

PREFACE

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CHAPTER ONE

INTRODUCTION

1.1. PRESENTATION

This chapter introduces detailed background information on the concepts of socio-cognitivism and self-efficacy of Bandura (1977, 1986) as an overarching theory which constitutes the basis of this current study. This chapter introduces the problem, outlines the purpose and significance of the study, states the research questions and the hypotheses, explains the limitations of the study, the assumptions of the study, and defines the terms and abbreviations.

1.2. BACKGROUND OF THE STUDY

There have been numerous studies in the field of English language teaching dealing with the psychological aspects of learning, such as: motivation, anxiety and self-beliefs. Various researchers have shown that both motivation (Clement et al. 1994; Dörnyei, 2001; Ehrman, 1996; Gardner and McIntyre, 1993; Schmidt et al. 1996) and anxiety (Horwitz et al. 1986, MacIntyre and Gardner, 1989) are key factors in second language acquisition and affectivity. These studies inquire how and why students approach different tasks in different ways. The studies in these fields are growing in quantity and quality as the psychological factors, such as learner beliefs, perceptions and motivation, are considered as key elements in learning.

Another issue of increasing importance is learner beliefs about their potential. Learner beliefs, known as self-efficacy, is a term used to refer to a person's beliefs concerning his or her completion of a task and his or her perceived competency level with performing the task (Bandura, 1977). Self-efficacy has the potential to play a key role in the learning process by helping or hindering learner's progress (Bandura,

1984). Bandura further proposes that a person's attitudes, abilities, and cognitive skills comprise what is known as the self-system. This system plays a major role in how we perceive situations and how we behave in response to demanding situations. A person's belief in his or her ability to succeed in a particular situation holds an essential part in this self-system. Self-efficacy can have an impact on everything from psychological states to behavior to motivation.

Since 1977, when Bandura published his seminal work "Self-Efficacy: Toward a Unifying Theory of Behavioral Change", a large number of studies in the fields of psychology and education have examined the concept of self-efficacy. Considering the psychological and pedagogical implications, it is not surprising that there have been many studies in these fields. Self-efficacy beliefs serve as a key motivational force in the cognitive system. Bandura (1986) considered it to be the central mediator of effort. In other words, self-efficacy mediates the relationship between knowledge and action. This highlighted the importance of a learner's beliefs and motivation in the learning process, such that learning the "what" and "how" of learning does not ensure a successful learning experience. That is, having the knowledge and skills needed to perform actions does not guarantee that a learner will proficiently perform the task. In this conceptualization, the movement from having adequate knowledge to superior performance in a task is mediated by the efficacy beliefs of the learner.

Self-efficacy beliefs regulate human functioning through cognitive, motivational, affective, and decisional processes. They affect whether individuals think in self-enhancing or self-debilitating ways; how well they motivate themselves and persevere when they face any difficulties; the quality of their emotional life and vulnerability to stress. Most individuals have knowledge and skills that are not used in proper settings. Therefore the knowledge alone does not ensure effective practice. Individuals must also be guided by a belief in their ability to effectively use their knowledge in a given context (Bandura, 1997b). For example, I have been studying French for some time and I have read a lot of material on *introducing someone*. I have knowledge of introducing someone in French. However; so far, I have never introduced someone in French. Therefore, I am somewhat apprehensive about my ability to introduce someone in French. As it is shown in my experience, there is a great deal of choice in any learning experience that will be affected not only by

learner's knowledge, but also by their beliefs regarding their ability to use that knowledge effectively. Therefore, many researchers have studied the theory of self-efficacy in various fields. However, although the relationship between success in learning and self-efficacy is clear, the number of studies dealing with language learning self-efficacy language learning EFL success is limited. Duman (2007, p. 3) observed that there have been very few studies about self-efficacy which is thought to have an important effect on academic success and motivation in social sciences and in the field of EFL. As such, the current study attempts to determine the relationship between these two factors.

The first aim of the study was to determine English language learning self-efficacy levels of preparatory class students at the University of Gaziantep and correlate the results with their language proficiency levels. The results of the correlating statistics will reveal the relationship between self-efficacy and EFL success, as various researchers have predicted (Lent et al., 1986; Betz and Hackett, 1986; Bandura et al., 1977; Bandura, 1982). A scale has been used to assess self-efficacy levels of participants.

The second major purpose of the study was to investigate the relationship between informative sources of English language learning related self-efficacy and EFL self-efficacy. According to Bandura (1994) there are four main sources of self efficacy beliefs; *mastery experiences, vicarious experiences, social persuasion and physiological factors*.

Thirdly, the study further intended to find out the relationship between demographic variables including age, gender, and schooling background. The issues under investigation are the effect of age, gender, and the type of high school from which the learners graduated.

This study also investigated literature related to self-efficacy, and it is hoped that it sheds light on cognitive process of language learning. Hence, in the next section social cognitive theory will be presented in a detailed way.

1.2.1. Social Cognitive Theory

The very first appearances and roots of Bandura's theories were in the 1960s when he started to introduce his social-behaviorism. Apart from taking some characteristics of behaviorism, his system had cognitive features, also. Humanism, being the common movement of those times, similarly had rejections to certain behaviorist aspects of reducing human learning as only achieved through behavior. For example, Hiemstra and Brockett (1994) argued that "some educators seemed to have difficulty accepting or incorporating humanist beliefs and instead appear guided primarily by behaviorist or neobehaviorist beliefs and paradigms based primarily on logical positivism, although cognitive psychology is increasingly informing the instructional design field". Humanism also advocates that humans are motivated to learn as an act of personal achievement. Later in the 1960s and 70s, he produced a great deal of theoretical writing about learning, appealing to humanist psychology. In 1977 he finally located the missing element as self-beliefs, with the publication of *Self-efficacy: Toward a unifying theory of behavioral change*.

The second strand of the research on self-efficacy comes as a result of Bandura's (1977) "Social Cognitive Theory" (Social Cognitive Theory will be referred as SCT throughout this paper). In SCT, Bandura (1977) introduced the concept of "self-efficacy" as the primary motivational force behind an individual's actions. SCT was originally called observational learning theory (Bandura & Walters, 1963), however; it was renamed on the basis of being especially applicable to learning social behaviors, observations' being usually of other people and cognitive processes' mediating social learning. SCT used the principles of reinforcement and punishment, which are fundamental principles of "behaviorism". Moreover it argued that people learn by watching others; and cognitive processes mediate social learning.

Mainly, there are five basic assumptions of SCT. People can learn by watching others, learning is an internal process that may or may not change behavior, behavior is directed toward particular goals, behavior eventually becomes self-regulated and reinforcement and punishment have indirect effects as well as direct ones. *Self-efficacy* is one of the most consistently defined motivational constructs used in the research (Murphy & Alexander, 2001). As defined by Bandura (1977), self-efficacy is "the

conviction that one can successfully execute the behavior required to produce outcomes” (p. 193). He provides at least three steps toward effective use of this self-regulatory function. First, an individual student must practice self-observation, which is the ability to notice his or her own behaviors and keep track of patterns. For an anxious student, the self-observation stage includes noticing when he or she is likely to be anxious, what situations trigger the anxiety, and so on. Second, an individual must compare his or herself against a standard. This stage is known as self-judgment, where an individual may use traditional standards, create subjective ones, or compete with others. For example, a student trying to improve study habits may notice that the other students read the assigned chapters daily and that they use this standard to do their best. The third element is self-response; after making a judgment and creating a standard, an individual/language learner sets up a system of reinforcements in the form of self-rewarding and self-punishment. According to White (2003) these reinforcements will be applied to both reward yourself for achieving the daily goals and to punishing yourself for failure to do so. Self-responses could be found in different forms. It could be going to the cinema and buying some popcorn for a good grade, as a self-rewarding, or it could be studying two more hours than your usual study hours for missing a class, as a self-punishment. However, self-responses are not necessarily overt behaviors. They may also come in the form of internal reactions such as feelings of pride for getting the highest grade in the class, self-rewarding, or feeling shame for a mispronounced word in a role-play performance, self-punishment.

On the other hand, the results of too much self-punishment are mostly unfavorable, and should be implemented with great concern. (there are mostly unfavorable results of too much self-punishment and it should be implemented with great concern.) According to Badura (1977) there are three probable results of excessive self-punishment, which are *compensation*, *inactivity*, and *escape*. *Compensation* is similar to a superiority complex. The learner changes the sense of reality and begins to have delusion of greatness. *Inactivity* refers to apathy, boredom, or depression. *Escape*, which is the most destructive result, can include resorting to drug and alcohol use, television fantasies, or even suicide. Undoubtedly, these are all extreme cases of overdoing the concept of self-punishment. However, Bandura (1977) advises that we should always keep in mind a realistic view of ourselves and keep our

self-responses at a level that will have an overall positive outcome; this should be sufficient to keep ourselves from falling into a pattern of overload regarding self-punishment.

However, the most significant aspect of Bandura's self-regulation theory, which set it apart from other social learning theories, is his concept of self-efficacy. He came to this idea through the conviction that humanist components were not only missing from his own theory, but also from that of the prevalent social learning theories at the time. Bearing in mind that a humanist approach to learning advocates that humans are motivated to learn as an act of personal achievement. In 1977 Bandura finally located the missing element as self-beliefs, with the publication of *Self-efficacy: Toward a unifying theory of behavioral change*. He wrote, "people not only gain understanding through reflection, they evaluate and alter their own thinking." Bandura's self-beliefs or self-efficacy "refers to one's beliefs about his/her ability to successfully complete a given task". Bandura emphasized that individuals have beliefs that enable them to exercise a degree of control over their thoughts, feelings, and reactions; understanding can be altered through reflection and behavior can be directed accordingly. Further researchers agree with Bandura by stating that a person with high level of self-efficacy usually tries harder and sticks with a behavior longer than those with low self-efficacy; thus, high self-efficacy amounts to higher achievements (Thomas et al., 2002).

It could be concluded that high self-efficacy is the most effective factor in reaching better performance in a task. Perceptions of one's own abilities influence performance and therefore effect achievements and failures. If one believes one is capable of achievement one will have a greater likelihood of success than another who sees him or herself as likely to fail before beginning. For those who suffer from poor self-efficacy, Bandura (1977) recommends some steps that are adapted from his elements of self-regulation. When observing oneself, one should make sure one's judgments are as accurate as possible. One's established standards should not be so high that they cannot be achieved or so low that they are worthless. Perhaps most importantly, however, one should focus on self-rewards rather than self-punishments so as not to dwell on failures and thus overshadow one's victories.

1.2.2. The Construct of Perceived Efficacy

There are many factors that influence human actions. The knowledge and skills they possess will certainly play critical roles in what they choose to do and not do. Furthermore, the success or failure that people experience as they handle a great number of tasks throughout their life naturally influences many decisions they make. Bandura clarifies the condition as “people make causal contributions to their own psychological functioning through mechanisms of personal agency. Among the mechanisms of agency, none is more central or pervasive than people’s beliefs of personal self efficacy” (Bandura 1997b:2). Further, he states that, “to be an agent is to intentionally make things happen by one’s actions. Agency embodies the endowments, belief systems, self-regulatory capabilities and distributed structures and functions through which personal influence exercised, rather than residing as a discrete entity in a particular place (Bandura, 2001).

Self-efficacy provides a mechanism to explain individual behavior and may be defined as a person’s perceived capability to perform a behavior. *Self-efficacy* beliefs are, “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986:391). Self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment. Unless people believe that their actions can produce the outcomes they desire, they have little motivation to act or to persevere in the face of difficulties. Moreover, self efficacy beliefs affect nearly every aspect of human functioning in self-debilitating, pessimistic or optimistic ways. Thus, self-efficacy is also a critical determinant of self-regulation. A high level of personal self-efficacy is associated with a positive concept of self and appraisal of personal control. It arises through experiences of success and the anticipation of competent performance. A person with a positive self-efficacy expects to succeed in a task or activity and he will persevere in that until the task is completed. A person with low perception of self-efficacy anticipates failure and is less likely to attempt or persist in challenging activities. This individual has low self-esteem and an expectation of his or her incompetence or inability to control actions and outcomes.

Self-efficacy varies in terms of level, strength and generality (Bandura, 1982; O’Leary, 1985). Efficacious beliefs evolve from the individual’s perception of competence in performing a behavior; inefficacious beliefs result from failing to meet personal performance expectations. The willpower to persevere when met with obstacles is impacted by the person’s confidence in achieving a behavior. Dimension of level is related to individuals’ belief in what level of proficiency s/he feels efficacious and strength is about the belief how strong s/he feels in success. Generality, lastly, refers to the domains of functioning in which people judge themselves to be efficacious (O’Leary, 1985). Some experiences create situation-specific efficacy expectations, others develop a more general sense of self-efficacy (Bandura, 1977,1997a).

As a final remark, although perceived self-efficacy refers a separate concept different from other conceptions of self, such as self-concept, self-worth, and self-esteem, they have been used interchangeably as though they referred to the same concepts. Firstly, self-efficacy differ from other self beliefs in it refers to judgments of capacity; however self-esteem is judgments of self-worth. Gist & Mitchell explained this difference as:

“Self-esteem usually is considered to be a trait reflecting an individual’s characteristic affective evaluation of self (e.g., feelings of self-worth or self-liking). By contrast, self-efficacy is a judgment about task capability that is not inherently evaluative” (Gist & Mitchell, 1992:185).

A language learner may feel hopelessly inefficacious for a particular activity, such as apologizing or making excuses, and suffer no diminishment of self-esteem because that person has not invested self-worth in doing that activity well. On the other hand, high achievers may display a great deal of skill, and yet evaluate themselves negatively because they have set personal standards that are very difficult to meet. Learners may question their self-worth, despite being very competent, if important others do not value their accomplishments, if their skills cause harm to others, or if they are members of groups that are not valued by society (Bandura, 1997a). For example a skillful student rejects to speak to females. He is unlikely to feel pride for fluently answering questions from one of his female teachers. Therefore, individuals might feel highly efficacious in a task but take no pride in performing it.

Secondly, in continuing pursuits, perceived efficacy predicts personal goals set by individuals for their performance attainments, whereas self-esteem affects neither personal goals nor performance attainments (Mone et al. 1995)

1.3. STATEMENT OF THE PROBLEM

Perceived self-efficacy has been studied and proved to have a positive effect in educational contexts (Artistico et al., 2003; Bandura et al. 1996; Bandura et al., 2003; Bandura and Locke, 2003; Ellis, 2004). It plays a pivotal role in causal structures because it affects the courses of actions not only directly but also through its impact on cognitive, motivational, and affective determinants. Such beliefs influence whether people think productively, self-debilitatingly, pessimistically, or optimistically; how well they motivate themselves and persevere in the face of adversities; their vulnerability to stress and depression; and the life choices they make (Bandura, 1995, 1997a). Bandura (1989) theorized that individuals develop general expectations about cause and effect based upon their experiences. He also suggests that individuals develop specific beliefs regarding their own coping abilities within situation-specific constructs. Consequently, if these theories are applied to the study of learner's beliefs about learning specific tasks, one might predict that learners with high self efficacy in academic matters (or, as it is called, "academic efficacy") would demonstrate greater success. The apparent dynamic is that self efficacy beliefs are "not simply inert predictors of future behavior" but that those with more efficacious beliefs "make things happen". This makes sense intuitively and it is supported by research (Brookover et. al., 1978; Chapman et. al., 1989; Pintrich and DeGroot, 1990, Skinner, et. al., 1988; Zimmerman, et al, 1992).

The studies and conclusions provided put forth that high self-efficacy may contribute to academic success and conversely, low self-efficacy may result in academic failure. Although education studies have focused on self-efficacy, there has not been much study in the field of EFL self-efficacy including the sources of self-efficacy and the relationship between self-efficacy and EFL success.

1.4. PURPOSE AND SIGNIFICANCE OF THE STUDY

The first purpose of the study is to define EFL self-efficacy levels of the students at GUSFL. The questionnaire on English as a foreign language self-efficacy reveals a general self-efficacy score for each participant which provides their EFL self-efficacy levels. The information collected through the questionnaire is of high importance as it is used to determine the probable relationship between EFL self-efficacy and EFL success. Furthermore, any probable difference in EFL self-efficacy levels of three different EFL proficiency level group students has been investigated. Secondly the study aims to figure out the sources of self-efficacy in an EFL context. Bandura (1977) stated that the four major efficacy sources (mastery experiences, vicarious experiences, social persuasion and physiological factors) contribute to higher self efficacy to varying degrees, although mastery experiences are the most effective in building self-efficacy. In addition, various studies have been conducted on the basis of Bandura work which state that self-beliefs are critical to achievement (Artistico et al., 2003; Bandura et al. 1996; Bandura et al. 2003; Bandura and Locke, 2003; Ellis, 2004). Moreover, researchers such as Lent, Brown, and Larkin (1986) documented the vital role that self-efficacy plays in learning and achieving. Concurring with Pajares and Shunk (2002), Lent et al. (1986) suggest that self-efficacy expectations are strongly related to students' indices of academic performance behavior. In other words, self-efficacy contributes to the prediction of grades and students' persistence. On the basis of these studies exploring the sources of EFL self-efficacy and their relative contribution the overall EFL self efficacy will enable researchers to discover ways to emphasize and support the sources that are more contributing in general EFL self-efficacy; therefore high self-efficacy appends achievement in language learning. These studies, which explore the sources of EFL self-efficacy and their contribution to overall EFL self-efficacy, provide a basis for further research. It is hoped that these studies will enable researchers to discover new ways to bolster those sources which affect general EFL self-efficacy best, as high self-efficacy appends achievement in language learning.

The third major purpose of the study is to determine the relative contributions of these sources to EFL success. Still, the effects of some demographic variables to self-

efficacy are included in the study. These variables are; age, gender and schooling background.

1.5. STATEMENT OF RESEARCH QUESTIONS AND HYPOTHESIS

1.5.1. Research Questions

Research Question # 1 What are the EFL self-efficacy levels (as determined by English as a Foreign Language Self-Efficacy Scale (EFL-SES) which is adopted from Aliegro, 2006) of the students at GUSFL?

1a. Are the EFL self-efficacy levels of three EFL proficiency level groups (namely pre-intermediate, intermediate, and upper-intermediate) different?

Research Question # 2 Is there a relationship between GUSFL students' reported EFL self-efficacy levels and their EFL end-of-the-year grades (as measured by the GPA of the students at the end of the year)?

Research Question # 3 Is there a relationship between GUSFL students' reported EFL self-efficacy levels and demographic variables (as determined by a background information part in SEFL-SEQ)?

3a. Is there a relationship between students' EFL self-efficacy levels and their age?

3b. Is there a relationship between students' EFL self-efficacy levels and their gender?

3c. Is there a relationship between students' EFL self-efficacy levels and their schooling background?

Research Question # 4 What are the relative contributions of sources of EFL self-efficacy (as measured by Sources of English as a Foreign Language Self-Efficacy Scale (SEFL-SES) adopted from Özyürek, 2005) to EFL end-of-the-year grades?

Research Question # 5 Is there a relationship between EFL self-efficacy sources of GUSFL students and their demographic variables?

5a. Is there a relationship between students' reported EFL self-efficacy sources and their age?

5b. Is there a relationship between students' reported EFL self-efficacy sources and their gender?

5c. Is there a relationship between students' reported EFL self-efficacy sources and their schooling background?

1.5.2. Hypothesis

Hypothesis for Research Question # 1 The students at GUSFL see themselves as efficacious in EFL (self-efficacy levels are determined by English as a Foreign Language Self-Efficacy Scale (EFL-SES) which is adopted from Aliegro, 2006).

1a. The EFL self-efficacy levels of three EFL proficiency level groups (namely pre-intermediate, intermediate, and upper-intermediate) are not different.

Hypothesis for Research Question # 2 There is not a relationship between GUSFL students' reported EFL self-efficacy levels and their EFL end-of-the-year grades (as measured by the GPA of the students at the end of the year).

Hypothesis for Research Question # 3 There is not a relationship between GUSFL students' reported EFL self-efficacy levels and demographic variables (as determined by a background information part in SEFL-SEQ).

3a. There is not a relationship between students' of EFL self-efficacy levels and their age.

3b. There is not a relationship between students' of EFL self-efficacy levels and their gender.

3c. There is not a relationship between students' of EFL self-efficacy levels and their schooling background.

Hypothesis for Research Question # 4 The relative contributions of sources of EFL self-efficacy (as measured by Sources of English as a Foreign Language Self-Efficacy Scale (SEFL-SES) adopted from Özyürek, 2005) to EFL end-of-the-year grades are not the same.

Hypothesis for Research Question # 5 There is not a relationship between EFL self-efficacy sources of GUSFL students and their demographic variables.

5a. There is not a relationship between students' reported EFL self-efficacy sources and their age.

5b. There is not a relationship between students' reported EFL self-efficacy sources and their gender.

5c. There is not a relationship between students' reported EFL self-efficacy sources and their schooling background.

1.6. ASSUMPTIONS OF THE STUDY

Assumption # 1 The sample participating in the study is assumed to reflect the population that is the whole body of students at University of Gaziantep School of Foreign Languages (GUSFL). The assumption is based on the fact that the selection of the sample was made through cluster random sampling to assure that the sample represents the whole population.

Assumption # 2 English language proficiency levels of the students taking part in the study were determined by a proficiency test administered at the beginning of the academic year. This standard proficiency test is assumed to be valid and reliable.

Assumption # 3 All the participants were informed about the nature of the study. They were asked to answer the questionnaires anonymously and voluntarily. Furthermore, they were reassured that the results coming out of the questionnaires had nothing to do with their grades. On the basis of these facts, it is assumed that the participants answered all the questionnaires in a sincere and serious way.

Assumption # 3 The instruments employed in this study (the EFL-SEQ and the SEFL-SEQ) were modified from Aliegro (2006) and Özyürek (2005), respective. Although they have gone through a detailed modification procedure, as they were not originally constructed to evaluate English as a foreign language self-efficacy it is assumed that the instruments are valid to assess self-efficacy of English learners.

1.7. LIMITATIONS OF THE STUDY

This study has two marked limitations. First of all, the results cannot be generalized as a cluster sampling method of the participants was employed. Second, a perfectly efficient scale to evaluate self-efficacy has not been developed yet.

First, it is not possible to generalize the results of the survey to all Turkish EFL learners since the study has been conducted with a sampling of learners from the student population. However, the results could be enlightening for other learners with similar characteristics and who are in similar environment. That is, those relating in some way to this particular group of students at the University of Gaziantep where the medium of education is English, and almost all the participants are students of natural sciences (namely, students of the Faculty of Engineering and Medicine) whose ages vary from 17 to 25 with the average being 19.7. Therefore, although the sample size was adequate, it was not possible to select participants randomly from the population of almost 1300 students.

Second, self efficacy studies in EFL have been growing gradually, although there have been some problems. As Mills (2004) stated, the major problem in EFL self efficacy studies is the need for valid and reliable the instruments. The EFL-SEQ and the SEFL-SEQ were employed in this study and they revealed outstanding reliability coefficients ($r = .96$, $r = .86$; respectively). The instrument to study the informative sources of self-efficacy was adopted form (Özyürek, 2005) in which he studied sources of math related self-efficacy. Although the questionnaire went through a detailed adaptation procedure, having an instrument specifically designed for evaluation of EFL self-efficacy sources might have indicated different results.

1.8. DEFINITION OF THE TERMS AND ABBREVIATIONS

While reading the study the researcher defined terms with which it was important to be acquainted. The key terms are defined briefly to support reviewers understanding the study better.

Mastery Experience: Mastery experience can be defined as the interpreted effect of performance completed purposively (Bandura, 1994).

Physiological Factors: Physiological factors refer to physical reactions, such as anxiety, stress, arousal, and fatigue.

Self-efficacy: Self-efficacy is individuals' views about their competence to construct selected stages of performance that exercise authority over events that affect their lives (Bandura, 1994).

Social Cognitive Theory (referred as SCT): A theory to explain how people acquire and maintain certain behavioral patterns, while also providing the basis for intervention strategies (Bandura, 1997a).

Verbal Persuasion: Verbal persuasions are created when an individual makes the decision to listen to the messages that others put across to the individual (Bandura, 1994).

Vicarious Experiences: Vicarious experiences are observing peers, or peer models, especially those with similar capabilities, perform target performances, which results in evaluative information about one's personal capabilities (Bandura, 1997a).

EFL-SEQ: English as a Foreign Language Self-Efficacy Questionnaire

SEFL-SEQ: Sources of English as a Foreign Language Self-Efficacy Questionnaire

SCT: Social Cognitive Theory

CHAPTER TWO

LITERATURE REVIEW

2.1. PRESENTATION

This chapter investigates self-efficacy, the importance of self-efficacy in foreign language classroom, and the informative sources of foreign language related self-efficacy. The theory of *self-efficacy* has been studied in many fields including: different phobias and their treatment (Bandura et al. 1977; Bandura et al. 1982), depression (Akin, 2008), interpersonal relationships (Kanfer and Zeiss, 1983), career choice (Betz and Hackett, 1986), career planning (Lent et al. 1984), social support (Holahan and Holahan, 1987), and athletic performance (Feltz and Lirgg, 1998). Having strong theoretical foundations, self efficacy has inspired numerous researchers in various fields. Therefore, the concept has been used a great deal in academic studies.

The chapter describes the literature about self-efficacy and the informative sources of self-efficacy in foreign language learning. Moreover, it investigates the relationship between self-efficacy and certain demographic variables such as, age, gender and schooling background.

2.2. SELF EFFICACY

Self efficacy “refers to the beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997b, p. 3). Since the introduction of self-efficacy perceptions by Bandura (1977), there have been numerous research projects completed in areas that demonstrate self-efficacy such as motivation, performance, and efficacy judgments in human behavior (Bandura, 1997b). Some examples in the research include: performance in sports, political participation,

smoking, academic achievement, teaching, and adherence to exercise and diet programs (Bandura, 1997b). Although these were important areas of research, researchers have found there is also a connection between student achievement and self-efficacy beliefs (Goddard et al., 2004). Based on decades of research, findings have confirmed that students' self-efficacy beliefs influence his/her academic attainments and mediate the effect of skills or other self-beliefs concerning the attainment of success in language learning (Bandura, 1997a; Pajares, 1997). Bandura (1994) defines self-efficacy as the following:

“Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes”. (p. 71)

Bandura (1997a) viewed self-efficacy expectations as varying along three dimensions: *magnitude, strength, and generality*. Magnitude refers to the increasing difficulty or threat within which an individual believes himself capable of performing. For example, a student who is getting ready for a presentation may believe that he can be successful in the given task under conditions in which he feels relaxed and in which learners around him are supportive. On the other hand, he may doubt his ability to complete the task under conditions of higher stress and when his peers are not supportive. Strength is a person's determination concerning his or her perceived ability to complete the task. Two students, for example, may believe that they are capable of delivering a presentation before the class, but one may hold this belief with more confidence than the other. Generality of self-efficacy expectations refers to the extent to which successes or failures influence an individual's self-efficacy beliefs in both limited (task specific), or general, (including other similar tasks), ways.

It is typically assumed that a collection of beliefs helps to determine the outcome an individual expects. Individuals who have high self-efficacy beliefs anticipate better personal accomplishments and outcomes. In general terms “self efficacy beliefs provide foundation for human motivation, well being, and personal accomplishment” (Pajares,

2002). This is mostly because individuals have little encouragement to take actions when they don't believe that their actions can produce the desired results. In addition to affecting outcomes, self-efficacy beliefs also mediate the procedure the students choose to achieve the desired results. .

“Expectations of personal efficacy determine whether coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences (Bandura, 1977).”

In Bandura's theory of self-efficacy, people have different efficacy beliefs towards certain situations. People with high self efficacy and low self efficacy display differences in their approach towards tasks such as; goal setting, sustaining effort, and their attitudes towards failures and successes. All of these factors are scrutinized in the theory.

The relationship between self-efficacy and the level of successful outcomes has been studied and it has been found that self-efficacy predicts performance. Stajkovic and Luthans (1998) studied self-efficacy and performance. They first identified 114 studies that had a structure in which a task performance view of self-efficacy was employed. They then analyzed the data on 21,616 subjects in those studies using a meta-analysis method and concluded that improved self-efficacy anticipates successful performance of tasks. One noteworthy field in which self-efficacy has been studied is business administration. In this area, Baun and Locke (2004) studied more than two hundred entrepreneurs over a period of six years and drew some conclusions.

Goals, vision, and gains in self-efficacy were the explanatory factors for new ventures which were more successful and had grown over time. With this evidence of the importance of self-efficacy in general, its role in sustaining intention, its conceptual alignment, and its predictive power on performance in the business world, including a relationship between founder self-efficacy and start-up success (Baun and Locke, 2004).

Music, a good example of performance art, is another field in which, for the performer, belief in individual's ability is of great value in his performance. Ritchie and Williamon (2007) developed scales to measure general musical self-efficacy, which is self-efficacy specifically related to musical learning and performing. Along with these questionnaires, they studied various musical skills and characteristics. Their

questionnaires found positive correlations with 6 of the skills and attributes ($p < 0,01$ and $p < 0,05$).

2.2.1. Informative Sources of Self-Efficacy

Individuals' belief about their personal efficacy constitute a major aspect of their self-knowledge. According to Bandura (1997: 79) "self-efficacy beliefs are constructed from four principal sources of information. They are; *mastery experiences*, *vicarious experiences*, *social persuasion* and *physiological factors*. These four sources are equally important in studying self-efficacy.

2.2.1.1. Mastery experiences

The strongest efficacy belief is reached through *mastery experiences*. Mastery experiences are "the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed" (Bandura, 1997a, p. 80). They have been researched as the most influential source of self-efficacy (Bandura, 1986). Mastery experience, which can simply be defined as success, raises self-efficacy beliefs, while failures undermine them (Bandura, 1997a). As individuals determine the effects that their actions will have on performance, their interpretation of said actions likewise determines how they create their own self-efficacy beliefs. Prior achievements and successes strengthen efficacy beliefs while failures have a weakening effect. The effect of failures may reach a deleterious level unless a sense of efficacy is strongly established. Mastery experiences are thus those instances in which individuals actually perform the act under question. When learners try to perform a task in the classroom, they gain both perspective and source material for the formation and development of their efficacy beliefs. As such, efficacy beliefs are formed based on the degree of success or failure one feels in each of these direct experiences.

Language learners who do well in a particular language skill will most probably be more motivated to participate in future activities and tasks in that skill. Bandura (1994) stated that student's mastery experiences have important consequences for the

self-enhancement form of academic achievement. This, in turn, shows that teaching methods should focus on raising the language learners' confidence and feelings in order to better develop student self-efficacy in an academic environment. Helping students to believe they are competent will not only improve their academic ability, but will improve their overall beliefs about themselves. In a study completed by Pajares and Miller (1994), mathematics self-efficacy had stronger and more direct effects on mathematics problem solving than the self-concept, perceived usefulness, or the student's prior experience with completing the mathematics problems. In addition, Pajares and Johnson (1996) studied the influence of writing self-efficacy, writing self-concept, and writing apprehension on high school students' essay writing; and they found that student self-efficacy perceptions directly affected their performance on writing. A similar study was completed with grades three through eight; Pajares and Valiante (2001) and Pajares et al. (1999) reported comparable relationships and effects.

2.2.1.2. Vicarious experiences

Vicarious experiences, the second source of efficacy beliefs, are those in which individuals observe others and use these observations as a source of information in the beliefs that are formed about the self (Bandura, 1997a). If individuals observe others who are similar to them achieve their goals by sustained effort, they will believe that they also have the capacity to succeed in similar activities. The power of vicarious experiences is dependent upon the similarity of the observed model actions to the observer (Bandura, 1997a). This type of source allows a way of creating and strengthening or weakening an individual's self-beliefs of efficacy. When a model with which the observer relates performs well, the efficacy beliefs of the observer are most likely improved (Goddard et al., 2004). On the other hand, when the model performs poorly, the efficacy beliefs of the observer tend to diminish (Goddard et al., 2004). Vicarious learning uses four processes which govern learning (Goddard et al., 2004). They are attention, attractive models, retention, and motivation. **Attention** depends on how relevant the educational goal is to the learner. If the action is shown to be neither functional nor valuable to others, then the action will be ignored (Goddard et al., 2004). **Attractive models** are models that can be either living or symbolic of something.

Retention deals with being able to preserve the learned information (Goddard et al., 2004). People often observe things, but unless there is meaning to the observation, the lesson will not be retained. That is, in order to help retain the information for later use (Bandura, 1994), there must be rehearsal mentally and physically. **Motivation**, the last process, has highly significant meaning. If there are rewards or even punishments, learners are easily got motivated to learn. Rewarding is always effective in enhancing motivation to complete a specific task or to get more production from the student (Bandura, 1994).

Bandura (1994) claimed that vicarious experiences can also be stated as modelling. If the learner feels confident about the task, then his/her self-efficacy will be raised because modelling may reveal a better technique for task completion (Bandura, 1994). Models who are competent in completing the task allow others to learn from their competency. By modelling the behaviour or task, the example teaches those who observe; the process allows the observers to learn from the performance (Bandura, 1994). However, in the study completed by Bandura (1994) not everyone knew that a model was being used. However, when people see others fail at the task, their self-efficacy will decrease (Bandura, 1994). The best way for one to benefit from modelling is for one to imagine that he/she is in the other person's shoes and sees oneself as similar to the model. Vicarious experiences can be very powerful influences when a person is not sure of his/her abilities (Bandura, 1994).

2.2.1.3. Verbal persuasions

The third source of efficacy beliefs is *verbal persuasions*. If individuals are persuaded verbally that they have the capabilities to master a certain activity, they tend to make a consistent effort to master it. "Verbal persuasion alone may be limited in its power to create enduring increases in perceived efficacy, but it can bolster self-change if the positive appraisal is within realistic bounds" (Bandura, 1997a: p. 101). If individuals' unrealistic beliefs of personal capabilities are raised, it may result in failures that will undermine the individuals beliefs in their capabilities. Verbal persuasions are created when an individual makes the decision to listen to the messages that others put across to the individual (Bandura, 1994). Those persuasions can be positive or negative

persuasions. The verbal persuasions can involve several aspects of input from others. However, the potency of persuasion often depends on the trustworthiness, credibility, and expertise of the persuader (Bandura, 1986).

Verbal persuasion is simply another way of strengthening a learner's confidence that he/she has the competence to set and accomplish goals. Verbal persuasions can include the developmental student's exposure to other individuals' opinions or judgments and how said developmental student uses those verbal persuasions. These opinions can influence individuals in a negative or positive way (Bandura, 1994). Although one might think that it may be easier to strengthen self-efficacy through positive events, this is not true. It is much easier to weaken self-efficacy beliefs through negative appraisals (Bandura, 1994). Therefore, negative influences have a greater affect on learners' self-efficacy than positive ones. Therefore, verbal persuasions have significant influence on students' self-efficacy.

2.2.1.4. Physiological factors

The last source of self-efficacy beliefs is *physiological factors*. The human body can inform its owner of emotions that may not be evident on the surface (Bandura, 1997). The physical reactions such as anxiety, stress, arousal, and fatigue are important, along with emotional reactions; but how they are perceived and interpreted are very significant for this source of self-efficacy (Goddard et al., 2004). Language learners often have physical reactions to anticipated events. Many students presenting a speech in English testify to sweaty palms and nervous vocal reactions. These physiological indicators can inform the learner about his/her physiological state and self-efficacy. These indicators can be grouped under three categories (Pajares, 2002b). *Somatic indicators* include sweating and tension shakes. Physiological examples include fatigue, shortened wind, aches, and pains (Bandura, 1994). As one can see, the physiological sources are an important piece of self-efficacy theories. The sources of self-efficacy are very well understood when the physiological piece is explained and understood in the context of how it fits with the sources (Pajares, 2002b).

2.2. SELF-EFFICACY IN ACADEMIC SETTINGS

The psychological aspects of learners had been studied extensively up until almost a decade ago; however the concept of self-efficacy seems to have been ignored in these studies. In 1977, Albert Bandura categorized a new belief system. According to Bandura:

“individuals create and develop self-perceptions of their own capabilities – or their ability to assess what they can do and why - which becomes instrumental to the goals they pursue and to the control they are able to exercise over their environments” (1977).

He defined this aspect as “perceived self-efficacy”. Perceived self-efficacy promotes or impedes determination in completion of given task. As Aliegro suggested:

“when people have a strong sense of self-efficacy, they approach tasks that are considered difficult as challenges that can be mastered, rather than as threats that should be avoided. If they face any failure, they believe this is because they lack information or skills that they can master later” (2006, p. 16).

In brief, self-efficacy ensures individuals that they have control over the situations or tasks with which they are faced (Artistico et al., 2003; Betz, 2004). Bandura (1986) put forth that individuals’ beliefs about their capacities to perform certain tasks are related to their progress and mastery in that specific task. He suggested that individuals’ perceived efficiency actually determines their success. Various studies have been conducted on the basis of Bandura’s seminal work stating that self-beliefs are critical to achievement (Artistico et al., 2003; Bandura, 1996; Bandura et al., 2003; Bandura and Locke, 2003; Ellis, 2004). Researchers such as Lent et al. (1986) revealed that self efficacy plays a fundamental role in the process of learning and achieving. They suggested that “self-efficacy expectations are strongly related to students’ indices of academic performance behavior”. In other words, self-efficacy contributes to the prediction of grades and students’ persistence. Similarly, these researchers assert that low self-efficacy may relate to academic problems, such as poor grades and inefficient study habits. However, this relationship has not been explored sufficiently.

Aliegro (2006) studied self-assessment in relation to self-efficacy. The major purpose of his study was to investigate the influence of a continuous self-assessment component on the self-efficacy of undergraduate students studying Spanish as a foreign language. His results suggested that Spanish undergraduate students’ self-efficacy

seemed to be significantly higher with continuous self-assessment than without it. Moreover, he found that self-assessment scores significantly correlate with self-efficacy levels. This means that when students rated themselves as learning and knowing more during the course, their self-efficacy scores proportionately increased as well. In the same way, Zimmerman et al. (1992) studied the role of students' self-efficacy beliefs and academic goals in self-motivated attainment (e.g., deciding what skills and goals one needs to attain success without an outside influence). They found that "academic attainment was regulated through one's self-motivation". In addition, they suggested that learners' perceived efficacy to achieve motivated them to perform better academically in both direct and indirect ways through personal goal setting. Personal goal setting includes the goals learners set for themselves, goals that are influenced by their self-beliefs, and goals their parents set for them.

Multon et al. (1991), reviewed 39 educational studies, and found that self-efficacy beliefs were positively related to student persistence and academic performance across a variety of subject areas, experimental designs, and grade level. Bandura (1997a) also found that self-efficacious students share similar characteristics: They participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities. This led Bandura (1997a) to conclude that it is one thing for an individual to possess the necessary knowledge and skills to perform a task and quite another to embody the self-beliefs in continuing with the task at hand while facing obstacles.

The effects of goal setting on self-efficacy have been researched in several studies. Bandura and Schunk (1981, cited in Bandura, 1997a) found that during subtraction instruction, providing children with a proximal goal heightened self-efficacy. Self-efficacy and goal setting, in combination, promote greater academic achievement (Pajares & Schunk, 2001). Similar results were found among young learners. Bandura et al. (2001) analyzed the psychological influences through which self-efficacy beliefs affect academic achievement in children. They found that children's self-efficacy beliefs, related to their ability to learn as well as to their social skills, contributed to their academic achievement.

Social self-efficacy, or one's beliefs in one's ability to perform well in social situations, was also related to the parents' sense of academic performance of their children and their aspirations for them. It also has a positive relationship with children's prosocial behavior which is, according to Siegler (2006), voluntary behavior intended to benefit another, such as helping, sharing, and comforting others.

Bong (1997) studied high school students' self-efficacy and their success. He concluded that self-efficacy judgments improve the success in a given task. The generality of academic self-efficacy depended in part on the perceived similarity that students found in the tasks. Students will generalize their sense of achievement in a task when they encounter a similar task in the future. In this case, as students' perceptions of similarity between the instructional challenges increased, so did their academic self-efficacy. For example, students who performed well on simple oral language tasks transferred those feelings of success when approaching subsequent more complex oral language tasks. Therefore, he suggested that the perception of one's capability to carry out a task influences the way the task is carried out and the desire to persist in such a task.

Aliegro (2006, p. 18) argued that "self-efficacy is a process in which students' sense of ability to perform a task influences their success, which in turn contributes to increased effort and persistence". He illustrated this cycle of inter-relations as shown in figure 2.1.

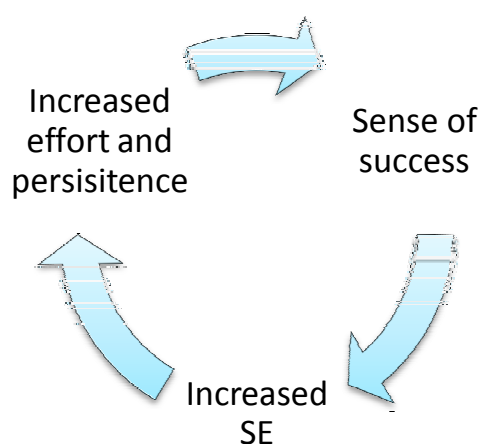


Figure 2.1. Self-efficacy, effort and persistence, and success (Aliegro,2006:18)

More recently, Bassi et al (2007) investigated learning activities and the associated quality of experience of students with different levels of perceived academic self-efficacy. Two groups were formed out of 130 Italian adolescents (age 15–19), one with high and one with low academic self-efficacy beliefs (31 and 32 participants, respectively). Students provided an assessment of academic pursuits and aspirations, and were monitored for one week by an experience sampling method. Attention was paid to the association of learning activities with optimal experience, characterized by high perceived environmental challenges matched with high personal skills, involvement, concentration, and intrinsic reward. High self-efficacy students reported higher academic aspirations and pursuits than low self-efficacy students. They also spent more time on homework and primarily associated learning activities with optimal experience. These results have educational implications in fostering motivation and enjoyment in learning. They also provide empirical support for the combination of self-efficacy beliefs and quality of experience in motivational research.

2.2. SELF-EFFICACY AND OTHER FACTORS

2.2.1. Self-Efficacy and Age

The study of age in language learning related research came into focus with Eric Lenneberg's formulation of the *Critical period hypothesis (CPH)* in SLA (1967). Lenneberg's CPH argues that "automatic acquisition from mere exposure to a given language seems to disappear after puberty, and foreign languages have to be taught and learned through a conscious and labored effort (Lenneberg, 1967, p. 176). Following his overarching hypothesis, most of the early research and studies of age and second language learning and acquisition were conducted to either support or defy CPH (Snow and Hoefnagel-Hoehle, 1978; Long, 1990). More recent studies of age and second language learning and acquisition, however, have turned in another direction and have focused on non-native speakers' abilities to reach native-like proficiency (Ioup et al, 1994; Niolov, M. I., 2000; Gregg, 2003).

Although the relationship between self-efficacy and age has not been clearly stated, there are some studies evaluating individual characteristics related to self-efficacy varying with age (Kahng and Dunkle, 2005; Davis et al, 2007). Oxford and Ehrman (1995) have asserted that the type of strategies employed in language learning episodes is an age-associated process (e.g., older learners are likely to think more abstractly and grammatically, while younger learners often exploit the communicative strategies essential in daily interactions). Davis et al. (2007) studied self-efficacy in relation to age groups. They studied relationships among age group, prior experience, and self-efficacy with blogging within graduate students at a major Southeastern university. Their major finding was that there is an inverse relationship between age group and self-efficacy toward blogging, and that there is a positive relationship between prior-experience and self-efficacy toward blogging. Different from Davis et al., Khang and Dunkle studied predictive factors of self-efficacy in different age groups (2005). Although they stated that it is not clear what contributes to self efficacy for older and younger individuals, they concluded that certain predictive factors such as income and agency environment would be more critical to youngsters. They further argued that by identifying predictive factors of self-efficacy and age differences, age sensitive practices and policies could be developed (Khang and Dunkle, 2005).

On the other hand, some other researchers studying self-efficacy and age revealed no significant relationship between self-efficacy and the age of individuals (Gerçek et al., 2006). In their study, although they did not find a statistically significant difference between age groups' self-efficacy levels, they found that there is a meaningful difference between the different grades. Their interpretation over this was that the experience in each grade was of high value for their teaching self-efficacy, but not their age. Similarly, Jenks (2004) studied the effects of age, sex, and language proficiency on the self-efficacy of English language learners. He found out that there is a significant association between self-efficacy and language proficiency, but not for age and sex.

2.2.2. Self-Efficacy and Gender

Researchers, especially in psychology, who have been interested in the relationship of gender with behavior and cognition, have found significant sex-related

differences in social behavior, cognitive activity, and general verbal ability (Bacon & Finnemann, 1992). Yet, in the field of second and foreign language acquisition, a comparatively small number of studies report findings in relation to these variables. Siebert (2003), for example, studied gender with 156 learners of English (64 female, 95 male) at a higher education institution in the US. In his descriptive statistics, he found some significant differences in beliefs among males and females in relation to language learning and use of strategies. For example, male students are more confident that they will learn English in 1-2 or 3-5 years' time if they study 1 hour daily; on the other hand, female students are in the belief that it will take them 5-10 years.

Some researchers argued that there is a significant correlation between self-efficacy and gender (d'Ailly, 2002; Bong, 1997, 1999). However, other researchers who have studied gender and self-efficacy report that the two factors are either unrelated or only moderately associated (Hackett et al., 1992). Fitzpatrick (1999) explored peer assessment and self-efficacy in a counseling practicum. The results indicated that significant gender differences were evident. Females showed lower self-efficacy in their counseling abilities and skills. These results suggest that women have the perception that a higher level of competency must be demonstrated to reach a particular level of success. Bong (1999) studied academic self-efficacy in groups of students with different personal characteristics using a sample drawn from a previous study (Bong, 1997). In this study, the male participants demonstrated stronger self-efficacy across academic domains than the females. Yet, females more easily distinguished between their verbal and math self-efficacy. Some research has shown that, although sex can affect self-efficacy, the influence of this variable is reduced when gender orientation beliefs are controlled.

Pajares and Valiante (2001) studied whether gender differences in the writing motivation and achievement of 497 middle school students are a function of sex-stereotypic beliefs rather than of sex. That is, the perception that some tasks or activities are perceived to be masculine or feminine and, therefore, preferred by men or women. In this study, girls reported stronger writing self-efficacy. Gender orientation beliefs were addressed by asking students to report how strongly they identified with characteristics that are stereotypically associated with men or women (i.e., being

perceived as masculine or feminine in American society). The process of writing is associated with a feminine orientation because writing is seen by young students as a female domain. Thus, a feminine orientation is often associated with beliefs related to success in writing. All sex differences favoring girls in writing, motivation and achievement were rendered non-significant when feminine orientation beliefs were controlled (Pajares and Valiante, 2001). In the same way, Valiante (2001) argued that girls typically report greater writing self-efficacy than boys, but this difference is invalidated when gender orientation beliefs are controlled. That is, stereotypic beliefs about gender (boys are better at some endeavors/subjects than girls) were canceled out, asking the subjects to identify their perceptions about stereotypical male and female-perceived subjects. Consistent with previous findings, sex differences in writing self-efficacy were rendered insignificant when sex orientation beliefs were controlled. These results strengthen the contention that sex differences in writing self-efficacy are a function of gender orientation beliefs rather than biological gender.

Pajares (2002a) also provides further evidence that differences in self-efficacy are a function of gender orientation beliefs rather than of biological sex. In this study, self-efficacy favored girls, but these differences were again rendered insignificant when gender orientation beliefs were controlled. The findings support the contention of some researchers who assert that sex differences in self-efficacy may be a function of the stereotypical beliefs that students hold about sex. Thus, it seems important to discuss Pajares' (2002a) contribution within the study of self-efficacy and sex in academic settings.

Pajares (2002a) asserts that sex differences in student's academic self-efficacy are reported often in the literature of self-efficacy. However, he adds that sex differences may arise as a function of home, cultural, educational and mass media influences. Based on the literature review summarized above, prior research related to the influence of sex on self-efficacy is inconclusive and somewhat contradictory (d'Ailly, 2002; Bong, 1997, 1999). The construct itself is also a complicated one in that gender identification may be a more valid research variable than biological sex, in some instances.

Also in Turkey, Duman (2007) investigated the relationship between self-efficacy beliefs of students about English and their English performance with respect to

gender. Self-efficacy belief effects English performance for both males and females. The outcomes indicated that, for English performance, female students' self efficacy beliefs are more effective than male students'.

2.2.3 Self-Efficacy and Schooling Background

One of the demographics observed in this study is the type of high school and its relation with self-efficacy. Although there are not many studies dealing directly with school type and self-efficacy, Anderson et al. (2005) studied school type and some variables, namely locus of control, motivation, and academic achievement in three different types of schools. The strengths of their instrument (multidimensional locus of control instrument, I-SEE) are that it incorporates the construct of self-efficacy and that it is embedded in a model of personality and action based on field-theoretical conceptions. There were statistically significant differences between schools for motivation and achievement and also a mediating effect between locus of control and school type. Furthermore, moderate levels of locus of control and self-efficacy appear to be more adaptive than either extremely high or low levels.

Gerçek et al. (2006) studied the self-efficacy beliefs of BA students at the Biology Teaching Department, factoring in demographics such as gender, age, grade and high school type. According to their findings, the high school the students graduated from does not have a statistically significant effect on their self-efficacy beliefs. Similarly, the research showed there is no significant difference in teaching self-efficacy beliefs and self-efficacy in using English among the teacher candidates as relates to the type of high school from which they graduated.

Büyükduman (2006) conducted a study with teacher candidates to determine whether there was a meaningful relationship between teaching self-efficacy and self-efficacy in using English as a foreign language. In addition, the teaching self-efficacy and English self-efficacy of English language teacher candidates were researched to determine whether the type of high school they graduated from had an effect on their efficacy beliefs. The findings indicated that there is no meaningful relationship between teaching self-efficacy and self-efficacy in using English as a foreign language.

Similarly, the research showed there is no significant difference among the teacher candidates in terms of the type of high school from which they graduated concerning teaching self-efficacy beliefs and self-efficacy beliefs in using English as a foreign language.

2.3. SELF-EFFICACY IN FOREIGN LANGUAGE LEARNING

Self-efficacy is a psychological construct which is defined as a general, overall belief of self-competence related to the mastery of a particular task or activity (Bandura, 2002; Bandura and Schunk, 1981; Pajares, 1996). Increased self-efficacy has been found to positively affect a person's choice of task, the effort they put into completing a task and their persistence until mastery of the task (Artistico et al., 2003; Bandura, 1984, 2002; Bandura and Schunk, 1981; Pajares, 1996). A person will likely get closer toward challenging tasks, put greater effort into achieving goals, and maintain performance for longer periods of time when self-efficacy is greater.

Another aspect studied in relation to self-efficacy was *locus of control*. This concept was developed by Julian B. Rotter in 1954 as an important aspect of personality. It is defined as a person's belief about what causes the good or bad results in his or her life. People with a strong internal locus of control believe that the responsibility for whether or not they succeed ultimately lies with themselves. People with high self-efficacy generally have better locus of control than others. "One of the major predictors of increased self-efficacy is having a strong internal locus of control" (Aliegro, 2006). Individual's holding the perception that consequences and outcomes are determined by oneself and one's personal effort rather than by external influences is directly of high value for self-efficacy. In this regard, in foreign language classrooms, as Aliegro (2006: 20) illustrated,

"this would include beliefs held by the learner such as a sense that it is their effort, work and energy that influences their learning rather than the teacher's "liking them" or some other external force".

If language learners are inclined to accomplish classroom tasks according to relative levels of self-efficacy, classroom performance (i.e., grades, peer assessments, and language development) would ostensibly appear to be partially contingent upon the

perceptual confidence of language learners. Ehrman et al. (2003, pp. 321-323) state, “highly motivated, successful learners...possess self-efficacy” and “L2 performance anxiety...is often highly related to motivation”. In the Horwitz et al. (1986) study, the difficulties in verifying this affective variable-foreign language achievement link was acknowledged, but the self-perception reports did indicate that students with high (or higher) levels of anxiety would be less inclined to perform particular academic tasks. In effect, there is a parallel between how language learners with various degrees of self-efficacy select only the tasks that they feel most confident in completing.

By applying Bandura’s (1986) theoretical framework of social-psychology, Hackett (1995) determined that the self-efficacies of students are in fact a significant source of variability in language attainment (approximately 300 participants demonstrated that their success or failure in linguistic tasks were influenced by their responses on a self-efficacy measuring model). Pappamihel (2002) studied self-efficacy in EFL and revealed that language learners’ willingness to communicate was associated with their respective self-efficacy levels. Again, this fastidious selectivity underscores the pedagogical effects of anxiety (and self-efficacy), and the subsequent successful completion (or attempt) of *all* required academic tasks (Horwitz 1991). Failure to complete or undertake compulsory tasks, as illuminated in Gardner et al. (1976), may result in a diminishing oral development and a propensity to harbor negative perceptions of language success.

In sum, two notions of self-efficacy have been established. The first notion attempts to bridge anxiety, its relation to self-efficacy and language success. The second notion provides a stronger argument for self-efficacy by specifically affecting language success. In order to avoid the complexities and ambiguities involved in establishing an anxiety-self-efficacy link, only the stronger argument will be applied to any subsequent claims regarding language success. In both cases, however, the pedagogical implications of accounting for affective influences are a common ground. That is to say, language learners possess distinct characteristics that must be socially and academically adaptable to the language classroom.

As scrutinized above, learners’ beliefs in their capabilities to master a foreign language affect their aspirations, their level of interest in the subject, and ultimately their

academic accomplishments. Bandura (1994) emphasizes the fact that classroom structure affects the development of self-efficacy because of the importance placed on social comparisons versus self-comparisons. For example, learners may find themselves in a situation where they are constantly compared to their peers as regards grades and performance, but are without specific feedback concerning specific tasks and how they completed them or any chances for self reflection. This circumstance may lead to a reduced internal locus of control and therefore lower self-efficacy. According to Bandura's (1997) theory, individuals are viewed as proactive and self reflective beings, not simply reactive individuals. The creation of discrete, specific tasks that give students the opportunity to evaluate their confidence in completing said tasks in the classroom have been shown to promote self-efficacy (Multon et al., 1991) and self-perceived competence (Pajares, 1996) and are highly important in the classroom. It is hypothesized, then, that learners would be more willing to engage in activities that they enjoy and that do not arouse extreme anxiety. Creating tasks that help learners improve their level of proficiency, and that encourage social situations where they interact with and watch effective performances of peers could lead them to perform well using situation-and-domain specific competences gained during instruction. Students could gain from different sources of self-efficacy, such as first-hand experience successfully completing tasks at their level of proficiency, learning from their peers performing well at the same level, and receiving acknowledgement for their achievements from the instructor without adding undue anxiety to the experience. In this case, self-efficacy-friendly tasks could provide students with a cognitively rich learning environment that is high in both motivation and real-world tasks that prepare them to perform outside the classroom (Pajares & Graham, 1999).

Even though research is available on self-efficacy in the fields of first language reading and writing, very little research has been carried out in the field of foreign languages (Cheng, 2002). The research that exists shows that students' academic behaviors and performance seem to be directly influenced by their self-perceptions and their beliefs about their academic potential (Pajares and Schunk, 2002). However, even though authors such as Dörnyei (1994) assert that theories of motivation and self-efficacy should be reflected in second language theories, few empirical studies of self-

efficacy exist related to foreign language. Most studies in this area (Clément et al., 1994; MacIntyre et al., 1998) focus more narrowly on self-confidence, a construct somewhat different from self-efficacy. Self-confidence is used to measure more generalized and abstract notions of competence (Dörnyei, 1994).

In the case of self-confidence, what has been researched concerns global attitudes about students' capabilities in a broad area. Self-efficacy, however, refers to the students' perceived competence in a specific task and the level of confidence they have in completing them. For example, self-confidence would refer to a "broad feeling" of competence in target language (i.e., "I feel good about reading English") while self-efficacy is the belief that one is skilled and confident about carrying out a specific task in the target language (i.e., "I can competently read and understand the main ideas in a short letter in English written about the writer's recent vacation").

Mills' (2004) study revealed that in the few studies focused on self-efficacy and foreign languages, methodological weaknesses have sometimes undermined the findings. The main weakness was the use of ineffective (and often invalid) measures of self-efficacy in the research design. When assessing self-efficacy, the researcher should be aware that self-efficacy is an inferential process in which learners weigh and combine the contributions of personal factors (skill, knowledge, and/or prior success) and persuader credibility (instructor feedback and/or more skilled peer assessment) (Schunk, 1991). The researcher would then be measuring learners' ability to master a specific task and their level of confidence in carrying them out (Multon et al., 1991, Pajares, 1996; Schunk, 1991), rather than less specific variables such as a sense of overall confidence in developing language skills.

In academic settings, it has been shown that self-efficacy beliefs are positively related to academic performance and academic persistence (Multon et al., 1991). Self-efficacy in foreign language classrooms can be seen as a construct including the judgments learners make regarding their own capabilities to organize and execute the tasks required to perform a task successfully in the target language. Since academic self-efficacy has been shown to correlate with student's motivation and performance, it follows that students' learning environments could be used to enhance self-efficacy (Pajares and Schunk, 2001; Schunk and Pajares, 2002). Similarly, Bandura (1994)

argues that the instructor's talent is determinant upon the creation of learning environments. In foreign language classrooms the instructor can help students perform better and persist in studying longer by structuring activities that increase their self-efficacy. For example, if learners are given task appropriate for their level related to the topic at hand, they will be provided with a sense of control over said topic and will serve as a model for forthcoming assignments (Mills, 2004).

Self-efficacy can be developed related to formative classroom assessments or assignments as well as more summative testing. The situation-and-domain specific nature of self-efficacy can be used to the advantage of learners, given that self-efficacy corresponds with performance criteria in very discrete, specific, and proximal tasks. Pajares (1996) concurs with the assertion that self-efficacy is task-specific, adding that this can be generalized so learners who perform well in a specific task and are confident in their ability to perform said task (be it a listening, speaking, writing, or reading) can generalize this to tasks that they do not feel as confident performing. For example, if students develop strong self-efficacy when learning to speak a foreign language in a classroom with an instructor or peer, they will likely feel more confident and motivated when speaking the foreign language outside the classroom.

2.4. EFL SELF-EFFICACY STUDIES IN TURKEY

Although the studies of self-efficacy in Turkey are generally in counseling (Özyürek, 2005) and in other subject areas like science and math, there are recent studies dealing with self-efficacy in English as foreign language learning. This part will briefly present the self-efficacy studies conducted in Turkey.

In one of the most recent studies, Duman (2007) investigated the relationship between self-efficacy beliefs of students about English and their English performance. It was observed that high school students' self efficacy beliefs have a meaningful effect on their English performance. Self-efficacy beliefs effect English performance for both males and females. The outcomes showed that, for English performance, female students' self efficacy beliefs are more effective than male students'. Lastly; it is apparent that self efficacy beliefs are a meaningful factor in explaining English language performance.

There are also some studies investigating teacher self-efficacy. Yılmaz (2004) conducted a study to explore the relationship between novice and experienced teachers' self-efficacy for classroom management and students' perceptions of their teachers' classroom management. She used questionnaires and made interviews to collect her data from 20 English language teachers and 295 students. After the analysis of the data, she concluded that novice and experienced teachers have different self-efficacy levels for their classroom management skills but no difference was detected for their efficacy for personal teaching and external influences. She stated that there was no significant relationship between teachers' efficacy levels and students' perceptions.

More recently, Büyükduman (2006) conducted a doctoral study with 1182 English teacher candidates from 20 state universities to determine whether there was a meaningful relationship between teaching self-efficacy and self-efficacy in using English as a foreign language. In addition, teaching self-efficacy and English self-efficacy of English language teacher candidates were researched to determine whether the type of high school they graduated from had an effect upon their efficacy beliefs. The findings indicated that there is no meaningful relationship between teaching self-efficacy and self-efficacy in using English as a foreign language. Similarly, the research showed there is no significant difference as regards teaching self-efficacy beliefs and self-efficacy in using English among the teacher candidates concerning the type of high school from which they graduated.

CHAPTER THREE

METHODOLOGY

3.1. PRESENTATION

The purpose of the study was to define the level of English language learning self-efficacy expectations. Furthermore, it aimed to identify the informative sources that predict their relationship with English language learning self-efficacy expectations of EFL learners. In order to accomplish this, a descriptive study has been conducted. This chapter provides an overview of the research questions, research design, participants and setting, procedures, instruments and data analyses.

3.2. RESEARCH DESIGN

In this study, a descriptive analysis has been carried out to describe English language learning self-efficacy expectations of 175 students at GUSFL and it aims to ascertain the relationship between EFL self-efficacy expectations and EFL success. In addition, it attempts to discover how informative sources of self-efficacy contribute to EFL learning self-efficacy expectations. The data was collected through measurable instruments (English as a foreign language self-efficacy questionnaire (EFL-SEQ) and sources of English as a foreign language self-efficacy questionnaire (SEFL-SEQ)), and the data was analyzed quantitatively. Data analyses provide information on both the overall self-efficacy of the learners and involvement of informative sources of English language learning self-efficacy on self-efficacy. A further goal of the study is to verify the relationship between the students' reported EFL self-efficacy levels and the

informative sources of EFL self-efficacy while taking into consideration demographic variables (i.e. age, gender, and schooling background).

3.3. PARTICIPANTS

175 students participated in the study from a student population of about 1000 preparatory level students at GUSFL. The students' ages vary from 19 to 25 years. The table below illustrates the age distribution of the participants.

Table 3.1. Descriptive Statistics for Age

	Frequency	Percent	Valid Percent	Cumulative Percent
17,00	1	,57	,57	,57
18,00	28	16,0	16,0	16,6
19,00	54	30,86	30,86	47,43
20,00	56	32,00	32,00	79,4
21,00	17	9,71	9,71	89,14
22,00	8	4,57	4,57	93,71
23,00	9	5,14	5,14	98,85
24,00	1	,57	,57	99,42
25,00	1	,57	,57	100,0
Total	175	100,0	100,0	

Table 3.1 shows the age distribution of participants. There was only one student in each age group of 17, 24, and 25 year-olds. Twenty-eight students (16 %) were 18 years old and the majority of them, 110 (62,86 %), were 19 and 20 year olds. Seventeen students (9,71 %) were 21; eight (4,57 %) were 22; and nine (5,14 %) were 23 years old students. The average age of the students was 19.7 years.

In terms of gender, 115 of the participants were male students and 60 of them were females. The male female student ratio was 23:12. The participants were drawn from three different English language proficiency level groups, (i.e. pre-intermediate, intermediate, and upper-intermediate). They were asked to provide information about their sex and age, along with information about their schooling background in one of the instruments (SEFL-SEQ).

Table 3.2. Descriptive Statistics for Proficiency Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Upper_Intermediate	58	33,1	33,1	33,1
Intermediate	64	36,6	36,6	69,7
Pre_Intermediate	53	30,29	30,3	100,0
Total	175	100,0	100,0	

Table 3.2 shows that 175 participants of this study were from three English proficiency level groups. Their language proficiency levels were determined by a placement test at the beginning of academic year. Of the participants, fifty-eight (33,1 %) were upper-intermediate; sixty-four (36,6 %) were intermediate; and fifty-three (53 %) were pre-intermediate English language learners. The number of participants constitutes almost 20 % of the whole student body studying at GUSFL.

Table 3.3. Descriptive Statistics for the Schooling Background

	Frequency	Percent	Valid Percent	Cumulative Percent
SCIENCE HIGH	14	8,0	8,0	8,0
ANATOLIAN HIGH	56	32,0	32,0	40,0
PUBLIC HIGH	48	27,4	27,4	67,4
SUPER HIGH	43	24,6	24,6	92,0
PRIVATE HIGH	15	8,6	8,6	100,0
Total	175	100,0	100,0	

High school types of the participating students are given in Table 3.3. The students were graduates of five different high schools. According to the table, the majority of the students (56; 32 %) came from Anatolian High Schools. Forty-eight of them graduated from Public High Schools (27,4 %); fourteen from Science High Schools (8 %); forty-three from Super High Schools (24,6 %); and fifteen from Private High Schools (8,6 %).

Table 3.4. Descriptive Statistics for the Departments

	Frequency	Percent	Valid Percent	Cumulative Percent
Civil Engineering	13	7,43	7,43	7,43
Electrical and Electronics Engineering	21	12,0	12,0	19,43
English Language and Literature	9	5,14	5,14	24,57
Food Engineering	21	12,0	12,0	36,57
Industrial engineering	14	8,00	8,00	44,57
Mechanical Engineering	32	18,29	18,29	62,86
Medicine	32	18,29	18,29	81,14
Physics Engineering	24	13,71	13,71	94,86
Textile Engineering	9	5,14	5,14	100,0
Total	175	100,0	100,0	

Table 3.4 shows that 134 (76,5 %) students out of the 175 surveyed were from the Faculty of Engineering, including the departments of Civil Engineering (13; 7,43 %), Electrical and Electronics Engineering (21; 12 %), Food Engineering (21; 12 %), Industrial Engineering (14; 8 %), Mechanical Engineering (32; 18,29 %), Physics Engineering (24; 13,71 %), and Textile Engineering (9; 5,14 %). The remaining part of the sample population consisted of students of the Department of Medicine (29; 18,5 %) and English Language and Literature (6; 3,8 %).

The University of Gaziantep is located in the south-east region of Turkey. The university is funded by the government. The number of undergraduate students is approximately 10.000. The students of the Engineering and Medicine faculties and those of the Vocational School of Tourism and Hotel Management are required to take an English preparatory class in their first year.

The students participating in this study were mainly students who will study engineering the following year. In the preparatory class, there are three proficiency levels and the samples of the study were drawn from these three English proficiency level groups. Pre-intermediate and intermediate level students take 25 hours of the English course a week, while upper-intermediate students take 20 hours. The courses are designed to teach students general English skills. The faculty members of GUSFL

provide students with the English knowledge that they will need to understand oral and written English, express opinions about a topic and speak about personal interests and experiences. In addition, the courses aim to develop the students' academic skills, such as writing paragraphs and essays, developing reading skills, and understanding authentic texts in English.

3.4. INSTRUMENTS

An understanding of self-efficacy beliefs is important for both students and teachers. Academic studies (Zimmerman et al. 1992) have shown self-efficacy to be the greatest predictor of achievement, and this is supported by research in language teaching (Mills 2004, Aliegro 2006). With such an achievement-orientated discipline as language learning, a predictor of this sort is clearly desirable. Although the research presented here offers new means of measuring self-efficacy for learning and performance, further research using these scales is needed to investigate the relationships between self-efficacy for language learning and specific self-regulated learning behaviors. In addition, the relationship between performance self-efficacy and actual performance attainment also requires further research. Aliegro (2006) suggests that in academic settings the means used to measure self-efficacy should “ask the students to rate their confidence in solving specific problems; perform specific reading, writing, speaking or listening tasks; or engage in certain self-regulatory strategies”. According to Bandura (1986), because efficacy judgements are task-specific, a self-efficacy measure must assess the specific skills needed for performing an activity, and it must be administered during the time that the performance is being assessed. In addition, the tasks should be chosen among the ones that have been done before (Mills, 2004). The wording of the items is also of crucial importance (Pajares, 1996). He also states that it is important to use terms such as “can” (which is a judgment of capability) rather than “will” (which is a statement of intention).

There are different scales used by different researchers. Cheng (2002) investigated writing anxiety and self-efficacy. He used one-item self efficacy measure that was broad and generalized. In another study, (Mori, 2002) a 30-item, seven point Likert-type scale questionnaire was used to measure self-efficacy.

One recent study, more valid than previous ones that assessed self-efficacy in foreign languages was carried out by Mills (2004). She used a French Proficiency Self-Efficacy Scale comprised of French reading and listening self-efficacy items. The 35 items were scored on an 8-point Likert-type scale that went from 0 (not confident at all) to 7 (completely confident). Using the 35 self-efficacy items, she assessed a wide range of components in human communication. The 8-point Likert-scale was constructed in a psychometrically sound manner, thereby avoiding pitfalls that other researchers encountered in the past. The main drawback in her study was that the listening proficiency measure possessed some psychometric flaws, such as low item reliability and internal consistency. Also, this research was limited to intermediate French students.

More recently, Aliegro (2006) studied self-assessment and self-efficacy. He explored Spanish as a foreign language self-efficacy as the dependent variable of his research. In his research, he modified the questionnaire used in Mills (2004) to fit in his research context.

After an overall analysis of these scales and questionnaires, his task was to create a self-efficacy questionnaire. The questionnaire prepared by Mills (2004) was a good example to adopt. It was translated into Turkish by the researcher and verified by three English Language instructors. Additionally, Özyürek (2002) developed a questionnaire for assessing the sources of self efficacy, which, at first, consisted of five factors,. He later modified it and reduced the factors to four. This scale he prepared in Turkish.

The instruments used in this research were; (a) English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ) adapted from Mills (2004) (see Appendix A); (b) a sources of English as a Foreign Language Self-Efficacy Questionnaire (SEFL-SEQ) adapted from Özyürek (2005) (see Appendix B).

3.4.1. English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ)

The EFL-SEQ was adapted from Mills (2004) to fit in an English as a foreign language setting. Mills's questionnaire was created for an intermediate French course (2004). The statements in questions dealing with FL understanding (i.e., listening and understanding a TV commercial in French or reading an editorial in a French magazine) were scaled to the level of students in this research project according to Novice-Low ACTFL (2001) proficiency guidelines. The questions were also stated in terms of

English acquisition instead of French acquisition (e.g., listening and understanding a TV commercial in *English*). However, the same construct was assessed using the same types of questions as described by Mills. The number of questions was not altered and the constructs assessed were not changed. The only adaptation included slight variations in wording to fit an EFL classroom instead of French as a second language classroom (as originally worded). Given that the purpose, constructs, quantity, and types of questions were not altered, it can be assumed that the validity of the tests was not diminished.

The EFL-SEQ focuses on listening and reading tasks. According to Mills (2004), interpretive skills on this questionnaire are part of the Communication Goal of the National Standards for Foreign Language Learning (1999). These standards suggest that to communicate effectively, students must attain a certain proficiency level in these skills. These skills refer to Krashen's (1988) theory which suggests that in order for language acquisition to take place, there needs to be learner comprehension of language input with an emphasis on meaning over form. Comprehensible input then plays a large role in language acquisition and therefore the skills of listening and reading were chosen as the skills in which students' beliefs of self-efficacy were to be measured.

The EFL-SEQ has 40 items and is scored according to an 8-point Likert-type scale. Regarding the first 35 questions, students are asked how sure they are that they can perform a specific task related to English. These items are scored from 0 (no chance) to 7 (completely certain). The last five questions focus on students' self-efficacy about their overall performance in English preparatory classroom, thus providing insight into the students' confidence in achieving certain grades at the end of the year in the English Prep. class. In other words, their confidence in attaining a certain goal is assessed by mastering specific tasks and assessing their performance of these specific language functions. These five questions ask how confident students are in their ability to attain a grade between 60 and 70, 70 and 80, 80 and 90 and 90 and 100 in their current class, or their capability to complete and concentrate on the EFL course.

Essentially, the instrument measures their self-efficacy towards the EFL course as a whole. The items are scored using a Likert-type scale ranging from 0 (not confident) to 7 (completely confident). One overall EFL-SEQ score is obtained and the total scores range from 0 to 280. Higher scores indicate a higher self efficacy related to English as a

Foreign Language. The original instrument's face validity was established by a review of the questionnaire by two French coordinators, two trained ACTFL oral proficiency raters, an ACTFL proficiency guideline authority and an expert in academic self-efficacy research (Mills, 2004). The psychometric properties of the scale were also evaluated by the developers for internal consistency, with a Cronbach's Alpha coefficient ranging from .97 to .95 (Mills, 2004). The Cronbach's Alpha was obtained separately by the researcher for this sample in order to test the adapted instruments' internal consistency reliability. Adapting the scale from Mills, the researcher conducted a pilot study in which the adapted scale proved to a highly reliable one with Cronbach's Alpha figure of .96. Later, Cronbach's Alpha for the EFL-SEQ obtained as .97, indicating a very high level of internal consistency for this instrument.

3.4.2. Sources of English as A Foreign Language Self Efficacy Questionnaire (SEFL-SEQ)

The SEFL-SEQ was adapted from Özyürek (2005). This instrument was chosen because it was well-developed through an in-depth process. Özyürek first developed this scale in 2002. In that version of the questionnaire, five factors were scrutinized as the sources of self-efficacy expectations. They were; *mastery experiences*: achievements and successes strengthen efficacy beliefs while failures have a weakening effect; *vicarious experiences*: if individuals observe someone similar to them in society achieve his/her goal by sustained effort, they will believe that they also have the capacity to succeed in similar activities; *social persuasion*: if individuals are persuaded verbally that they have the capabilities to master certain activities, they tend to make a consistent effort to master them. Özyürek also analyzed *teacher persuasion* as another factor apart from social persuasion, and *physiological factors*: individuals often have physical reactions to anticipated events. Many a public speaker testifies to sweaty palms and nervous vocal reactions when performing a speech. These physiological indicators are sources of self-efficacy information as well.

Özyürek developed his scale in 2005 and decreased the factors from five to four by analyzing *teacher persuasion* under social persuasion. As he studied math related self-efficacy, the items of the questionnaire were designed to evaluate math related self-efficacy. The questions were about tasks in math, students' experience in math course,

their feelings about peer and teacher reviews in math courses, and their physiological states in math courses and tasks.

The modifications included changing the subject matter into English and the insertion of questions addressing demographic information of the students (i.e. high school type, gender, and age). The items of the questionnaire were adopted to evaluate English language related self-efficacy. The questions were about tasks in English language learning, students' experience in classes, their feelings about peer and teacher reviews, and their physiological states in English language classes and tasks. The questionnaire proved to be a reliable one with the Cronbach's Alpha value of .93. (Özyürek, 2005)

The participants' grades in English as a foreign language at the end-of-the-year were obtained from their overall achievement scores at the end of the academic program in June of 2008.

3.5. DATA COLLECTION

This section explains the piloting procedure of the modified instruments, data collection, and data analysis in detail.

3.5.1. Piloting Procedure

The pilot study was conducted to see how well the questionnaires were adopted and how much time was needed to fill out each one. Furthermore, the piloting procedure aimed to evaluate the internal consistency of the instruments. First, the researcher asked for permission to research a given group of learners. When permission was granted, the researcher designed the pilot study for the instruments. Next, each class was visited and the students were given information about the study and the English as a Foreign Language self-efficacy questionnaire (EFL-SEQ). They were assured that the information that they would give would be held confidential. The instructors were informed about the study, and three different English language proficiency-level groups were asked to answer the questionnaires. Participation was voluntary; only the volunteered students were given the questionnaire to complete. The questionnaire (EFL-SEQ) was handed out and three weeks later a similar procedure was followed for SEFL-

SEQ. All the questionnaires were completed anonymously and students did not have to mention their names in any part of the research. The questionnaires were matched by the instructor of the class. As the instructor knew the class, he gave a number for each student and the researcher matched the questionnaires according to the numbers assigned by the instructor. Once all of the questionnaires were collected, the researcher entered the data into the statistical analysis program (SPSS 15.0). The analysis of the data collected from pilot study showed that both of the questionnaires proved to be reliable with the Cronbach's Alpha figures of .94 for English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ) and .82 for Sources of English as a Foreign Language Self-Efficacy Questionnaire (SEFL-SEQ).

3.5.2. Data Collection

The questionnaires were administered to the students at GUSFL in the spring semester of 2007/2008 education year. They were handed out to students during regular class hours in their classrooms. As in the pilot study, the administration of GUSFL was informed about the study and permission was granted. The researcher visited three groups in each proficiency level, namely pre-intermediate, intermediate, and upper-intermediate. They were each given practical information on the nature and the objectives of the study. The students were also told that they had the choice not to fill out the questionnaires or to quit any time they wanted. Their teachers then handed out the EFL-SEQ questionnaire and asked them to complete it anonymously. The teachers gave each student's paper a number so that they could match the EFL-SEQ with SEFL-SEQ of their students. In order to prevent an undesirable effect of the EFL-SEQ on SEFL-SEQ, two months later the SEFL-SEQ was administered through a similar process. Some of the participants were missing in either of the questionnaires; therefore, they were excluded from the study.

3.5.3. Data Analysis

The data collected through the questionnaires was typed into SPSS 15.0, which was originally a statistical package for the social sciences. Descriptive statistics were obtained for all demographic variables on the questionnaires. These descriptive statistics included the means, standard deviations, and ranges of the dependent and independent

variables and sample characteristics. All data were quantifiable because they were coded using numerical values. Frequency distributions were also provided.

The first analysis run was Cronbach's Alpha for the scales (namely, EFL-SEQ and SEF-SEQ). In order to answer research question one, a total self efficacy score for each student was determined based on the findings of EFL-SEQ. Moreover, factor scores for the four sources of self-efficacy were calculated from SEFL-SEQ. Then, the researcher used Pearson Correlation to see if there was any significant correlation between the factors and the total score in order to ascertain the most effective factor for constructing EFL self efficacy. For the research question number three, an Independent Samples T-Test was conducted to see if there is a significant correlation between gender and EFL self efficacy. For the same question, the relationship between schooling background and EFL self efficacy was tested through a one-way ANOVA test. Then, a Pearson Correlation was conducted to see the relationship between age and self efficacy. None of the demographic variables proved a significant correlation with EFL self efficacy. Finally, a two-way ANOVA test was designed to see if a possible blend of correlating demographic variables with EFL self efficacy existed. This resulted in a similar finding with no significant or relatively high correlating factors.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. PRESENTATION

This chapter presents the results of the statistical analyses of the data collected through the instruments given above (i.e. EFL-SEQ and SEFL-SEQ). In the first part of this chapter, the descriptive analyses and reliability coefficients for EFL-SEQ and SEFL-SEQ are demonstrated. In the second part, the inferential statistics are used to make inferences from the data to more general conditions. In this part, the research questions of the current study are enumerated and the answers for these questions are provided based on the findings of the inferential statistics. Firstly, a one-way analysis of variances (ANOVAs) has been completed to see if the EFL self-efficacy levels of the three EFL proficiency level groups (namely group A, B and C) are different. The Pearson Product Moment Correlations between GUSFL students' reported EFL self-efficacy levels and their EFL end-of-the-year grades (as measured by the GPA of the students at the end of the year) will be conducted regarding these three factors – namely, the relationship between: GUSFL students' reported EFL self-efficacy levels and demographic variables (i.e. age, gender, and schooling background); the sources of EFL self-efficacy (as measured by Sources of English as a Foreign Language Self-Efficacy Questionnaire (SEFL-SEQ)) and EFL end-of-the-year grades; and the EFL self-efficacy sources of GUSFL students and their demographic variables.

4.2. DESCRIPTIVE ANALYSES

The EFL-SEQ has 40 items, 35 of which evaluate English language learning self-efficacy, and 5 of which evaluate their efficacy belief about their end-of-the-year

success. The analysis of the questionnaire results reveal the self-efficacy level of students at GUSFL. The means of responses given by all of the students were calculated. The total score for the EFL-SEQ could be between 0 and 280. Descriptive statistics for the EFL-SEQ are given in table 4.1:

Table 4.1. Descriptive Statistics for the EFL-SEQ

SELF EFFICACY LEVEL		
	Valid	175
	Missing	0
Mean		183,3730
Std. Error of Mean		3,55768
Median		184,0000
Mode		155,00 ^a
Std. Deviation		39,93489
Variance		1594,796
Skewness		-,129
Std. Error of Skewness		,216
Kurtosis		-,415
Std. Error of Kurtosis		,428
Range		188,00
Minimum		89,00
Maximum		277,00

a. Multiple modes exist. The smallest value is shown

As can be seen in table 4.1, the total scores ranged from 89 to 277. The mean score was 183.3 and the standard deviation was 39.9. Although Aliegro (2006) found a similar efficacy level for his students of Spanish as a Foreign Language, the participants in the current study have higher self-efficacy levels. The skewness and kurtosis values indicate that the scores are normally distributed. The EFL-SEQ was proved to be reliable with the Cronbach's Alpha value of .96.

The other instrument used in the study was the SEFL-SEQ. This instrument has two parts. The first part consists of three items which investigate the demographic characteristics of the participants. The next part has 33 items which question the informative sources (namely; mastery experiences, vicarious experiences, social

persuasion, and physiological factors) of self-efficacy belief. Descriptive statistics for the SEFL-SEQ are given in table 4.2:

Table 4.2. Descriptive Statistics for the SEFL-SEQ

		MASTERY EXPERIENCES	VICARIOUS EXPERIENCES	SOCIAL PERSUASION	PHYSIOLOGICAL FACTORS
N	Valid	175	175	175	175
	Missing	0	0	0	0
Mean		28,6270	25,2619	18,8730	16,4048
Std. Error of Mean		,66816	,69759	,63576	,66659
Median		28,0000	25,0000	18,0000	15,0000
Mode		26,00 ^a	25,00	14,00	8,00
Std. Deviation		7,50012	7,83038	7,13637	7,48244
Variance		56,252	61,315	50,928	55,987
Skewness		-,047	,103	,288	,563
Std. Error of Skewness		,216	,216	,216	,216
Kurtosis		-,683	-,604	-,725	-,885
Std. Error of Kurtosis		,428	,428	,428	,428
Range		35,00	35,00	28,00	26,00
Minimum		10,00	9,00	7,00	8,00
Maximum		45,00	44,00	35,00	34,00

a. Multiple modes exist. The smallest value is shown

The SEFL-SEQ results show that the mean score for mastery experience was 26.62 and the standard deviation was 7.50. The range was 35 with a minimum of 10 and maximum of 45. The mean score for vicarious experiences was 25.26 and the standard deviation was 7.83. The range was 35 with a minimum of 9 and maximum of 44. For social persuasion, the mean score was 18.87 and the standard deviation was 7.13. The range was 28 with a minimum of 7 and maximum of 35. The mean score for physiological factors was 16.44 and the standard deviation was 7.48. The range was 26 with a minimum of 8 and maximum of 34.

4.3. INFERENCE ANALYSES

Results for Research Question # 1 What are the EFL self-efficacy levels (as determined by English as a Foreign Language Self-Efficacy Scale (EFL-SES) which is adopted from Pajares, 2006) of the students at GUSFL?

This research question aims to find out the EFL self-efficacy levels of participants. To accomplish this, the results of all students' responses to the items in the EFL-SEQ were analyzed. This made it possible to measure how efficacious the students at GUSFL are. The mid-point of the scale, which is 140, was accepted as the cut-point separating low and high efficacious learners. Table 4.3 below illustrates three different language proficiency levels student groups' English language learning related self-efficacy levels.

Table 4.3. Students' Self-efficacy Levels at GUSFL

EFL PROFICIENCY LEVEL	SELF-EFFICACY MEAN SCORES	SD
Pre-Intermediate	168.61	40.55
Intermediate	180.12	36.3
Upper-Intermediate	202.25	34.6
Whole Sample	183.37	39.93

Table 4.3 shows three EFL proficiency level group students average EFL-SEQ score averages and standard deviations. Self-efficacy mean scores are parallel with EFL proficiency of the participants. According to the results of EFL-SEQ, the lowest proficiency group, the pre-intermediate students, have an average of 168,61 ($SD=40.55$); intermediate group students have an average of 180.12 ($SD=36.3$); and the most proficient group, the upper-intermediate students, have an average of 202.25 ($SD=34.6$). The mean score of the whole sample is 183.37 ($SD=39.93$). The EFL-SEQ mean scores of each proficiency group and the whole sample are relatively high when compared to Aliegro's (2006) findings. He studied 104 Spanish as a Foreign Language Learners and their pre-test mean score on the Spanish as a Foreign Language Self-Efficacy

Questionnaire (SFL-SEQ) was 120.7 ($SD = 55.8$) and post-test mean score was 159.1 ($SD = 46.3$).

Moreover, Table 4.3 clearly shows that there is difference between the mean scores of three different EFL proficiency level group students' on EFL-SEQ. The explanation for this is found in the answer to research question # 1.

Results for Research Question # 1a. Are the EFL self-efficacy levels of three EFL proficiency level groups (namely pre-intermediate, intermediate, and upper-intermediate) different?

Research question 1a. intends to determine whether the students with different EFL proficiency levels also differ in personal beliefs about their abilities to master certain tasks given on the EFL-SEQ. In order that, the difference shown in Table 4.3 be proven statistically, a one-way analysis of variances (ANOVAs) was conducted. Because the score on the EFL-SEQ is a dependent and an interval level variable, and because there are three populations, the dataset is suitable for ANOVA. This is accordance with Büyüköztürk's (2002) statement that the dataset needs to meet four basic assumptions in order to be analyzed using ANOVA. First, the dependent variable in the study is a scale variable. This is valid for the current study as the dependent variable, which is the score on the EFF-SEQ, is a scale variable. Second, the scores on the dependent variable are normally distributed. In order to see if the dataset meets this assumption, the skewness value is calculated. As can be seen in Table 4.1 the skewness value is -.129, which is quite close to zero. This is known as perfectly normal distribution. As a result, it can be said that the dependent variable is normally distributed.

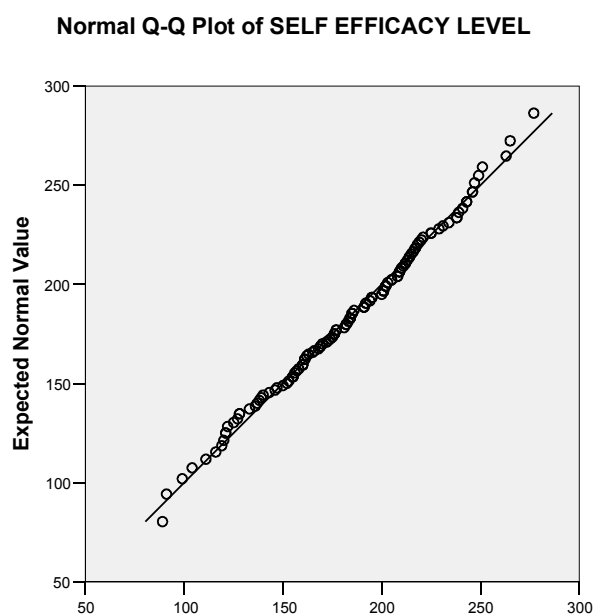


Figure 4.1. Normal Q-Q Plot of EFL-SEQ

Figure 4.3 presents the Q-Q plot of EFL-SEQ. It can easily be observed in the figure that the straight line represents what the current data would look like if it were perfectly normally distributed. The actual data of this study is represented by the circles plotted along this line. The closer the circles are to the line, the more normally distributed the dataset looks. Here, most of our points fall almost perfectly along the line. This is a good indicator that our data is normally distributed. Thus the second assumption is met. The third assumption is that the groups studied are independent of each other. As upper-intermediate, intermediate, and low-intermediate EFL proficiency levels are independent of each other, the dataset meets this assumption. Finally, the fourth assumption says that the variance of data in groups should be the same. In order to test this, a Levene's test has been conducted.

Table 4.4. Summary of the Levene's Test for EFL-SEQ

SELF EFFICACY LEVEL			
Levene Statistic	df1	df2	Sig.
1,660	2	173	,194

Table 4.3 illustrates the result of the Levene's test for the homogeneity of variances. Arkkelin (2006) argues that if the probability of the significance value is more than or equal to .05, then the variances in the groups being compared are similar, and the condition of homogeneity of variance has been satisfied. According to the table, the significance value is higher than .05, which means that the given dataset is homogeneous ($\text{sig.} = .194 > .05$). The final assumption is met.

Table 4.5. Summary of One-way ANOVA for Self-efficacy Level and EFL Proficiency Groups

SELF EFFICACY LEVEL					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26704,070	2	13352,035	9,513	,000
Within Groups	172645,398	173	1403,621		
Total	199349,468	175			

Table 4.5 presents the results of One-way ANOVA statistics for self-efficacy level and EFL proficiency groups. The table shows that there are significant differences among three different EFL proficiency group students' mean scores on the EFL-SEQ ($\text{sig.} = .000 < .05$). Figure 4.2 below confirms the differences visually.

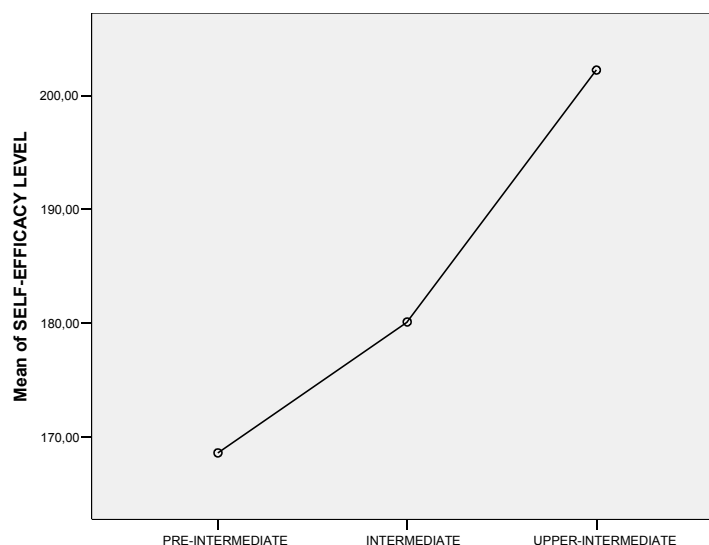


Figure 4.2. Means Plot of EFL-SE Level for EFL Proficiency Level Groups

Neither the one-way ANOVA statistics nor the means plot of EFL-SE level for EFL proficiency level groups reveal which of the three groups differentiated from the other two. In other words, it is not yet clear among which of the groups the difference exists. In order to determine the differentiating groups, a Scheffe post hoc test has been conducted. Table 4. 6 presents the findings of the Scheffe post-hoc test.

Table 4.6. Summary of the Scheffe Post-Hoc Test for EFL-SE Level and EFL Proficiency Level Groups

Multiple Comparisons						
Dependent Variable: SELF EFFICACY LEVEL						
Scheffe						
(I) PROFICINCY LEVEL GROUP	(J) PROFICINCY LEVEL GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Upper-Intermediate	Intermediate	-11,5090	8,43678	,397	-32,4141	9,3962
	Pre-Intermediate	-33,6378*	7,78112	,000	-52,9183	-14,3572
Intermediate	Upper-Intermediate	11,5090	8,43678	,397	-9,3962	32,4141
	Pre-Intermediate	-22,1288*	8,62754	,041	-43,5066	-,7510
Pre-Intermediate	Upper-Intermediate	33,6378*	7,78112	,000	14,3572	52,9183
	Intermediate	22,1288*	8,62754	,041	,7510	43,5066

*. The mean difference is significant at the .05 level.

The table above demonstrates multiple comparisons of EFL proficiency level groups. It can be observed that the mean differences are significant between upper-intermediate and pre-intermediate (-33.6378, sig. = .000) and intermediate and pre-intermediate (-22.1288, sig. = .041).

Results for Research Question # 2. Is there a relationship between GUSFL students' reported EFL self-efficacy levels and their EFL end-of-the-year grades (as measured by the GPA of the students at the end of the year)?

This research question was formed to test the possible effect of participants' English as a foreign language related self-efficacy beliefs on EFL success as measured by end-of-the-year GPA of the participants. In order to answer this research question, a Pearson product moment correlation was applied to the current dataset. The results are shown in table 4. 7:

Table 4.7. Correlation between scores on the EFL-SEQ and English Proficiency

		END OF THE YEAR GRADE	SELF EFFICACY LEVEL
END OF THE YEAR GRADE	Pearson Correlation	1	,375**
	Sig. (2-tailed)	,	,000
	N	175	175
SELF EFFICACY LEVEL	Pearson Correlation	,375**	1
	Sig. (2-tailed)	,000	,
	N	175	175

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

Table 4.7 demonstrates that the Pearson product moment correlation reveals a significant positive correlation between the participants' scores on the EFL-SEQ and their English proficiency scores, which are their end-of-the-year GPAs ($r = .375$, $p > .01$). This means that, as the scores on the EFL-SEQ increase, the English proficiency scores increase. Moreover, as the scores on the EFL-SEQ decrease, the English proficiency scores decrease. This Pearson product moment correlation figure is a strong

sign of the relationship between the EFL related self-efficacy and English proficiency. Students with high self-efficacy beliefs reported feeling more efficacious than students with low self-efficacy beliefs in managing academic activities. This finding confirms the strong link between students' self-efficacy beliefs and their actual performance and attainments as stated by various researchers (Zimmerman 1995; Bandura 1997; Pajares 1997; Bassi et al. 2007).

Results for Research Question # 3a. Is there a relationship between students' EFL self-efficacy levels and their age?

In order to investigate the possible relationship between the participants' scores on the EFF-SEQ and their age a Pearson product moment correlation has been employed. The results of this analysis also enable the researcher to determine whether the relationship is significant or not. The results of the analysis are given in table 4.8:

Table 4.8. Correlation between age and scores on the EFL-SEQ

		SELF EFFICACY LEVEL	AGE
SELF EFFICACY LEVEL	Pearson Correlation	1	,020
	Sig. (2-tailed)	,	,823
	N	175	175
AGE	Pearson Correlation	,020	1
	Sig. (2-tailed)	,823	,
	N	175	175

The results of the Pearson product moment correlation is given in Table 4.8. According to correlation coefficient, there is not a significant relationship between age and scores on the EFL-SEQ ($r = .020$).

Results for Research Question # 3b. Is there a relationship between students' EFL self-efficacy levels and their gender?

The answer to this question reveals the relationship between participants' gender and their EFL self efficacy levels. For this question, the researcher conducted an independent samples t-test. The independent samples t-test compares the mean scores of two groups on a given variable. According to Büyüköztürk (2002), there are three assumptions that should be met for employing the t-test as a reliable indicator of the difference between the means of the two groups. The first assumption is that the two groups are independent of one another. In this case, the two gender groups, male and female, are totally independent of each other. Therefore the first assumption is met for the current dataset. The second assumption is that the two groups have approximately equal variance on the dependent variable. The probability of this assumption will be checked by looking at the Levene's test. Table 4.9 below presents the results of the test.

Table 4.9. Summary of the Levene's Test for the EFL-SEQ

SELF EFFICACY LEVEL			
Levene Statistic	df1	df2	Sig.
1,660	2	173	,194

The significance value in the Levene's test (sig.: .194>.05) shows that the current dataset meets the second assumption. It shows that the two groups have approximately equal variance on the dependent variable. Thus, it can be assumed that the variances are virtually the same.

The last assumption is that the dependent variable is normally distributed. Normal distribution of the dependent variable can be checked with skewness statistics and a Q-Q plot. The skewness coefficient of the EFL-SEQ is -.129, which can be interpreted as the sample is normally distributed.

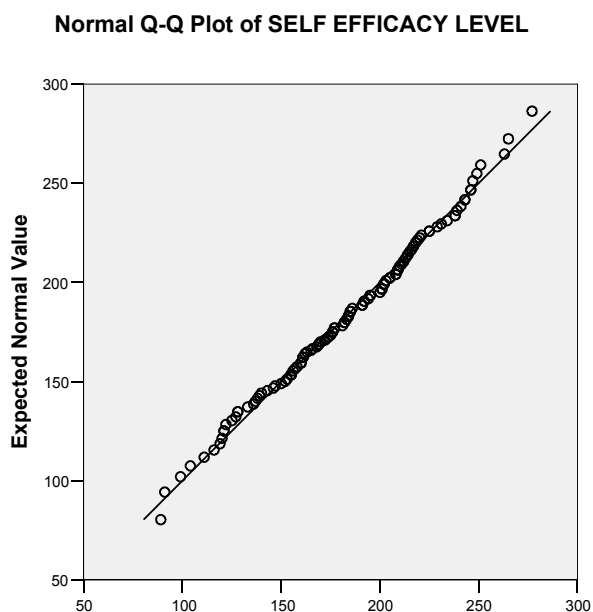


Figure 4.3. Normal Q-Q Plot of EFL-SEQ Score

The Q-Q plot shows that the fit line is congruent with the distributions of scores, which is an indicator of normality of distribution. Therefore, seeing that the dataset perfectly met all three assumptions, the independent samples t-test was conducted. The results are given in table 4.10.

Table 4.10. Summary of the Independent Samples T-test for scores on the EFL-SEQ and Gender

t-test for Equality of Means								
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
SE LEVEL	Equal variances assumed	,974	173	,332	7,3065	7,50508	-7,54812	22,16118
	Equal variances not assum	1,068	108,8	,288	7,3065	6,84110	-6,25262	20,86568

The results of the independent samples t-test statistics indicate that there was no significant difference in performance on the EFL-SEQ between female and male students, $t_0 = .974 < t_1 = 1.66$, $p = .05$. That is, the average mean score of women ($M = 188.18$, $SD = 4.91$) was not significantly different from that of men ($M = 180.87$, $SD = 4.76$), and gender is not a distinctive factor for English as a foreign language self-efficacy.

Results for Research Question # 3c. Is there a relationship between students' EFL self-efficacy levels and their schooling background?

In order to answer research question # 3c, the researcher made use of another one-way ANOVA test. There are four assumptions the dataset needs to meet in order to be analyzed by using ANOVA (Büyüköztürk, 2002). First, the dependent variable in the study must be a scale variable. This is valid for the current study as the dependent variable, which is the score on the EFF-SEQ, is a scale variable. Second, the scores on the dependent variable must be normally distributed. In order to determine this, the skewness value of the dataset must be calculated. As Table 4.1 shows, the skewness value is $-.129$, which is quite close to zero. This is known as perfectly normal distribution. Thus, the distribution of the mean scores on the EFL-SEQ is normal. Additionally, the Q-Q plot of the scores EFL-SEQ provides information on the normality of distribution.

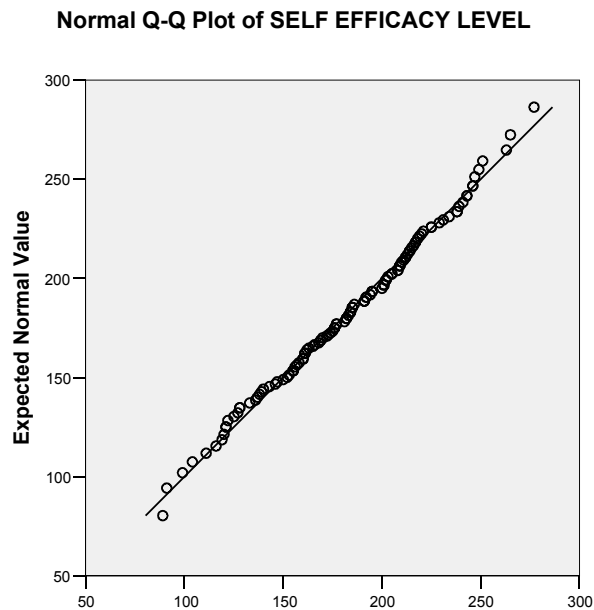


Figure 4.3. Normal Q-Q Plot of the mean Scores on the EFL-SEQ

The straight line, also known as the fit line, in Figure 4.4 represents what perfectly normally distributed data would look like. The actual data of this study is represented by the circles plotted along this line. The closer the circles are to the line, the more normally distributed the dataset looks. Here, most of the points fall almost perfectly along the line. This is a good indicator that our data is normally distributed. Thus, the second assumption is met.

The third assumption is that the groups whose means are compared are independent of each other. As the high schools from which the participants graduated (namely; Science, Anatolian, normal, super, and private high school) are independent of one another in the current statistics, the dataset meets this assumption.

Finally, the last assumption is that the variances related to the dependent variable are equal for each group. This assumption will be tested with a Levene's test.

Table 4.11. Summary of the Levene's Test for the EFL-SEQ

SELF EFFICACY LEVEL			
Levene Statistic	df1	df2	Sig.
1,660	2	173	,194

Table 4.11 illustrates that the significance value is larger than .05. Thus, the last assumption is also met ($\text{sig.} = .194 > .05$). Thus, it can be interpreted that variances are homogeneous. These additional statistics show that all four assumptions for the one-way ANOVA test are verified for the current dataset.

Table 4.12. Summary of the One-way ANOVA Results for the mean scores on the EFL-SEQ and Schooling Background

SELF EFFICACY LEVEL					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18840,634	4	4710,158	3,157	,017
Within Groups	180508,834	171	1491,809		
Total	199349,468	175			

The results of the one-way ANOVA test are shown in table 4.11. They indicate a significant difference among the groups. However, the one-way ANOVA tests only determine whether there are differences among the means of the the groups. A significant value indicates that there there are differences in the means, but it does not tell where those differences are. For example, the mean of Anatolian High School graduate participants might be different than the mean of normal high schools, but it might not be different from the mean of super high school graduates. To isolate where the differences are, various methods have been developed for doing multiple comparisons of group means. One way to accomplish this is via the use of the Post-Hoc parameter on the One-way command in the SPSS.

Table 4.13. Summary of Scheffe Post-Hoc Test for the mean scores on the EFL-SEQ and Schooling Background

Dependent Variable: SELF EFFICACY LEVEL

Scheffe

(I) HIGH SCHOOL TYPE	(J) HIGH SCHOOL TYPE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science High	Anatolian High	-16,8182	13,02013	,796	-57,5494	23,9130
	Normal High	10,6200	13,18599	,957	-30,6300	51,8701
	Super High	-13,6364	14,63336	,928	-59,4143	32,1415
	Private High	6,1329	15,82319	,997	-43,3672	55,6330
Anatolian High	Science High	16,8182	13,02013	,796	-23,9130	57,5494
	Normal High	27,4382*	8,49448	,039	,8647	54,0117
	Super High	3,1818	10,60288	,999	-29,9874	36,3511
	Private High	22,9510	12,19259	,475	-15,1913	61,0934
Normal High	Science High	-10,6200	13,18599	,957	-51,8701	30,6300
	Anatolian High	-27,4382*	8,49448	,039	-54,0117	-,8647
	Super High	-24,2564	10,80591	,290	-58,0608	9,5480
	Private High	-4,4872	12,36956	,998	-43,1832	34,2088
Super High	Science High	13,6364	14,63336	,928	-32,1415	59,4143
	Anatolian High	-3,1818	10,60288	,999	-36,3511	29,9874
	Normal High	24,2564	10,80591	,290	-9,5480	58,0608
	Private High	19,7692	13,90218	,732	-23,7213	63,2598
Private High	Science High	-6,1329	15,82319	,997	-55,6330	43,3672
	Anatolian High	-22,9510	12,19259	,475	-61,0934	15,1913
	Normal High	4,4872	12,36956	,998	-34,2088	43,1832
	Super High	-19,7692	13,90218	,732	-63,2598	23,7213

*. The mean difference is significant at the .05 level.

The Scheffe Post-Hoc test results state that the mean difference between Anatolian High School graduates' mean scores and those of normal high school graduates are significantly different (-27.4382, sig. = .039). This result indicates that the graduates of Anatolian High Schools had higher mean scores on the EFL-SEQ than the graduates of normal high schools. This difference is meaningful if we consider that the students are supposed to study one year of an English language preparatory class in Anatolian High Schools, but not in normal high schools.

Results for Research Question # 4. What are the relative contributions of sources of EFL self-efficacy (as measured by Sources of English as a Foreign Language Self-Efficacy Questionnaire (SEFL-SEQ) adopted from Özbek, 2005) to EFL end-of-the-year grades?

This research question was constructed to measure the effects of each of the four self-efficacy sources on the participants' grades in the English preparatory class. In order to answer this question and see the effects, a Pearson product moment correlation between participants' mean scores on the SEFL-SEQ and their EFL end-of-the-year-grades was conducted. The results of correlating statistics are presented in table below.

Table 4.14. Summary of Scheffe Post-Hoc Test for the mean scores on the EFL-SEQ and Schooling Background

		SELF EFFICACY LEVEL
MASTERY EXPERIENCES	Pearson Correlation	,676**
	Sig. (2-tailed)	,000
	N	175
VICARIOUS EXPERIENCES	Pearson Correlation	,046
	Sig. (2-tailed)	,606
	N	175
SOCIAL PERSUASION	Pearson Correlation	,698**
	Sig. (2-tailed)	,000
	N	175
PHYSIOLOGICAL FACTORS	Pearson Correlation	-,276**
	Sig. (2-tailed)	,002
	N	175
SELF EFFICACY LEVEL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	175

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

The correlations table shows that the participants' mean score of mastery experiences and social persuasion positively correlate with their EFL self-efficacy level ($r = .676$ and $.698$ respectively; $p > .01$). That is, students with both higher mastery

experience and social persuasion scores tend to have higher self-efficacy in language learning tasks. On the other hand, physiological factors negatively correlate with self-efficacy ($r = -.276$, $p > .01$). This is an indication that the more the students show psychological reactions, the less efficacious they are in given tasks.

Results for Research Question #5a. Is there a relationship between students' reported EFL self-efficacy sources and their age?

A Pearson product moment correlation has been devised in order to determine whether there is relationship between participants' EFL self-efficacy sources and their age. The results of the correlating statistics are presented in table 4.15 below.

Table 4.15. Correlation between Informative Sources of EFL self-efficacy and age

		AGE
MASTERY EXPERIENCES	Pearson Correlation	-,078
	Sig. (2-tailed)	,383
	N	126
VICARIOUS EXPERIENCES	Pearson Correlation	,048
	Sig. (2-tailed)	,596
	N	126
SOCIAL PERSUASION	Pearson Correlation	-,032
	Sig. (2-tailed)	,725
	N	126
PHYSIOLOGICAL FACTORS	Pearson Correlation	,072
	Sig. (2-tailed)	,426
	N	126
AGE	Pearson Correlation	1
	N	126

The results of the correlation display that there are no significant correlations between participants' EFL self-efficacy sources and their age. This means that age is not a defining factor in EFL informative sources.

Results for Research Question # 5b. Is there a relationship between students' reported EFL self-efficacy sources and their gender?

An independent samples t-test has been employed to determine this relationship. The assumptions stated by Büyüköztürk (2002) were tested. The first assumption states that the two groups are independent of each other. In this study the male and female groups are independent of one another; therefore, the first assumption is met. The second is that the two groups have approximately equal variance on the dependent variable. The probability of this assumption has been checked by looking at the Levene's test. Table 4.16 below presents the results of the test. The result of the Levene's test verifies that in the dataset of this study the two groups have approximately the same variances on the dependent variable. Therefore, we can assume that the variances are virtually equal. The final assumption is that the dependent variable be normally distributed. Normal distribution of the dependent variable can be checked with skewness statistics and a Q-Q plot. The skewness coefficient of the SEFL-SEQ is $-.129$, which can be interpreted as the sample is normally distributed.

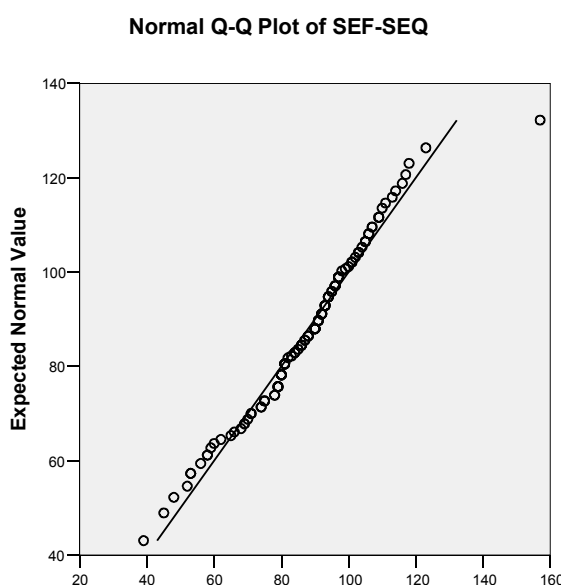


Figure 4.4. Normal Q-Q Plot of EFL-SEQ Score

The Q-Q plot shows that the fit line congruent with the distributions of scores, which is an indicator of normality of distribution. Therefore, the assumption of

normality is met. After seeing that the dataset perfectly met all three assumptions, the independent samples t-test was conducted. The results are given in table 4.16.

Table 4.16. Summary of the Independent Samples T-test for scores on the SEFL-SEQ and Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MASTERY EXPERIENCES	Equal variances assumed	,093	,129	2,109	124	,037	2,93163	1,39019	,18007	5,683
	Equal variances not assumed			2,167	91,7		2,93163	1,35303	,24428	5,619
VICARIOUS EXPERIENCES	Equal variances assumed	,194	,660	,089	124	,929	,13197	1,47715	-2,792	3,056
	Equal variances not assumed			,090	86,6		,13197	1,46775	-2,786	3,049
SOCIAL PERSUASION	Equal variances assumed	1,198	,276	1,874	124	,063	2,48753	1,32761	-,1402	5,115
	Equal variances not assumed			1,844	81,4		2,48753	1,34917	-,1967	5,172
PHYSIOLOGICAL FACTORS	Equal variances assumed	,106	,745	-,762	124	,447	-1,07341	1,40826	-3,861	1,714
	Equal variances not assumed			-,769	87,3		-1,07341	1,39516	-3,846	1,699

The results of the independent samples t-test statistics indicate that there was no significant difference in performance on the SEFL-SEQ between female and male students, $t_0 = .974 < t_1 = 1.66$, $p = .05$. That is, the average mean score of women ($M = 188.18$, $SD = 4.91$) was not significantly different from that of men ($M = 180.87$, $SD = 4.76$), and gender is not a critical factor for English as a foreign language self-efficacy.

Results for Research Question # 5c. Is there a relationship between students' reported EFL self-efficacy sources and their schooling background?

In order to answer research question # 5c, the researcher made use of another one-way ANOVA test. The dataset must first meet four assumptions before it can be

analyzed using ANOVA (Büyüköztürk, 2002). First, the dependent variable in the study must be a scale variable. This is valid for the current study as the dependent variable, which is the score on the SEFF-SEQ, is a scale variable. Second, the scores on the dependent variable are normally distributed. The skewness value must be calculated to determine if the data meets this assumption. As can be seen in Table 4.1 the skewness value is $-.129$, which is quite close to zero. This is known as perfectly normal distribution. As a result, the distribution of the mean scores on the SEFL-SEQ is normal. Additionally, the Q-Q plot of the scores EFL-SEQ provides information on the normality of distribution.

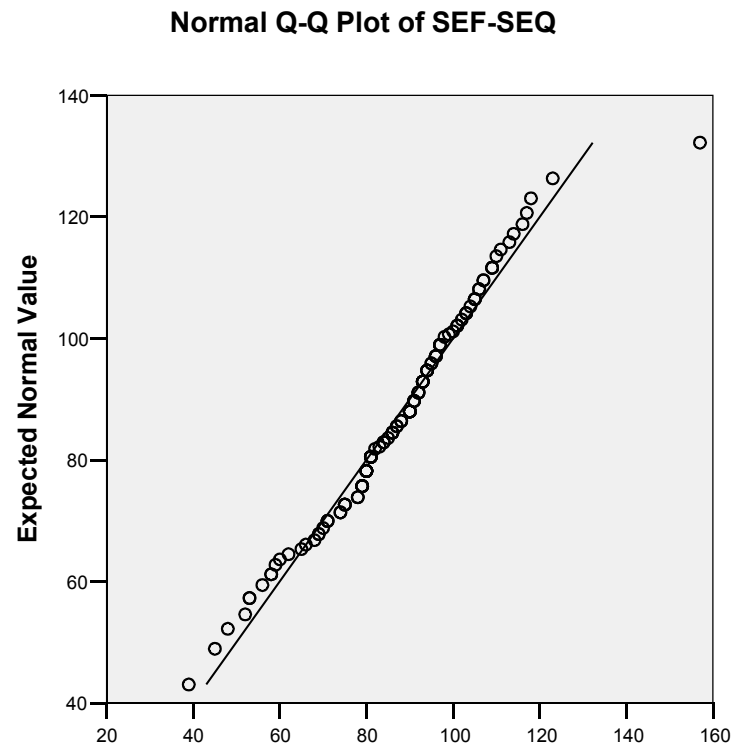


Figure 4.5. Normal Q-Q Plot of the mean Scores on the EFL-SEQ

As stated above, the straight line, also known as the fit line, in Figure 4.5 represents what perfectly normally distributed data would look like. The actual data from this study is represented by the circles plotted along the line. The closer the circles are to the line, the more normally distributed the dataset looks. Here, most of the points

fall almost perfectly along the line. This is a good indicator that this data is normally distributed. Thus, the second assumption is met.

The third assumption is that the groups whose means are compared are independent of one another. In the current statistics, as high school types from which the participants graduated (namely; Science, Anatolian, normal, super, and private high school) are independent of each other. Thus, the dataset meets this assumption.

Finally, the last assumption is that the variances related to the dependent variable are equal for each group. This assumption will be tested with a Levene's test.

Table 4.17. Summary of the Levene's Test for the EFL-SEQ

VAR00001

Levene Statistic	df1	df2	Sig.
,51	4	171	,723

As Table 4.17 illustrates that the significance value is larger than .05, the last assumption is also met ($\text{sig.} = .723 > .05$). It can be interpreted that the variances are homogeneous. These additional statistics show that all four assumptions for one-way ANOVA test are verified for the current dataset.

Table 4.18. Summary of the One-way ANOVA Results for the mean scores on the EFL-SEQ and Schooling Background

VAR00001

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1502,423	4	375,606	1,246	,295
Within Groups	36488,505	171	301,558		
Total	37990,929	175			

The results of the one-way ANOVA test are shown stated in Table 4.16. These results indicate that the difference among the groups is significant. However, the one-way ANOVA test determines whether there are differences among the means of the the groups. A significant value indicates that there are differences in the means, but it does not tell you where those differences are. For example, the mean of Anatolian High School graduate participants might be different than that of normal high schools, but not different from the mean of super high school graduates. To isolate where the differences are, various methods have been developed for doing multiple comparisons of group means. One way to accomplish this is via the use of the Post-Hoc parameter on the One-way command in the SPSS.

Table 4.19. Summary of Scheffe Post-Hoc Test for the mean scores on the EFL-SEQ and Schooling Background

Dependent Variable: SELF EFFICACY LEVEL
Scheffe

(I) HIGH SCHOOL TYPE	(J) HIGH SCHOOL TYPE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Science High	Anatolian High	-16,8182	13,02013	,796	-57,5494	23,9130
	Normal High	10,6200	13,18599	,957	-30,6300	51,8701
	Super High	-13,6364	14,63336	,928	-59,4143	32,1415
	Private High	6,1329	15,82319	,997	-43,3672	55,6330
Anatolian High	Science High	16,8182	13,02013	,796	-23,9130	57,5494
	Normal High	27,4382*	8,49448	,039	,8647	54,0117
	Super High	3,1818	10,60288	,999	-29,9874	36,3511
	Private High	22,9510	12,19259	,475	-15,1913	61,0934
Normal High	Science High	-10,6200	13,18599	,957	-51,8701	30,6300
	Anatolian High	-27,4382*	8,49448	,039	-54,0117	-,8647
	Super High	-24,2564	10,80591	,290	-58,0608	9,5480
	Private High	-4,4872	12,36956	,998	-43,1832	34,2088
Super High	Science High	13,6364	14,63336	,928	-32,1415	59,4143
	Anatolian High	-3,1818	10,60288	,999	-36,3511	29,9874
	Normal High	24,2564	10,80591	,290	-9,5480	58,0608
	Private High	19,7692	13,90218	,732	-23,7213	63,2598
Private High	Science High	-6,1329	15,82319	,997	-55,6330	43,3672
	Anatolian High	-22,9510	12,19259	,475	-61,0934	15,1913
	Normal High	4,4872	12,36956	,998	-34,2088	43,1832
	Super High	-19,7692	13,90218	,732	-63,2598	23,7213

*. The mean difference is significant at the .05 level.

The summary of scheffe post-hoc test for the mean scores on the EFL-SEQ and schooling background states that mean difference between Anatolian High School graduates' mean scores and those of normal high school graduates are significantly different (-27.4382, sig. = .039). This result indicates that the graduates of Anatolian High Schools had higher mean scores on the EFL-SEQ than the graduates of normal high schools. This difference is meaningful if we consider that students are supposed to study one year of an English language preparatory class in Anatolian High Schools, however the students in normal high schools are not supposed to take a one-year preparatory class.

CHAPTER FIVE

CONCLUSION

5.1. PRESENTATION

This study's primary purpose was the exploration of learners' beliefs about their self-competence in their eventual success regarding task completion. This is self-efficacy in general terms. "Learners' motivation, persistence, and their feelings of self-confidence can be increased as their self-efficacy strengthens" (Bandura, 1984). On the other hand, these important factors in the learning process can decrease as self-efficacy weakens. Therefore, how learners think about their ability to complete a learning task can regulate the ways in which they approach that specific task or their perceived ability to complete it. In addition, it also affects how well they respond to instruction in classroom settings (Aliegro, 2006).

While the purpose of this study was to investigate whether students' EFL self-efficacy has an impact on their EFL success, the research questions more specifically led the analysis. Firstly, the data collected through the instruments given above (i.e. EFL-SEQ and SEFL-SEQ) has been analyzed to demonstrate the overall EFL self-efficacy level of the students. Secondly, a one-way analysis of variances (ANOVAs) has been completed to see if the EFL self-efficacy levels of the three EFL proficiency level groups (namely group A, B and C) are different. The Pearson Product Moment Correlations between GUSFL students' reported EFL self-efficacy levels and their EFL end-of-the-year grades (as measured by the GPA of the students at the end of the year) will be conducted regarding the following three factors. These are the relationships between: GUSFL students' reported EFL self-efficacy levels and demographic variables (i.e. age, gender, and schooling background); the sources of EFL self-efficacy (as measured by Sources of English as a Foreign Language Self-Efficacy Questionnaire

(SEFL-SEQ)) and EFL end-of-the-year grades; and the EFL self-efficacy sources of GUSFL students and their demographic variables.

Based on the analyses presented in the previous chapter, this chapter closely discusses the findings in the following section (*Discussion.*) Next, a coherent understanding and use of the findings in a foreign language class is presented in the section titled *Pedagogical Implications*. Finally, the drawbacks and limitations of the study will be presented in *Limitations and Suggestions for Further Research* along with concrete suggestions for further research.

5.2. DISCUSSION

The findings for the first research question have disclosed the students' EFL self-efficacy levels and the difference among three proficiency level groups. Firstly, the analysis to reveal the students EFL self-efficacy level has pointed out that the students at GUSFL have a higher level of self-efficacy beliefs in learning English when compared to the findings of Aliegro (2006). Many researchers who argued that self-efficacy has an impact on success. As Bandura (1984) stated that self efficacy has the potential to play a key role in the learning process by helping or hindering learner's progress, Zimmerman et al. (1992) also declared that "perceived efficacy to achieve motivates academic attainment both directly and indirectly by influencing personal goal setting". Self-efficacy is also known to have control on individual's thoughts, feelings, and actions, and therefore influences the success of outcomes (Bandura, 1986). Furthermore, the current study has revealed that there is a positive significant correlation between the self-efficacy level of the students and their EFL end-of-the-year grades ($r = .37$). Considering these findings, the self-efficacy perceptions of EFL students at GUSFL influence their thoughts, emotions, behavioral choices, and the amount of effort and perseverance expended on EFL activities. It is desirable for learners to have high self-efficacy beliefs in their FL competence, as this will end up in a higher intrinsic motivation, lower anxiety, perseverance in the face of difficulty, and, therefore, the attainment of desirable outcomes. Secondly, in order to see the difference among three proficiency level groups a one-way analysis of variances was conducted. The results of this analysis suggest that that there are significant differences among three different EFL

proficiency group students' mean scores on the EFL-SEQ (sig. = .000 < .05). The findings of ANOVA are consistent with the ones of above studies and those of the second research question; thus these studies reveal that there is a correlation between self-efficacy and success.

The second research question investigated the relationship between self-efficacy and English proficiency. The Pearson product moment correlation between the participants' English as a foreign language related self-efficacy level and their EFL success as measured by end-of-the-year GPA yielded a significant correlation ($r = .37$, $p > .01$). This means that as the scores on the EFL-SEQ decrease, the English proficiency scores decrease. This Pearson product moment correlation figure is a strong sign of the relationship between the EFL related self-efficacy and English proficiency. Students with high self-efficacy beliefs reported feeling more efficacious than students with low self-efficacy beliefs in managing academic activities. This ultimately motivates the students further and leads them to performance success. This finding confirms the strong link between students' self-efficacy beliefs and their actual performance and attainments as stated by various researchers (Zimmerman 1995; Bandura 1997; Pajares 1997; Bassi et al. 2007). This relationship among sources of self-efficacy, EFL self-efficacy and success can be illustrated as figure 5.1.

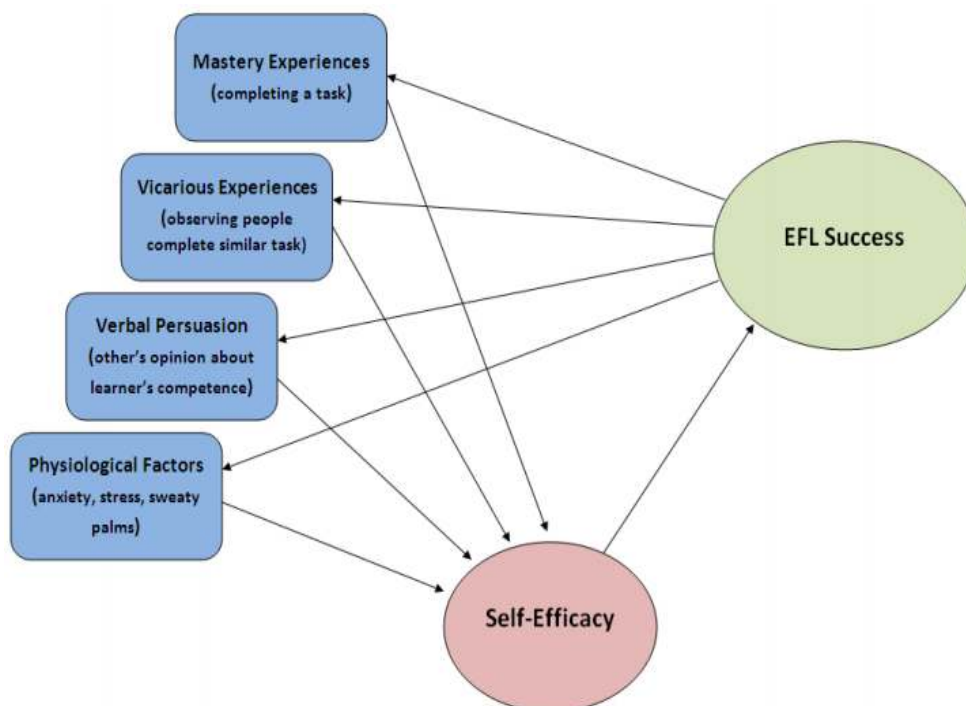


Figure 5.1. Illustration of Path Model to Explain EFL Student's Sources of Self-Efficacy and for EFL Success

The relationship between GUSFL students' reported EFL self-efficacy levels and the sources of self-efficacy and demographic variables, i.e. age, gender, and schooling background, (as determined by a background information part in SEFL-SEQ) was explored through various statistical analyses of the data. Firstly, in order to investigate the possible relationship between the participants' scores on the EFF-SEQ and SEFL-SEQ and their age, a Pearson product moment correlation has been employed. The results have unveiled that there is not a significant correlation between EFL self-efficacy and sources of self-efficacy and age ($r = .02$ for self-efficacy; $r = -.078$ for mastery experiences; $r = .048$ for vicarious experiences; $r = -.032$ for social persuasion; and $r = .072$ for physiological reactions). This finding is concordant with the ones of Gerçek, Yılmaz et al. (2006) and Jenks (2004). In both studies, self-efficacy was examined in relation to age and no significant correlation was found between them. Secondly, the researcher conducted two independent samples t-tests to reveal the relationship between participants' gender and their EFL self efficacy levels and EFL self-efficacy sources. The result of the t-test has suggested that self-efficacy beliefs and informative sources do not differ between male and female participants. This is in accordance with the findings of some researchers who studied gender and self-efficacy and reported that the two factors are either unrelated or only moderately associated (Gonzalez-Hernandez, 1987; Hackett et al., 1992). Finally, the relationship between students' EFL self-efficacy levels and EFL self-efficacy sources and their schooling background was analyzed through one-way ANOVAs and multiple comparisons with the Scheffé Post-Hoc tests. The results of these statistical analyses indicated that that the graduates of Anatolian High Schools had higher mean scores on the EFL-SEQ than the graduates of normal high schools. This difference is meaningful if we consider that the students must study one year of an English language preparatory class in Anatolian High School, but are not required in normal high schools. Therefore, it can be concluded that one year of preparatory class helped student construct higher self-efficacy beliefs about English

learning. The results are coherent with the findings of Anderson et al. (2005). They concluded that there were statistically significant differences between schools regarding self-efficacy beliefs, motivation, and achievement.

The effects of each of the four self-efficacy informative sources on the participants' grades in the English preparatory class have been investigated. In order to determine the effects, a Pearson product moment correlation between participants' mean scores on the SEFL-SEQ and their EFL end-of-the-year-grades was conducted. The results have indicated that *mastery experiences* and *social persuasion* positively correlate with their EFL self-efficacy level ($r = .676$ and $.698$ respectively; $p > .01$). That is, students with both higher mastery experience and social persuasion scores tend to have higher self-efficacy in language learning tasks. These findings echo Bandura (1986) in that students' own performances, especially past successes and failures, offer the most reliable source for efficacy beliefs. Typically, successes raise efficacy appraisals and failures lower them. The second highly correlated source is social persuasion which is not likely to be effective unless it is realistic and reinforced by real experience according to Bandura (1986). On the other hand, physiological factors negatively correlate with self-efficacy ($r = -.276$, $p > .01$). Students acquire efficacy information from physiological factors such as heart rate, hand shake and sweating. Bodily symptoms signaling anxiety and fear might be interpreted by the students themselves to indicate their own lack of skills. This is an indication that the more the students show psychological reactions, the less efficacious they are in given tasks.

Finally, this study's findings suggest that students who participate in a classroom where their self-efficacy is enhanced are more likely to achieve more in English. This study is therefore aligned with the university's goal of improving student satisfaction and achievement in English courses.

5.3. PEDAGOGICAL IMPLICATIONS

As the first implications for the EFL classrooms, self efficacy can be an important tool. Specifically, self-efficacy is predictive of academic performance and course satisfaction in classrooms (Bandura, 1997). An individual's self-efficacy has a significant impact on his or her actual performance (Bandura and Schunk, 1981),

emotions (Bandura et al. 1977), behavioral choices (Betz and Hackett, 1981), amount of effort and perseverance expended on an activity (Brown and Inouye, 1978), and motivation and performance (Pajares and Schunk, 2001; Schunk and Pajares, 2002). Since academic self-efficacy has been shown to correlate with the students' above-mentioned beliefs and behavior, students' learning environments could be used to enhance self-efficacy.

Procedures beneficial for developing academic self-efficacy beliefs include proximal and specific learning goals, strategy instruction and verbalization, social models, performance and attributional feedback, and performance-contingent rewards (Schunk, 1995). These procedures inform students of their capabilities and progress in learning, and this information motivates students to continue to perform well. Providing students with a strategy that helps them succeed can also raise self-efficacy. Students who believe they have the means for performing successfully are apt to feel efficacious about doing so. As they work on tasks and apply the strategy, they note their progress, which strengthens their self-efficacy. Having students verbalize the strategy as they apply it also raises self-efficacy because the verbalization directs students' attention to important task features, assists strategy encoding and retention, and helps them work systematically (Schunk, 1995). For example, in the EFL classrooms the instructor can help students perform better and persist in studying longer by structuring activities in which attainable learning goals can be set by students so that they could construct their self-efficacy beliefs. To illustrate how to achieve this, level appropriate tasks related to the topic at hand will provide learners with a sense of control over said topic and will serve as a model for forthcoming assignments (Mills, 2004).

Secondly, the EFL teacher, being aware of the major sources of self efficacy, could direct the teaching and learning processes so as to increase learners' efficacy on the subject. As researchers have stated (Bandura, 1984, 1997; Parajes, 2002), the most efficient self efficacy source was found to be *mastery experiences*. This is also verified with the findings of the current study. This study supports Bandura's (1986) contention that mastery experiences are influential sources of efficacy information, because learners are reflecting on their experiences and what they did to succeed –or not- in their learning process. In this way they learn how to achieve in their course. The long-term

result of this theoretical pathway is that students may become more assertive and active in their own learning and less vulnerable to setbacks when difficult learning tasks are undertaken. As a result, students may persist longer not only in classroom-specific English learning tasks, but also in outside English tasks. For this, the classroom activities can be managed to provide students with the tools that they need to succeed in other environments and thus construct self-efficacy through *mastery experiences*. On the other hand, in this study, *social persuasion* proved as much a significant factor in constructing high EFL self-efficacy as *mastery experiences*. Moreover, students can be provided with feedback and positively motivated on a regular basis to make *social persuasion* available to them.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

The above mentioned review and results make it clear that self-efficacy theory is of high importance for explaining many aspects of student achievement. Researchers in educational fields have only begun to explore involvement of self-efficacy in educational settings. In this part of the chapter suggestions for future research are provided.

Self-efficacy influences choice of activities, effort and persistence (Bandura, 1986). Detailed research is needed to investigate these indices of academic motivation to determine their relation to self-efficacy. Although being studied in various studies as a general concept; choice of activities, persistence, and selection and use of effective learning strategies (Pintrich and De Groot, 1990) might be studied closely in future researches. Another study in relation to goal orientation and self-efficacy of learners might also shed light on the concept in educational settings.

Further studies might also investigate whether learners with different goal orientations also differ in their self-efficacy beliefs. Self-efficacy is known to be related with teaching behaviors (Ashton and Webb, 1986), such as; classroom activities, efforts and persistence. They stated that teachers with high self-efficacy were likely to have a positive classroom environment, support students' ideas, and meet the needs of students.

Apart from the correlational studies, well-prepared experimental studies are needed to investigate the systematic relation between teacher self-efficacy with behavior change and student success.

In this study, the participants were chosen on the basis of cluster random sampling. This might have had slight effects on the current results. In a future study the sampling procedure could be developed by employing a random sampling method instead of a cluster random sampling and by including students from the universities in different parts of Turkey. Additionally, the departments of the participants may be taken into consideration and students of social sciences may also be included in the future research.

Further research could be done to design instruments to evaluate self efficacy and components of self efficacy. The tasks in a questionnaire to investigate self-efficacy, which has proved to be an influential factor in learning by above mentioned studies, should be specific that the learners have done before (Mills, 2004). As stated by Pajares (1996), the wording of the items should be carefully chosen when assessing self-efficacy. Otherwise, the phrasing of the questions might result in broad and sometimes ambiguous items.

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APPENDICES

**APP. A. ENGLISH AS A FOREIGN LANGUAGE SELF-EFFICACY
QUESTIONNAIRE (EFL-SEQ)**

Sevgili arkadaşlar;

Size verilen bu anket İngilizce Yabancı dil yetkinlik beklentisini belirlemek için hazırlanmıştır. Çalışmanın sonuçları sadece bilgilendirme amaçlı kullanılacaktır. Katılımınız ve içtenlikle verdiğiniz yanıtlarınız için teşekkürler.

İNGİLİZCE YABANCI DİL YETKİNLİK BEKLENTİSİ ANKETİ

Lütfen aşağıdaki ölçeği kullanarak verilen ifadeleri değerlendiriniz. Aşağıdaki İngilizce becerilerini **ne kadar yapabildiğinizi** belirten numaraları daire içine alınız.

0	1	2	3	4	5	6	7
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ASLA YAPAMAM

KESİNLİKLE
YAPARIM

1	İngilizlerin ve/veya Amerikalıların gelenekleriyle ilgili kısa yazıları okuyup ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
2	Turistlerin bilgi ve yardım istedikleri kısa konuşmaları dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
3	İngiliz/Amerikan gelenekleriyle ilgili uzun makaleleri okuyup ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
4	İngilizce konuşan iki kişinin kısa konuşmasını dinleyip detaylarını anlayabilirim.	0	1	2	3	4	5	6	7
5	İngilizce konuşan bir arkadaşımın gelen bir yılbaşı tebrik kartını okuyup ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
6	Kişisel konularda kısa bir İngilizce konuşmayı dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
7	İngilizce bir hikayeyi okuyup detaylarıyla alyabilirim.	0	1	2	3	4	5	6	7
8	Bir garson ve bir müşteri arasındaki İngilizce bir konuşmayı dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
9	İngilizce yayınlanan bir gençlik dergisinin editörüne yazılmış bir mektubu okuyup detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
10	Hava durumu ile ilgili bir telefon konuşmasını dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
11	İngilizce konuşulan bir ülkede düzenlenen çeşitli aktiviteleri anlatan bir turist broşürünün bir sayfasını okuyup detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
12	İngilizce bir yiyecek reklamını dinleyip/izleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
13	TV de yayınlanan İngilizce bir yiyecek reklamını dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7

14	Ailenin en son yaptıklarının anlatıldığı bir İngilizce mektubu okuyup detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
15	İngilizce iki kişinin kısa konuşmasını dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
16	Arkadaşa yazılan kısa mektubu okuyup ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
17	Arkadaşa yazılan kısa mektubu okuyup detaylarını anlayabilirim.	0	1	2	3	4	5	6	7
18	Bir gezi rehberinin gezilecek yerler hakkında İngilizce söylediklerini dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
19	Bir süpermarkette alışverişle ilgili bir İngilizce konuşmayı dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
20	Bir ebeveynin ergen çocuğuna öğütlerini dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
21	Bir mektup arkadaşının İngilizce mektubundan bir paragraf okuyup detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
22	Bir tren istasyonunda İngilizce bir anonsu dinleyip ana fikirleriyle anlayabilirim.	0	1	2	3	4	5	6	7
23	Ana dili İngilizce olan iki kişinin haftasonu planları hakkındaki konuşmalarını dinleyip ana fikirleriyle anlayabilirim.	0	1	2	3	4	5	6	7
24	İngilizce bir seyahat dergisi editörünün yazdığı bir cevap mektubunu okuyup detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
25	İngilizce konuşan bir gazeteci ile yapılan kısa bir röportajı dinleyip ana fikirleriyle anlayabilirim.	0	1	2	3	4	5	6	7
26	İngilizce konuşan bir gazetecinin hayatı hakkında kısa bir röportajı dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
27	İngilizce konuşulan bir ülkede düzenlenen çeşitli aktiviteleri anlatan bir turist broşürünün okuyup ana fikirleriyle anlayabilirim.	0	1	2	3	4	5	6	7
28	Kişisel konular hakkında İngilizce konuşan iki kişinin kısa konuşmasını dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
29	İngilizce yazılmış bir ev ilanını okuyup ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
30	Hava durumu hakkında İngilizce konuşan iki kişinin konuşmasını dinleyip detaylarıyla anlayabilirim.	0	1	2	3	4	5	6	7
31	İngilizce kısa televizyon haberlerini izleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
32	İngilizce hava durumunu izleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7
33	İngilizce bir kısa hikayeyi okuyup detaylarını anlayabilirim.	0	1	2	3	4	5	6	7
34	Bir ebeveynin çocuğuna verdiği öğüdü dinleyip detaylarını anlayabilirim.	0	1	2	3	4	5	6	7
35	Televizyonda yayınlanan İngilizce yayınlanan bir duyuruyu dinleyip ana fikrini anlayabilirim.	0	1	2	3	4	5	6	7

Aliegro Javier Coronado(2006) "The Effect Of Self-Assessment On The Self-Efficacy Of Students Studying Spanish As A Foreign Language".

0	1	2	3	4	5	6	7
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ASLA YAPAMAM

KESİNLİKLE
YAPARIM

Lütfen aşağıdaki ölçeği kullanarak verilen ifadeleri değerlendiriniz. Aşağıdaki İngilizce becerilerini **ne kadar yapabildiğinizi** belirten numaraları daire içine alınız.

1	Sene sonunda hazırlığı geçeceğinizden ne kadar eminsiniz?	0	1	2	3	4	5	6	7
2	Sene sonunda 60-70 arası br not ile geçeceğinizden ne kadar eminsiniz?	0	1	2	3	4	5	6	7
3	Sene sonunda 70-80 arası br not ile geçeceğinizden ne kadar eminsiniz?	0	1	2	3	4	5	6	7
4	Sene sonunda 80-90 arası br not ile geçeceğinizden ne kadar eminsiniz?	0	1	2	3	4	5	6	7
5	Sene sonunda 90-100 arası bir not ile geçeceğinizden ne kadar eminsiniz?	0	1	2	3	4	5	6	7

**APP. B. SOURCES OF ENGLISH AS A FOREIGN LANGUAGE SELF
EFFICACY QUESTIONNAIRE (SEFL-SEQ)**

İNGİLİZCE YETKİNLİK BEKLENTİSİ
BİLGİLENDİRİCİ KAYNAKLAR ÖLÇEĞİ

Öğrenci no:

Mezun Olduğu Lise:.....

Cinsiyet:..... Yas:

Açıklama:

Sevgili öğrenciler, aşağıda İngilizce öğreniminde kendinize güvenmeniz ile ilgili ifadeler vardır. Sizlerden bu ifadelerin kendinize ne kadar uygun olduğunu derecelendirmeniz rica edilmektedir. Derecelendirme ile ilgili ifadeler aşağıya yazılmıştır.

(A) Bana hiç uygun değil, (B) Biraz uygun, (C) Uygun

(D) Genellikle uygun (E) Tamamıyla uygun

1	Şimdiye kadar çok sayıda ingilizce sorusunu başarıyla yanıtlayabilmişimdir.	A	B	C	D	E
2	Soruları başarıyla yanıtlayan arkadaşlarımı örnek almışım.	A	B	C	D	E
3	İngilizce öğretmenlerinin soruları yanıtlama yöntemlerini örnek almaya çalışırım.	A	B	C	D	E
4	Arkadaşlar arasında dersler hakkında konuştuğumuzda, İngilizcede iyi olduğum söylenir.	A	B	C	D	E
5	İngilizce sınavları benim için korkulu bir rüya gibidir.	A	B	C	D	E
6	İngilizce derslerindeki çoğu konuyu iyi anlamışım.	A	B	C	D	E
7	Arkadaşlarımla soruları nasıl yanıtladıklarına dikkat ederim.	A	B	C	D	E
8	İngilizce öğretmenlerimi kendime örnek alırım.	A	B	C	D	E
9	Değişik soruların cevaplarını kolay bulurum.	A	B	C	D	E
10	Arkadaşlar sorularda zorlandığım yerleri daha kolay anlamamı sağlıyor.	A	B	C	D	E
11	Öğretmenler ingilizce temelimin iyi olduğunu	A	B	C	D	E

	söylerlerdi.					
12	İngilizce sınavlarında heyecanımdan dikkatimi toplayamam.	A	B	C	D	E
13	İngilizce soruları yanıtlarken çok zorlanırım.	A	B	C	D	E
14	İngilizce sorularında arkadaşlarım bana güvenir.	A	B	C	D	E
15	İngilizce soruları karşısında cesaretimi kaybediyorum.	A	B	C	D	E
16	İngilizce oldukça iyi olduğum bir derstir.	A	B	C	D	E
17	İngilizce öğretmenlerim beni başarılı bulurdu.	A	B	C	D	E
18	İngilizce sınavlarında, iyi bildiğim konularla ilgili bölümlerde bile heyecanlanırım.	A	B	C	D	E
19	İngilizcede iyi bir temelimin olduğunu söyleyebilirim.	A	B	C	D	E
20	İngilizce sorusu yanıtlayan arkadaşlarımı gördüğümde, ben de onlar gibi soru yanıtlamak isterim.	A	B	C	D	E
21	Soruları çözerken telaşlı davranıyorum.	A	B	C	D	E
22	İngilizce derslerinde konunun özünü anlamışımdır.	A	B	C	D	E
23	İngilizce notları yüksek olan arkadaşlarımdan bu derslere çalışma yöntemlerini kendime örnek alırım.	A	B	C	D	E
24	İngilizcede iyi olan büyüklerden ya da arkadaşlarımdan övgüler almışımdır.	A	B	C	D	E
25	İngilizce soruları zorlaşırsa, paniğe kapılırım.	A	B	C	D	E
26	İngilizce sorularını kısa sürede yanıtlatabiliyorum.	A	B	C	D	E
27	İngilizce dersindeki bir konuyu yeterince anlayamadığım zaman, anlayan arkadaşlarımdan bu konuya nasıl çalıştıklarını öğrenmek isterim.	A	B	C	D	E
28	Arkadaşlar İngilizcede çok pratik olduğumu söyleyerek beni cesaretlendirirler.	A	B	C	D	E
29	İngilizce sınavlarında heyecandan bildiklerimi unuturum.	A	B	C	D	E

30	İngilizcede çok zorlandığım anlarda bile pes etmemişimdir.	A	B	C	D	E
31	İngilizcesi iyi olan arkadaşlarımla bu dersi dinleme ve derse katılım yöntemlerini kendime örnek alırım.	A	B	C	D	E
32	Arkadaşlarım soru yanıtlamada iyi olduğumu söylerler.	A	B	C	D	E
33	İngilizce sınavları büyük bir sorun haline getiriyorum.	A	B	C	D	E

CURRICULUM VITAE

Emrah Cinkara was born in Osmaniye in 1983. He graduated from the Foreign Language Education Department English Language Teaching Program at Middle East Technical University in 2005. He has five presentations submitted to national and international conferences including “Informative Sources of English Language Learning Related Self Efficacy” at IATEFL Research SIG in Poland. He speaks English fluently and he has survival French and German skills. He has been working as an instructor of English at Gaziantep University since 2006 and as the vice-director of School of Foreign Languages since 2007.

ÖZGEÇMİŞ

Emrah Cinkara 1983 yılında Osmaniye’de doğdu. Ortadoğu Teknik Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği Programı’ndan 2005 yılında mezun olmuştur. IATEFL Özel Araştırma Gurubu tarafından Polonya’da düzenlenen ELT konferansında sunduğu “Yabancı Dil Yetkinlik Beklentisi ve Kaynakları” da dahil olmak üzere uluslararası ve ulusal konferanslara sunduğu beş çalışması bulunmaktadır. İyi derecede İngilizce konuşmaktadır. Aynı zamanda temel düzeyde Fransızca ve Almanca bilgisine sahiptir. 2006 yılından beri Gaziantep Üniversitesi Yabancı Diller Yüksek Okulunda okutman ve 2007’den itibaren müdür yardımcısı olarak çalışmaktadır.