actions to learn English are high (Irizarry, 2002).

According to Bandura (1994), having the abilities necessary for success is insufficient, thus it's beneficial that kids have an above-average sense of self-efficacy for their English classes. Success also necessitates the effective and secure application of these skills, because even if a person can execute any task, s/he is likely to lack confidence in his/her ability to accomplish it (Pajares, 2002). High levels of perceived self-efficacy contribute to an individual's learning capacity, motivational experiences, and beliefs about effort invested in learning. This study's results show similarity with the studies done by

Karakış (2014), and Oğuz et al. (2015) because of the lower secondary school students' level of self-efficacy in English classes. These studies demonstrated that lower secondary school students had above-average levels of self-efficacy toward English classes. Karakış (2014) examined the relationship between English language learning anxiety, motivation, self-efficacy beliefs, and English classes achievement of high school students. She discovered that high school students had above-average levels of self-efficacy towards English classes. She stated that the high level of self-efficacy perception of the students towards the English course was due to the increase in the student's speaking grades during the semester and their judgments about their language skills. Oğuz et al. (2015) aimed at looking into the relationship between foreign language anxiety and English self-efficacy in high school pupils. In his study, participants answered the scale by choosing somewhat true options in reading, writing, listening, and speaking subscales. That is, his participants' level of self-efficacy is average.

On the contrary, the findings of this thesis related to the average level of self-efficacy beliefs in English classes, it was stated that high school students had a low level of self-efficacy towards English classes in the study (Rahemi, 2007). The study looked into students' English self-efficacy beliefs and the contributions they made to their EFL achievements. The findings demonstrated that students had very low English self-efficacy and maintained certain negative perceptions about their academic competence as foreign language learners.

The research questions focused on the level of self-efficacy of the lower secondary school students in English classes about variables such as gender, grade, and genders of grade. Discussion is carried out according to these variables.

5.1.1. Discussion of the Lower Secondary School Students' Self-efficacy in English Classes Regarding Gender

The gender variable was one of the demographic factors analyzed. When gender variable results were investigated, female lower secondary school students' level of self-efficacy toward English classes was higher than male lower secondary school students' level of self-efficacy toward English classes in ESEQ, ESEBS total, and Sub-scales of ESEBS. Studies done by Usher and Pajares (2008), Telef and Karaca (2011), Yılmaz, Yiğit and Kaşarcı (2012), Arslan (2013), Ahuja (2016), Koç and Arslan (2017), Acar (2021) supported the findings of the current study related to gender variable of lower secondary

school students' self-efficacy in English classes. These studies and the current study had the same type of findings related to gender variables. These studies stated that female participants' self-efficacy beliefs were higher than male participants. Similar to other studies, the current study found that female lower secondary school students' level of self-efficacy toward English classes was higher than male lower secondary school students' level of self-efficacy toward English classes.

Usher and Pajares (2008) investigated the psychometric characteristics and multigroup measurement invariance of scores on Bandura's Children's Self-Efficacy Scale. Self-Efficacy for Self-Regulated Learning Scale was evaluated in a sample of 3,760 kids from Grades 4 to 11. They found that female students' self-efficacy was higher than male students. Telef and Karaca (2011) investigated whether teenage self-efficacy varies according to demographic characteristics, as well as the relationship between adolescent self-efficacy and psychological symptoms. The research study group consisted of 1250 people, with 52.40% female and 47.60% male. The findings on the gender differentiation of academic aptitude among adolescents showed that there were significant gender-sensitive differences in academic self-efficacy. It was found that female students' academic self-efficacy was higher than male academic self-efficacy. Yılmaz, Yiğit, and Kaşarcı (2012) aimed to see if the self-efficacy levels of primary school pupils differ in terms of academic success based on factors such as gender, age, sibling, and school location. The study included 5062 participants - 2487 females and 2575 males - from several schools in Konya. Their finding showed that female students had greater self-efficacy scores than males.

Arslan (2013) aimed to investigate the relationship between students' opinions about the sources of self-efficacy belief and their gender, academic achievement, grade level, socioeconomic status (SES), and learning style. The study included 984 lower secondary school students during the autumn semester of the 2011-2012 academic year. Female students expressed higher levels of self-efficacy regarding learning and performance compared to male students, citing mastery experience, social persuasion, and physiological state. Ahuja (2016) aimed to explore lower secondary school students' self-efficacy, educational aspirations, and academic accomplishment. The participants were 106 boys and 104 girls of the IX class of two Government senior lower secondary schools of the Directorate of Education, Delhi. It was discovered that girls scored statistically significantly higher in self-efficacy, educational aspiration, and academic accomplishment than boys. Koç and Arslan (2017) aimed to assess lower secondary school students' academic self-efficacy perceptions and metacognitive awareness of reading strategies based on classes, grade, gender, and

parental educational status. The correlation between these variables was also investigated. The research used a screening model and included 1059 students (539 females and 520 males). They found that the lower secondary school students' academic self-efficacy perceptions differ in favor of female students according to gender. Acar (2021) examined in his study the link between lower secondary school students' perceptions of Turkish course self-efficacy and their beliefs about English self-efficacy. 933 lower secondary school students in Afyonkarahisar participated in the study throughout 2019-2021 years. He stated that female students had a higher level of self-efficacy in English classes than male students in his study. He declared that the reason for this was the developmental differences of female students.

On the contrary, the current study's findings related to the gender variable, the studies mentioned below did not find any meaningful difference according to the gender variable. Meera and Jumana (2015) analyzed the link between self-efficacy and academic achievement in English among lower secondary school pupils. The study investigated theories on 520 lower secondary school pupils. They stated that there were no significant differences found because of gender. Erşanlı (2015) studied on the relationship between students' academic self-efficacy and language learning motivation. 257 participants from several different secondary schools participated in the study. He stated that there was no statistically significant variation in students' academic self-efficacy views based on gender.

The literature investigated whether there were findings about male lower secondary school students' higher level of self-efficacy knowledge than female students. However, there was no information on male students' higher level of self-efficacy toward English classes. According to Pajares (2002), certain academic topics, such as mathematics and physics, may be regarded as male, while language arts tasks and activities may be seen as feminine.

5.1.2. Discussion of the Lower Secondary School Students' Self-efficacy in English Classes Regarding Grade

Grade was another demographic factor investigated in this study. Grade variable resulted in a crucial difference according to different grades in the lower secondary school students' self-efficacy in English classes. 5th grade students had the highest level of self-efficacy toward English classes in ESEQ, ESEBS total, and its subscales. Studies done by Memduhoğlu and Çelik (2015), and Ergür (2016) supported the findings of the current study related to the grade variable of lower secondary school students' self-efficacy in

English classes. These studies and the current study stated that grade variables differed according to the grade level of students. Memduhoğlu and Çelik (2015) investigated the self-efficacy of student teachers and other students planning to be teachers in their professional lives in terms of some variables. It was conducted among 262 university students at Yüzüncü Yıl University, department of English Language Teaching (ELT) and English Language and Literature participated in the study. The results showed that student teachers' perceived efficacy towards English in reading, writing, listening, and speaking skills differs in terms of grade. Ergür (2016) examined the relationship between self-esteem and academic self-efficacy of the English department students. 394 undergraduate students from the English Linguistics and English Translation and Interpretation Departments of Hacettepe University participated in the research. She found that there was a significant difference in the classes levels of students because of self-esteem and self-efficacy.

5.1.3. Discussion of the Lower Secondary School Students' Level of Metacognitive Awareness in English Classes

In this study, the lower secondary school students' level of metacognitive abilities in English classes was examined. The lower secondary school students had above-average-level metacognitive abilities in English classes. Metacognitive awareness has been linked to improved performance and learning outcomes among students (Schraw & Dennison, 1994; Bruning et al., 2004). Additionally, metacognition is associated with greater autonomy and efficacy, as well as reduced learned helplessness in general education (Ganz & Ganz, 1990). Metacognition offers benefits for language learning (Rubin, 1975; O'Malley & Chamot, 1990). Studies related to metacognitive awareness in the Turkish context did not focus on language learning and mostly included university students (Topçu & Yılmaz-Tüzün, 2009; Şendurur et al., 2011; Bedel, 2012; Cihanoglu, 2012; Kiremitçi, 2013; Kılınç, 2013; Kirbulut, 2014; Hart & Memnun, 2015; Sarıcoban, 2015).

Studies done by Topçu & Yılmaz-Tüzün (2009), Rahimi and Abedi (2014), Sarıcoban (2015), and Güneş (2018) backed up the findings of the current study related to the lower secondary school students' level of metacognitive abilities in English classes. These studies and the current study demonstrated that the lower secondary school students had above-average level metacognitive abilities in English classes. Rahimi and Abedi (2014) aimed to investigate Iranian EFL learners' listening self-efficacy and its relationship with their metacognitive awareness of listening strategies. Three hundred and seventy-one high school

students participated in the study. They found that Iranian EFL learners had an average level of metacognitive awareness of listening strategies. This was consistent with the findings of other studies (Rahimi & Katal, 2012 a, b). Moreover, studies done by Lachini, (1997); Tajedin, (2001); Akbari, (2003), and Pishghadam, (2009) had the same findings as the current study. That is, students had above-average-level metacognitive abilities in English classes. These studies' participants were Iranian students.

Topçu & Yılmaz-Tüzün (2009) studied the relationship among science achievement, metacognition, and epistemological beliefs for both 4th and 5th grade and 6th through 8th grade students. 941 elementary school students contributed to this study. They found that students had high levels of metacognitive abilities.

Sarıcoban (2015) aimed to assess pre-service English language teachers' metacognitive awareness, which involved higher-order thinking processes such as planning, managing information, monitoring, debugging, and evaluating, with their grade level, willingness to select a teaching profession, and performance after graduation. The study included first-year ELT students from Hacettepe University's Faculty of Education. Pre-service English language teacher candidates demonstrated significant levels of metacognition awareness in their academic courses.

Güneş (2018) focused on revealing language learners' failure attributions, their metacognitive awareness levels, and the relation between both concepts. She did a case study among 218 Turkish EFL learners in an upper secondary state school. Results demonstrated that Turkish upper secondary students exhibited significant metacognitive awareness levels.

5.2. Discussion of the Lower Secondary School Students' Metacognitive Awareness in English Classes Regarding Gender

Participants' level of metacognitive awareness toward English classes on the Metacognitive awareness scale showed a significant difference according to the gender variable. Female lower secondary school students's level of metacognitive awareness toward English classes was higher than male lower secondary school students' level of metacognitive awareness toward English classes. Güneş (2018) stated that females were better at applying metacognitive information during learning. Here are some studies with similar results related to gender variables in the metacognitive awareness of participants. These studies and the current study declared that the level of metacognitive awareness that female lower secondary school students had for English classes was greater than that of male lower secondary school

students. According to Topçu and Yılmaz-Tüzün (2009), female students in scientific classrooms demonstrated higher levels of regulation and knowledge compared to male students. Alami (2016) tried to find out Omani students reported the use of reading strategies, and 200 university students participated in the study. Female students with higher awareness tended to utilize metacognitive reading strategies more frequently than male students who used them moderately. Güneş (2018) studied revealing language learners' failure attributions, their metacognitive awareness levels, and the relation between both concepts. Females scored higher on metacognitive awareness than males, according to research findings.

However, Salehi and Farzad (2003) studied the correlation between metacognitive knowledge, learning conception, and English learning among 300+ students. There were no differences between genders reported in this study. Razi (2008) intended to look at the effect of learning multiple foreign languages on the usage of metacognitive reading strategies (MRSs) by students in foreign language teaching (FLT). 205 participants in the department of FLT at Çanakkale Onsekiz Mart University in Türkiye contributed to the study. This study showed that there was no significant variation in the metacognitive methods adopted by different genders. Kummin and Rahman (2010) focused on the correlation between metacognitive methods and English achievement among students at Universiti Kebangsaan Malaysia. The sample included 50 undergraduate students. This study found no significant difference in the usage of metacognitive methods among male and female students. The study finds that demographic variables such as gender, race, and age did not affect the application of applicable metacognitive methods. Turkish university students studying physical education and sports management had similar gender awareness levels (Kiremitçi, 2013). Jaleel (2016) found no substantial variation in educational outcomes across Indian students of different genders.

5.2.1. Discussion of the Relationship between Self-efficacy and Metacognitive Abilities of the Lower Secondary School Students toward English Classes

This study aimed to investigate the relationship between self-efficacy and the metacognitive abilities of lower secondary school students in English classes. The ESEQ questionnaire, ESEB subscales, and ESEBS total scores are significantly correlated with the Metacognitive Awareness scores. The results indicate there is a moderately positive and meaningful relationship between the three questionnaires. Here are some studies with similar results related to the relationship between self-efficacy and metacognitive abilities of the

lower secondary school students in English classes. These studies and the current study found that there was a moderately positive and meaningful relationship between self-efficacy and metacognitive abilities of the lower secondary school students in English classes.

According to Coutinho (2008), self-efficacy plays a significant role in the link between metacognitive awareness and performance. This indicates students with sufficient metacognitive awareness have an overwhelming trust in their ability to complete a task successfully. This finding coincides with those studies done by Multon, Brown, & Lent (1991), Kruger & Dunning (1999), and Coutinho (2008). These studies indicated that self-efficacy and metacognitive awareness are necessary for successful learning. Engaging in the analysis and review of their learning is a way for students to enhance their metacognitive awareness and self-efficacy (Nosratinia et al., 2014). According to Sinclair (2000), learners cannot make informed judgments about their development without a clear understanding of the steps included.

Nosratinia, Saveiy, and Zaker (2014) attempted to investigate the correlation between EFL learners' self-efficacy, metacognitive awareness, and language learning strategy utilization. 150 EFL learners majoring in English Translation and English Literature at Karaj and Sari Islamic Azad Universities attended the study. They found that metacognitive awareness had a considerable association with general self-efficacy. They stated that pupils with a strong sense of self-efficacy are more likely to have high levels of metacognitive awareness.

Nosratinia et al. (2014) stated that designing assignments that boost students' self-efficacy and metacognitive awareness can improve academic achievement. EFL teachers should emphasize the value of language learning methodologies for their students. Teachers should improve pupils' awareness of language learning strategies. When students understand the benefits of employing language learning tools, they are more likely to use them effectively. Since language acquisition is a multifaceted phenomenon, not only language instructors but also language learners must play an active role in encouraging and promoting this complex process.

Soy (2018) examined the link between metacognitive reading practices and self-efficacy views among ELT students. 139 first-grade ELT students attended the study. In the study, metacognitive reading strategies showed a moderate correlation with self-efficacy attitudes in reading.

CHAPTER VI

6. CONCLUSION AND SUGGESTIONS

6.1. Conclusion

This study attempted to investigate the relationship between self-efficacy and metacognitive abilities of the lower secondary school learners in English classes. It was conducted with 1081 state lower secondary school students in the Ergani district of Diyarbakır as a setting. Three questionnaires were administered to the students. They were the English Self-efficacy Questionnaire by Büyüköztürk et al. (2004), the English Self-efficacy Beliefs Scale by Hancı Yanar et al. (2008), and the Metacognitive Awareness Scale for Children by Sperling et al. (2002).

The results of the study illustrated that the lower secondary school students had above-average levels of self-efficacy towards English classes. Also, the lower secondary school students' levels of self-efficacy toward English classes differed according to gender and grade variables. Female lower secondary school students' level of self-efficacy toward English classes was higher than male lower secondary school students' level of self-efficacy toward English classes. Furthermore, 5th grade students had the highest level of self-efficacy toward English classes. There was not a meaningful difference between genders of grades in the ESEQ and ESEB Scale. Additionally, the lower secondary school students had above-average-level metacognitive abilities in English classes. Again, students' levels of metacognitive abilities in English classes differed according to the gender variable. Female lower secondary school students' level of metacognitive awareness toward English classes was higher than male lower secondary school students' level of metacognitive awareness toward English classes. However, there was no meaningful difference in the grade variable. There was not a meaningful difference between genders of grades on the Metacognitive Awareness Scale. This study also illuminated that there was a meaningful relationship between self-efficacy and the metacognitive abilities of the lower secondary school students in English classes.

Believing in students' talents leads to increased interest and confidence in overcoming learning challenges. According to Pajares (2000), the majority of academic crises stem from a loss of confidence. According to Cotterall (1999), teachers must recognize and help individual learners who lack self-efficacy. Preparing students for language acquisition can

lead to better performance. Creating assignments that boost students' self-efficacy and metacognitive awareness during the learning process can improve academic achievement. EFL teachers should convey the importance of adopting language learning tools to pupils. Teachers should promote language learning strategies and enhance students' knowledge of them. When students understand the benefits of language-learning tools, they are more likely to use them effectively. Language learners' self-belief in their competence can impact their language achievement, depending on their efficacy beliefs (Nosratinia et al., 2014). Highly self-efficacious students are also more engaged in classes and do better academically. As a result, instructors should increase their students' sense of self-efficacy, which will help them attain their goals (Nosratinia et al., 2014).

6.2. Implications for English Language Teaching

Some inferences can be drawn from the current study's findings related to the self-efficacy and metacognitive abilities of the lower secondary school students in English classes.

According to the research results, students had above-average levels of self-efficacy and metacognitive abilities. Therefore, their level of self-efficacy and metacognitive awareness should be increased. To improve students' self-efficacy, teachers can plan moderately challenging tasks, use peer models, teach learning strategies, prioritize student choice and interest, encourage students to try, emphasize recent success, and provide feedback (Margolis & McCabe, 2006). Furthermore, teachers should teach and encourage learners to apply self-efficacy and metacognitive ability tactics effectively during the learning process. Enhancing the learning environment can boost students' self-efficacy. Appropriate learning environments and experiences motivate students and increase their interest in the subject, leading to increased self-efficacy. Creating an appropriate learning environment can be achieved through the following steps: Students can be informed about their learning progress, receive comments, and be positively motivated. Short-term goals that are perceived as "challenging but attainable" boost students' self-efficacy more than long-term objectives (Pajares & Schunk, 2002). Moreover, syllabus designers play a critical role in making the learning process easier. They must understand that incorporating language learning strategies into their courses can result in intellectually analytical learners who can overcome their learning challenges by employing tactics. Incorporating training tips and encouragement into a course book can maximize language learning activities and promote learners' self-efficacy

and metacognitive awareness (Nosratinia et al., 2014). Metacognition is crucial for successful learning, as it helps manage cognitive skills and identify weaknesses. Promoting metacognition involves building awareness of its existence and increasing academic success. Teaching strategies and explicit knowledge about when and where to use them helps students plan, monitor, and evaluate their learning. Moreover, a range of instructional strategies can be used to improve the metacognitive awareness of students. Schraw's preference is for an interactive strategy that incorporates group activities where students share their knowledge about cognition with direct instruction, teacher and expert student modeling, student reflection, and self-directed learning (as cited in Hartman, 2001). Metacognitive techniques and information can be honed and automatically applied as needed in expert performance with lengthy and varied use. Teachers must give students specific instruction in both metacognitive knowledge and metacognitive practices, though, as not all students naturally develop and apply metacognition. The most crucial idea is that pupils can acquire voluntary control over their own learning by practicing self-regulation. By educating students to reflect on how they think, learn, remember, and complete academic tasks at all stages—before, during, and after task execution—teachers may help students become more conscious of and in charge of their learning. Lastly, and perhaps most crucially, educators should constantly stress to their students that they are in charge of their education and that they have the power to influence their own results in both their daily lives and their studies (Hartman, 2001). Furthermore, according to Garner and Alexander, metacognitive methods should be included in classroom activities at all levels. Curriculum developers may use classroom activities to improve metacognitive processes. Developing metacognitive skills can lay the foundation for lifetime learning (1989). Briefly, the learning environment and tasks should be arranged according to the student's needs. Teachers and curriculum developers should be careful against students to increase their level of self-efficacy and metacognitive abilities. Also, students should pay attention to the education process and be conscious and autonomous learners.

Female lower secondary school students' level of self-efficacy and metacognitive awareness toward English classes was higher than male lower secondary school students' level of self-efficacy and metacognitive awareness toward English classes. More research is needed to better comprehend this situation's reasons.

There was a meaningful relationship between the self-efficacy and metacognitive abilities of the lower secondary school students in English classes. Therefore, language

teachers should make students aware of these abilities in the classroom and declare that they will be successful language learners when they have them.

6.3. Recommendations for Further Studies

Based on the findings of this study, some suggestions for future studies can be made.

- The researchers concerning the study about the relationship between self-efficacy and metacognitive abilities in English classes may use English versions of the questionnaires to get the data by distributing them to private lower secondary school students, high school students, or university students or teachers.
- The sample group is limited to 1081 lower secondary school students. The study should be replicated with a varied sample of language learners from different schools, both state and private, to be able to do more in-depth research on English language education.
- This study investigated seven lower secondary schools in Ergani, Diyarbakır province, a tiny district. Therefore, conclusions may not be generalizable to other contexts. The study may be done in different regions or big cities to gain more insights about the results.
- The study purely looked at how lower secondary school pupils responded to questionnaires. The study's findings may differ across school levels. The study may be done with high school students, university students, or English language teachers.
- Though there are other types of scales, the data was limited by the scales used. The different types of scales may be used because they offer differing degrees of detail, suitability for capturing various features of the phenomenon under research, or both. A Likert scale, for instance, can be used to measure beliefs or views with responses ranging from "strongly disagree" to "strongly agree," whereas a nominal scale can be used to divide data into discrete categories without a predetermined order. Similarly, where there is a distinct order of rank among the groups but an unclear degree of difference between them, ordinal scales may be used. In the end, the selection of scale is reliant upon the particular research inquiry, the characteristics of the data, and the intended degree of measurement accuracy."
- This study focused only on quantitative data. In further studies, interviews may be used to be able to meet the triangulation and reinforce the findings based on the

quantitative data.



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APPENDICES

Appendix 1. Ethical Approval

Evrak Tarih ve Sayısı: 04.04.2023-124542



T.C.
AMASYA ÜNİVERSİTESİ
Bilim Etik Kurulu
Sosyal Bilimler Etik Kurulu

Sayı : E-30640013-108.01-124542
Konu : Etik Kurul Başvurusu

REKTÖRLÜK MAKAMINA
Sayın Doç. Dr. Ayfer SU BERGİL
Öğretim Üyesi

İlgi : 09.03.2023 tarihli ve 3854 sayılı yazı.

"Investigating the Relationship between Self-efficacy and Metacognitive Abilities of Secondary School Students in English Class (Ortaokul Öğrencilerinin İngilizce Dersindeki Öz yeterlilik ve Üst bilişsel Yetenekleri Arasındaki İlişkinin İncelenmesi)" adlı araştırmanız Sosyal Bilimler Etik Kurulu tarafından bilimsel araştırma etiği yönünden incelendi ve değerlendirildi. Konu ile ilgili kurul görüşü ekte.

Bilgilerinizi rica ederim.

Prof. Dr. Songül KEÇECİ KURT
Etik Kurul Başkanı

Ek:

- 1- Dr. Ayfer Su Bergil Başvuru Değerlendirme 3854 (1 Sayfa)
- 2- Etik kurul başvurusu (17 Sayfa)

Belge Doğrulama Kodu :BSVB20J1F0 Pin Kodu :87032

Belge Takip Adresi :
<https://turkiye.gov.tr/ebd?eK=5544&eD=BSVB20J1F0&eS=124542>

Adres:Akbilek Mah. Muhsin Yazıcıoğlu Cad. No:7 Merkez/Amasya
Telefon:2600060 Faks:2600059
e-Posta:genelsekretelik@amasya.edu.tr Web:http://www.amasya.edu.tr/idari/etik-kurul/bilim-etik-kurulu.aspx
Kep Adresi:amasyauniversitesi@hs01.kep.tr

Bilgi için: Melike BAŞ
Unvan: Etik Kurul Üyesi
Tel No: 1





AMASYA ÜNİVERSİTESİ
SOSYAL BİLİMLER ETİK KURUL DEĞERLENDİRME FORMU

Ek-1

Araştırmanın Başlığı: Investigating the Relationship between Self-efficacy and Metacognitive Abilities of Secondary School Students in English Class (Ortaokul Öğrencilerinin İngilizce Dersindeki Öz yeterlilik ve Üst bilişsel Yetenekleri Arasındaki İlişkinin İncelenmesi)

Başvuru Formunun Etik Kurula geldiği tarih	09.03.2023
Başvuru Formunun Etik Kurulda incelendiği tarih	31.03.2023
Karar tarihi	31.03.2023

SONUÇ

1.	☒ Kabul
2.	☐ Düzeltme gereklidir: Etik sorun olabilecek sorular/maddeler, süreçler ya da unsurlar bulunmaktadır. Açıklama:
3.	☐ Red Gerekçe, Görüş, Tavsiye ve Açıklamalar:

Appendix 2. Government Approval



T.C.
DİYARBAKIR VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : E-30769799-44-76820212
Konu : Araştırma İzni (Kadriye ŞİŞMANOĞLU)

24.05.2023

MÜDÜRLÜK MAKAMINA

- İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21/01/2020 tarih ve 1563890 sayılı 2020/2 Nolu Genelgesi
b) Amasya Üniversitesi Rektörlüğü'nün 24.04.2023 tarih ve 127345 sayılı yazısı.

Amasya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Öğrencisi Kadriye ŞİŞMANOĞLU'nun "**Investigating the Relationship between Self-efficacy and Metacognitive Abilities of Secondary School Students in English Class (Ortaokul Öğrencilerinin İngilizce Dersindeki Öz Yeterlilik ve Üstbilişsel Yetenekleri Arasındaki İlişkinin İncelenmesi)**" konulu araştırma çalışmasını İlimiz Ergani İlçesine bağlı Namık Kemal İmam Hatip Ortaokulu, Çayönü Ortaokulu, Cumhuriyet Ortaokulu, Atatürk Ortaokulu, Sezai Karakoç Ortaokulu, İsmet Paşa Ortaokulu, Ergani Ortaokul öğrencilerine uygulama talebi ilgi (b) yazıda belirtilmektedir.

Söz konusu araştırma çalışmasının Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin Genel amaçlarına uygun olarak ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek şekilde gönüllülük esasına bağlı olarak yapılması uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Süleyman İLGE
İl Milli Eğitim Müdür Yard.

OLUR
Murat KÜÇÜKALİ
İl Milli Eğitim Müdürü

EK:

- 1- Anket Belgeleri
- 2- Değerlendirme Formu

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : şehitlik mahallesi mehtem akif ersoy bulvarı csk eğitim fakültesi
binası

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ehys>

Telefon No : 0 (412) 322 22 35

E-Posta: argc21@meb.gov.tr

Kep Adresi : meb@hs01.kep.tr

Bilgi için: BİNGÖL GÜLTEKİN

Unvan : İlçe

İnternet Adresi: Faks:

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evmlsorgu.meb.gov.tr> adresinden 39f4-e0b8-3881-b140-abc0 koda ile teyit edilebilir.

Appendix 3. Data Collection Instruments (Turkish Version)

	AMASYA ÜNİVERSİTESİ SOSYAL BİLİMLER ETİK KURULU GÖNÜLLÜ KATILIM FORMU(VELİ İZNİ)
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Sayın Veli,

Bu çalışma, “Investigating the Relationship between Self-efficacy and Metacognitive Abilities of Secondary School Students in English Class/ Ortaokul Öğrencilerinin İngilizce Dersindeki Öz yeterlilik ve Üst bilişsel Yetenekleri Arasındaki İlişkinin İncelenmesi” başlıklı bir araştırma çalışması olup Ortaokul öğrencilerinin İngilizce dersindeki öz yeterlilik ve üst bilişsel yetenekleri arasındaki ilişkinin olup olmadığını ve varsa ne çeşit ilişki bulunduğunu incelenmesi amacını taşımaktadır. Çalışma, Doç. Dr. Ayfer SU BERGİL danışmanlığında, Amasya Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı Tezli Yüksek Lisans Öğrencisi Kadriye ŞİŞMANOĞLU tarafından yürütülmekte ve çalışma sonucunda ortaokul öğrencilerinin İngilizce dersindeki öz yeterlilik ve üst bilişsel yetenekleri arasındaki ilişki incelenmiş olacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, anket yapılarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler anket yöntemi ile korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.
- Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Amasya Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı Tezli Yüksek Lisans Öğrencisi Kadriye ŞİŞMANOĞLU (kadriye.0373@gmail.com)’na ve Doç. Dr. Ayfer SU BERGİL (ayfersubergil@amasya.edu.tr)’e yöneltebilirsiniz.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanızı ve size verdiğimiz güvenceye dayanarak bu formu imzalamanızı rica ediyoruz. Sormak istediğiniz herhangi bir durumla ilgili bizimle her zaman iletişime geçebilirsiniz. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimizden bize ulaşabilirsiniz. Formu okuyarak imzaladığınız için çok teşekkür ederiz. Saygılarımızla...

Araştırmacı Adı : Kadriye ŞİŞMANOĞLU (Tezli Yüksek Lisans Öğrencisi),
Doç. Dr. Ayfer SU BERGİL (Tez Danışmanı)

Adres : Amasya Üniversitesi Eğitim Fakültesi Akbilek Mah. Muhsin
Yazıcıoğlu Cad. No:7

İş Tel : Merkez/Amasya
Cep Tel :

Velisi bulunduğum sınıf öğrencisi

.....
yapılacak olan isimli çalışmaya katılmasına izin veriyorum.

Tarih :/...../.....
Katılımcı Öğrenci Ad-Soyad:
İmza:

Öğrenci Velisi Adı Soyadı:
Adres:
Tel:
İmza:

Demographic Informations Part

Öğrenci Ad-Soyad:
İmza:

Yaşınız:

Sınıfınız:

Cinsiyetiniz:

Okulunuz:

EK-4: İngilizce Öz-Yeterlik Algısı Ölçeği

Aşağıda İngilizce dersiyle ilgili öz-yeterlik düzeyinizi ölçmeyi amaçlayan 9 madde bulunmaktadır. Lütfen aşağıdaki ifadelerin size ne derece uyduğunu daire içine alarak belirtiniz. Eğer ifade, size tamamen uyuyorsa “7”yi, hiç uymuyorsa “1”i daire içine alınız. Eğer ifade size daha az ya da daha fazla uyuyorsa, 1 ile 7 arasında sizi en iyi tanımlayan dereceyi işaretleyiniz (X).

1	2	3	4	5	6	7
<i>bana hiç uymuyor</i>						<i>bana tamamen uyuyor</i>

1. Bu derste verilen ödevleri ve problemleri çok iyi yapacağımdan eminim.	1	2	3	4	5	6	7
2. Çalışma becerilerim bu sınıftaki diğer öğrencilerle karşılaştırıldığında mükemmeldir.	1	2	3	4	5	6	7
3. Bu sınıftaki diğer öğrencilerle karşılaştırıldığında, çalıştığım konular hakkında daha fazla bilgi sahibi olduğumu düşünüyorum.	1	2	3	4	5	6	7
4. Bu sınıftaki diğer öğrencilerle karşılaştırıldığında, iyi bir öğrenci olduğumu düşünüyorum.	1	2	3	4	5	6	7
5. Bu derste çok başarılı olmayı umuyorum.	1	2	3	4	5	6	7
6. Bu derste iyi bir not alacağımı düşünüyorum.	1	2	3	4	5	6	7
7. Sınıftaki diğer öğrencilerle karşılaştırıldığında bu derste başarılı olacağımı umuyorum.	1	2	3	4	5	6	7
8. Bu dersle ilgili konuları öğrenebileceğimden eminim.	1	2	3	4	5	6	7
9. Bu derste öğretilenleri anlayabileceğimden eminim.	1	2	3	4	5	6	7

ENGLISH SELF-EFFICACY QUESTIONNAIRE (ENGLISH VERSION)

Please rate the following items based on your behavior in this class. Your rating should be on a 7-point scale where 1=not at all true of me to 7= very true of me.

	1	2	3	4	5	6	7
1. I am sure I can do an excellent job on the problems and tasks assigned for this class.							
2. My study skills are excellent compared with others in this class.							
3. Compared with other students in this class, I think I know a great deal about the subject.							
4. Compared with others in this class, I think I am a good student.							
5. I expect to do very well in this class.							
6. I think I will receive a good grade in this class.							
7. Compared with other students in this class, I expect to do well.							
8. I know that I will be able to learn the material for this class.							
9. I'm certain I can understand the ideas taught in this course							

ENGLISH SELF-EFFICACY BELIEFS SCALE (TURKISH VERSION)

İNGİLİZCE ÖZYETERLİK İNANCI ÖLÇEĞİ		Bana hiç anmıyor	Çok az uyuyor	Biraz uyuyor	Oldukça uyuyor	Bana tamamen uyuyor
OKUMA						
1	İngilizce bir metni okuduğumda anlayabilirim.	1	2	3	4	5
2	İngilizce akademik metinler okuduğumda önemli noktaları anlayabilirim.	1	2	3	4	5
3	Okuduklarımı zihnimde canlandırabilirim.	1	2	3	4	5
4	Okuduğum İngilizce metnin temasını ya da ana fikrini bulabilirim.	1	2	3	4	5
5	İngilizce bir metinle ilgili soruları cevaplayabilirim.	1	2	3	4	5
6	Okuduğum İngilizce metinde anlamını bilmediğim sözcükleri tahmin edebilirim.	1	2	3	4	5
7	İngilizce bir metinde aradığım bilgiyi kolaylıkla bulabilirim.	1	2	3	4	5
8	İngilizce sınavlarının okuma bölümlerinde başarılı olacağıma inanıyorum.	1	2	3	4	5
YAZMA						
1	İyi bir paragraf ya da kompozisyon yazabilirim.	1	2	3	4	5
2	İngilizce bir paragraf ya da kompozisyon yazarken dilbilgisi kurallarını doğru kullanabilirim.	1	2	3	4	5
3	İngilizce bir metin yazarken noktalama işaretlerini doğru kullanabilirim.	1	2	3	4	5
4	İngilizce bir metin yazarken düşüncelerimi tam ve açık olarak ifade edebilirim.	1	2	3	4	5
5	Bir şeyi İngilizce yazmadığımda, pes etmek yerine sorunu çözmek için çaba sarf ederim.	1	2	3	4	5
6	İngilizce yazarken önemli noktaları vurgulayabilirim.	1	2	3	4	5
7	İngilizce bir metni kendi cümlelerimle yeniden yazabilirim.	1	2	3	4	5
8	Günlük yaşamda kendimi İngilizce yazılı olarak ifade edebilirim (özgeçmiş, başvuru formu, şikayet mektubu vb.)	1	2	3	4	5
9	İngilizce herhangi bir şey yazdıktan sonra hatalarımın farkına varabilirim.	1	2	3	4	5
10	İngilizce yazma ile ilgili verilen etkinlikleri yaparken yardıma ihtiyaç duyarım.	1	2	3	4	5

DİNLEME						
1	İngilizce konuşulanları anlayabilirim.	1	2	3	4	5
2	Dinlediğim İngilizce konuşmanın ana fikrini çıkarabilirim.	1	2	3	4	5
3	Dinlediğim bir cümledeki duygusal vurguları anlayabilirim.	1	2	3	4	5
4	İngilizce bir konuşma dinlediğimde bilmediğim sözcüklerin anlamını tahmin edebilirim.	1	2	3	4	5
5	İngilizce bir konuşma duyduktan sonra duyduklarım ile ilgili soruları cevaplayabilirim.	1	2	3	4	5
6	İngilizce televizyon kanallarını/filmleri izlediğimde dinlediklerimi anlayabilirim.	1	2	3	4	5
7	Bir konuşma dinlediğimde resmi dil ile günlük konuşma dilini ayırt edebilirim.	1	2	3	4	5
8	İngilizce bir okuma parçasını dinlerken duyduklarımı doğru olarak yazabilirim.	1	2	3	4	5
9	İki kişi arasında geçen kısa konuşmayı anlayabilirim.	1	2	3	4	5
10	İngilizce sınavlarının dinleme bölümlerinde başarılı olacağıma inanıyorum.	1	2	3	4	5
KONUŞMA						
1	Günlük yaşamda gerekli ihtiyaçlarımı İngilizce'yi kullanarak karşılayabilirim.(Yurt dışında olduğunuzu düşünün, yer-yön bulma, alış-veriş vb.)	1	2	3	4	5
2	Bir mülakatta kendimi İngilizce olarak ifade edebilirim. (Üniversiteye giriş, iş başvurusu vb.)	1	2	3	4	5
3	Amaca ve duruma göre resmi ya da resmi olmayan bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
4	İngilizce sorulan sorulara cevap verebilirim.	1	2	3	4	5
5	Karşımdaki beni anlamadığımda düşüncelerimi başka şekilde ifade edebilirim.	1	2	3	4	5
6	Anadili İngilizce olan bir kişinin anlayabileceği şekilde İngilizce konuşabilirim.	1	2	3	4	5

ENGLISH SELF-EFFICACY BELIEFS SCALE (ENGLISH VERSION)

ENGLISH SELF-EFFICACY BELIEFS SCALE		Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
READING						
1	I can understand when I read a text in English.	1	2	3	4	5
2	When I read academic texts in English, I can understand important points.	1	2	3	4	5
3	I can visualize what I read.	1	2	3	4	5
4	I can find the theme or the main idea of the text in English I read.	1	2	3	4	5
5	I can answer questions about a text in English.	1	2	3	4	5
6	I can guess the words I don't know.	1	2	3	4	5
7	I can easily find the information I am looking for in a text in English.	1	2	3	4	5
8	I believe that I will be successful in reading parts of English exams.	1	2	3	4	5
WRITING						
1	I can write a good paragraph or essay.	1	2	3	4	5
2	I can use grammar rules correctly when writing a paragraph or essay in English.	1	2	3	4	5
3	I can use punctuation correctly when writing text in English.	1	2	3	4	5
4	I can express my thoughts fully and clearly when writing a text in English.	1	2	3	4	5
5	When I can't write something in English, I try to solve the problem instead of giving up.	1	2	3	4	5
6	I can emphasize important points when writing in English.	1	2	3	4	5
7	I can rewrite a text in English with my own words.	1	2	3	4	5
8	In everyday life, I can Express myself in English (curriculum vitae, application form, letter of complaint, etc.)	1	2	3	4	5
9	After writing anything in English, I can recognize my mistakes.	1	2	3	4	5
10	I need help in doing the activities related to writing in English.	1	2	3	4	5

LISTENING					
1	I can understand spoken English.	1	2	3	4 5
2	I can get the main idea of a conversation in English.	1	2	3	4 5
3	I can understand the emotional emphasis in a sentence I listen to.	1	2	3	4 5
4	When I listen to a conversation in English, I can guess the meaning of the words I don't know.	1	2	3	4 5
5	After hearing a conversation in English, I can answer questions about it.	1	2	3	4 5
6	When I watch Tv channels/films in English, I can understand what I listen to.	1	2	3	4 5
7	When I listen to a conversation, I can distinguish between the official language and everyday language.	1	2	3	4 5
8	I can write what I hear correctly while listening to a reading text in English.	1	2	3	4 5
9	I can understand the short conversation between two people.	1	2	3	4 5
10	I believe that I will be successful in listening parts of English exams.	1	2	3	4 5
SPEAKING					
1	In daily life, I can meet my needs by using English (Think about you are abroad, location-direction finding, shopping etc.)	1	2	3	4 5
2	I can express myself in an interview in English. (University entrance, job application etc.)	1	2	3	4 5
3	I can speak English in a formal or informal way, depending on the purpose and the situation.	1	2	3	4 5
4	I can answer questions in English.	1	2	3	4 5
5	When someone doesn't understand me, I can express my thoughts in another way.	1	2	3	4 5
6	I can speak English in a way that a native English speaker can understand.	1	2	3	4 5

METACOGNITIVE AWARENESS SCALE FOR CHILDREN (TURKISH VERSION)

	Asla	Nadiren	Bazen	Sık Sık	Her zaman
1-Bir şeyi anlayıp anlamadığımı bilirim.					
2- İhtiyacım olduğunda kendi kendime öğrenebilirim.					
3-Daha önce işime yaramış olan çalışma yollarını kullanmaya gayret ederim.					
4- Öğretmenin neyi öğrenmemi istediğini bilirim.					
5- Konu hakkında daha önceden bir şeyler biliyorsam daha iyi öğrenirim.					
6- Şekil ve resimler çizmek bir konuyu daha iyi anlamamı sağlar.					
7- Çalışmam sona erdiğinde kendime öğrenmek istediğim konuyu öğrenip öğrenemediğimi sorarım.					
8- Bir problemi çözmek için bir çok yol düşünür, aralarından en iyi olanını seçerim.					
9- Çalışmaya başlamadan önce ne öğrenmem gerektiğini düşünürüm.					
10- Yeni bir şey öğrenirken kendi kendime ne kadar öğrenebildiğimi sorarım.					
11- Önemli bilgileri çok dikkatli dinlerim.					
12- İlgimi çeken konuları daha iyi öğrenirim.					
13- Öğrenirken zayıf yönlerimin üstesinden gelmek için güçlü yönlerimi kullanırım.					
14- Çalıştığım konuya bağlı olarak farklı öğrenme yöntemlerini kullanırım.					
15- Ara sıra durup öğretmenin verdiği görevi zamanında bitirip bitiremeyeceğimi kontrol ederim.					
16- Bazen öğrenme stratejilerini otomatik olarak kullanırım.					
17- Öğretmenin verdiği bir işi bitirdikten sonra kendime, bu işi yapmanın daha kolay bir yolu olup olmadığını sorarım.					
18- Bir işe başlamadan önce nelerin yapılması gerektiğine karar veririm.					

METACOGNITIVE AWARENESS SCALE FOR CHILDREN (ENGLISH VERSION)

1. I am a good judge of how well I understand something.	Asla	Nadiren	Bazen	Sık Sık	Her Zaman
2. I can motivate myself to learn when I need to.					
3. I try to use strategies that have worked in the past.					
4. I know what the teacher expects me to learn.					
5. I learn best when I already know something about the topic.					
6. I draw pictures or diagrams to help me understand while learning.					
7. I ask myself if I learned as much as I could have once I finish a task.					
8. I ask myself if I have considered all options when solving a problem.					
9. I think about what I really need to learn before I begin a task.					
10. I ask myself questions about how well I am learning while I am learning something new.					
11. I focus on the meaning and significance of new information.					
12. I learn more when I am interested in the topic.					
13. I use my intellectual strengths to compensate for my weaknesses.					
14. I use different learning strategies depending on the situation.					

15. I ask myself periodically if I am meeting my goals.					
16. I find myself using helpful learning strategies automatically.					
17. I ask myself if there was an easier way to do things after I finish a task.					
18. I set specific goals before I begin a task.					

