



T.C.
AKDENİZ UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE TEACHING DEPARTMENT

MA
THESIS

AN ANALYSIS OF SELF-EFFICACY IN EFL FOR THE
STUDENTS WHO ARE CURRENTLY STUDYING AT
PREPARATORY CLASS: AKDENİZ UNIVERSITY
CONTEXT

Bahar ŞAHİN

ENGLISH LANGUAGE TEACHING
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T.C.
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Supervisor: Asst. Prof. Dr. Ersen VURAL

Antalya, 2024

DOĞRULUK BEYANI

Yüksek lisans tezim olarak sunduđum bu alıřmayı bilimsel, ahlak ve geleneklere aykırı dűőecek bir yol ve yardıma bařvurmaksızın yazdıđımı, yararlandıđım eserlerin kaynakalardan gűsterilenlerden oluřtuđunu ve bu eserleri her kullandıřımda alıntı yaparak yararlandıđımı belirtir; bunu onurumla dođrularım. Enstitű tarafından belli bir zamana bađlı olmaksızın, tezimle ilgili yaptıđım bu beyana aykırı bir durumun saptanması durumunda, ortaya ıkacak tűm ahlaki ve hukuki sonulara katlanacađımı bildiririm.

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İMZA

Başkan : Doç. Dr. Arif BAKLA

.....

Ankara Yıldırım Beyazıt Üniversitesi,
İnsan ve Toplum Bilimleri Fakültesi, Mütercim-Tercümanlık Bölümü

Üye : Doç. Dr. Mustafa CANER

.....

Akdeniz Üniversitesi Eğitim Fakültesi, İngiliz Dili Eğitimi

Üye (Danışman) : Dr. Öğr. Üyesi Ersen VURAL

.....

Akdeniz Üniversitesi Eğitim Fakültesi, İngiliz Dili Eğitimi

YÜKSEK LİSANS TEZİNİN ADI:

An Analysis of Self-Efficacy in EFL for the students who are currently studying at Preparatory Class: Akdeniz University Context

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli ve sayılı kararıyla kabul edilmiştir.

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Finally, I dedicate this thesis to my late mother, Meliha Kultukcu, whom I miss at every moment of my life.

ABSTRACT

AN ANALYSIS OF SELF-EFFICACY IN EFL FOR THE STUDENTS WHO ARE CURRENTLY STUDYING AT PREPARATORY CLASS: AKDENIZ UNIVERSITY CONTEXT

ŞAHİN, Bahar

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In today's global world, English has become not only the means of intercultural communication but also the common language in fundamental areas of society such as science, technology, commerce, economy, health, tourism, and education. To keep up with the evolving world, individuals' desire to learn English is increasing even more. In student-centered language education, it has become crucial for individuals to manage and evaluate their own learning processes throughout language learning activities. In studies in the field, the predictive role of self-efficacy beliefs, introduced into the literature by Bandura, has been proven in areas such as language learning motivation, goal-setting, and determining appropriate learning strategies. This study aims to investigate the English self-efficacy perceptions of Turkish students in English preparatory classes. The findings were interpreted in accordance with the theoretical framework of the self-efficacy concept, addressing the research questions. In this study descriptive research design, focusing on the observation and measurement of variables was adopted. Descriptive analysis is utilized to explore and present the characteristics of the English self-efficacy perceptions of Turkish students. Participants are students (n=264) enrolled in the English Preparatory classes of Akdeniz University. The study utilized the 'English Language Self-Efficacy Scale,' developed by Gürcan. This 5-point Likert scale, consisting of 27 items, demonstrated a high level of reliability with a Cronbach's Alpha coefficient of 0.95. Following the data collection, the acquired data was transferred to SPSS 23.0 software, which is a quantitative data analysis tool, for subsequent examination. The analysis was carried out in three phases: initial pre-analysis checks and normality procedures, implementation of various analyses, and the final reporting stage. The study findings indicated that students exhibited elevated levels of self-efficacy in reading, listening, and comprehension, along with their

general proficiency in English, when contrasted with their self-efficacy in speaking and writing. The results also confirm a positive correlation between success and elevated self-efficacy, while failure is linked to diminished self-efficacy. This observation aligns with prior research that also identified variations in self-efficacy levels across these language skills. In conclusion, in terms of social and cognitive development, self-efficacy perceptions play a pivotal role in shaping individuals' actions through three crucial stages: making decisions about behaviour, assessing the extent of effort or perseverance, and cultivating insights based on emotional or attitudinal outcomes.

Keywords: *Self-efficacy in EFL, motivation, language learning continuity.*



ÖZET

İNGİLİZCE HAZIRLIK PROGRAMINDAKİ ÖĞRENCİLERİN YABANCI DİL ÖĞRENME KONUSUNDAKİ ÖZ YETERLİK ALGISI ANALİZİ: AKDENİZ ÜNİVERSİTESİ ÖRNEĞİ

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İngilizce sadece kültürler arası iletişim aracı olmakla kalmayıp aynı zamanda bilim, teknoloji, ticaret, ekonomi, sağlık, turizm ve eğitim gibi toplumun temel alanlarında da ortak bir dil haline gelmiştir. Gelişen dünyaya ayak uydurabilmek için bireylerin İngilizce öğrenme eğilimleri daha da artmaktadır. Öğrenci merkezli dil eğitiminde, kişilerin dil öğrenme etkinlikleri boyunca kendi öğrenme süreçlerini yürütmesi ve değerlendirmesi önem kazanmıştır. Alanda yapılan çalışmalarda, Bandura tarafından literatüre kazandırılan öz yeterlik inançlarının dil öğrenme motivasyonu, hedef belirleme ve uygun öğrenme strateji belirleme gibi alanlarda yordayıcı rolü kanıtlanmıştır. Bu çalışma, Türk öğrencilerin İngilizce hazırlık sınıflarındaki İngilizce öz-yeterlik algılarını araştırmayı amaçlamaktadır. Bulgular, öz-yeterlik kavramının teorik çerçevesine uygun olarak, araştırma sorularına cevap vererek yorumlanacaktır. Bu çalışmada, betimleyici araştırma deseni kullanılmıştır. Hazırlık sınıfı öğrencilerinin İngilizce öz-yeterlik algılarını belirlemeye yönelik tanımlayıcı analiz kullanılmıştır. Katılımcılar, Akdeniz Üniversitesi İngilizce Hazırlık sınıflarına kayıtlı öğrenciler (n=264) olup, çalışmada Gürçan tarafından geliştirilen 'İngilizce Dil Öz-Yeterlik Ölçeği' kullanılmıştır. Bu 27 maddeden oluşan 5 noktalı Likert ölçeği, 0.95 Cronbach Alpha katsayısı ile yüksek bir güvenilirlik düzeyi göstermiştir. Veri toplama sonrasında elde edilen veriler, sonraki inceleme için nicel veri analizi aracı olan SPSS 23.0 yazılımına aktarılmıştır. Analiz üç aşamada gerçekleştirilmiştir: ilk ön analiz kontrolleri ve normallik prosedürleri, çeşitli analizlerin uygulanması ve nihai raporlama aşaması. Çalışma bulguları, öğrencilerin konuşma ve yazma öz-yeterlikleri ile karşılaştırıldığında, okuma, dinleme ve anlama alanlarında genel İngilizce yeteneklerinde yüksek seviyeler sergilediklerini göstermektedir. Sonuçlar başarı ile yüksek öz-yeterlik arasında pozitif bir ilişki olduğunu doğrularken, başarısızlık ise düşük öz-yeterlik düzeyi ile ilişkilendirilmiştir. Bu çalışmadaki bulgular, dil

becerileri arasındaki öz-yeterlik düzeylerini tanımlayan önceki arařtırmalarla uyumludur. Sonuç olarak, sosyal ve bilişsel gelişim açısından, öz-yeterlik algıları, davranışla ilgili kararlar alma, çaba veya kararlılığın derecesini değerlendirme ve duygusal veya tutumsal sonuçlara dayalı görüşler geliştirme gibi bireylerin davranışlarını şekillendirmede önemli bir rol oynamaktadır.

Anahtar Kelimeler: İngilizce Öğrenmede Öz-Yeterlik, Motivasyon, Dil Öğrenmede Süreklilik.



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ABBREVIATIONS

ALQ	: Autonomous Learner Questionnaire
BALLI	: Beliefs About Language Learning Inventory
EAP	: English for Academic Purpose
EFL	: English as a Foreign Language
ESL	: English as a Second Language
FLL	: Foreign Language Learning
LSQ	: Learning Strategy Questionnaire
PREP Class	: Preparatory Classes for English Language in Higher Education
SEQ	: Self-Efficacy Questionnaire
SILL	: Strategy Inventory for Language Learning
SLA	: Second Language Acquisition
VARX	: Learning Styles (Visual, Aural, Read/Write, and Kinaesthetic)

CHAPTER I

INTRODUCTION

1.1. Introduction

In this section, the growing importance of English as a global language and the motivations behind language learning especially in the globalized era were discussed. The problem why investigating English language self-efficacy perceptions are essential in the context of the university's English preparatory program was outlined. The potential implications and significance of the study were highlighted. Additionally, the research questions which align with the purpose and objectives of the research were presented. This part also discussed any constraints or limitations the study may face and, key terms and concepts relevant to the study, were defined to ensure a common understanding.

1.2. Background of the Study

Throughout human history, language has not only been considered one of the fundamental elements of society but also recognized as the most effective means of interaction. In the current globalized landscape, the imperative of acquiring proficiency in more than one language has emerged. Recent years have witnessed a cross-border exchange of outputs and human resources in various fields, such as technology, agriculture, industry, and education, leading to the establishment of a global society (Zayed, 2020). Moreover, the rapid development of technology and the increased use of the internet have facilitated global connectivity.

The English language has attained international status due to economic developments, technological innovations, and political factors, particularly after World War II and the nineteenth-century British Imperialism. The dominance of the United States as a superpower in the twentieth century further contributed to the global prevalence of English (Sucharitha, 2022). Economic and political factors, coupled with the rise of the European Union and close interactions between neighbouring countries, have played pivotal roles in establishing English as a world language (Vintea, 2007).

Learning English has become a necessity, given its status as the most widely used language, particularly in the realm of commerce (Mohammed, 2020). Individuals undertake this endeavor for various personal and communal reasons. Among these, fulfilling foreign language requirements within the scope of compulsory education, engaging in business, securing employment opportunities, pursuing education in a different country, and exploring new cultures are prominent factors (Gardner, 1985). Additionally, individuals may seek language proficiency to satisfy a sense of belonging within their society. Furthermore, the contemporary global landscape introduces new motivations for learning English. Understanding global attitudes and accessing essential knowledge in the digital age are emerging reasons (Zarrabi, 2018). In today's economic conditions, the pursuit of a higher quality of life encompasses multiple factors. In addition to obtaining a high level of education and diverse professional skills, mastery of a foreign language has gained particular significance for navigating the global business network.

Studies conducted in the English as a Foreign Language (EFL) context consistently highlight the pivotal role of learner orientations in understanding why individuals embark on the journey of learning a foreign language. In this regard, the term 'motivation,' a key concept frequently employed to elucidate reasons for learning EFL, has been subjected to thorough examination in numerous studies. Notably, Gardner and his research collaborators, influential figures in motivation research, conducted extensive studies in the field of social psychology, delving into the relationship between motivation and second language learning achievement—a topic that has been acknowledged as a social issue since the 1950s (Horwitz, 1985). Building on this foundation, Dörnyei (1998) emphasizes that motivation, serving as the driving force that triggers and influences perseverance in learning, plays a determinant role in the foreign language learning process. The exploration of motivation in language acquisition has therefore become an integral aspect of understanding the dynamics of language learning, providing valuable insights into the factors influencing learners' commitment and success in acquiring a second language.

Despite high motivation levels, learners may not exert significant efforts due to personal factors such as a lack of self-efficacy (Chen, 2007). The concept of 'self-efficacy' involves learners' personal beliefs in their capability to perform and complete goal-specific assignments (Bandura, 1977). Perceived self-efficacy beliefs influence learners' decisions on actions, problem-solving approaches, insistence levels, and significantly impact their expectations,

motivation, effort, and self-determination processes (Bandura, 1990; Bandura & Adams, 1977; Schunk, 1980).

Recent studies in EFL contexts focused on the pivotal role of self-efficacy sources and efficacy perceptions in enhancing learners' motivation levels. Grounded in Social-Cognitive Theory, research has demonstrated the significant role of self-efficacy in instrumental and integrated motivation in language learning settings (Bandura, 1990). Perceptions of self-efficacy guide learners in identifying goals, selecting and applying appropriate learning strategies, and gaining a better understanding of themselves (Graham, 2022).

Building on the Social Cognitive Theory, learners' previous experiences, personal needs, and interests shape both their actions and performance, determining their persistence in efforts. Self-efficacy beliefs on one issue prompt learners to question their competences and self-efficacies on other issues, guiding them to set realistic and achievable goals and build up their competences (Betz & Hackett, 1986).

The interrelation between the level of success and self-efficacy becomes evident during the language education process. Schunk and DiBenedetto (2020) underscored in their studies that perceived self-efficacy beliefs are dynamic, not static, influenced by numerous internal and external factors. Consequently, the progression of self-efficacy can be observed and measured throughout all educational stages, providing valuable insights until the end of the EFL process.

1.3. Statement of the Problem

Foreign language learning is a dynamic interplay between unconscious linguistic development and the social freedom of interaction, reminiscent of the acquisition of one's native language, as illuminated by Piaget's and Bruner's constructivism theory (Little, 1991). However, this process can be susceptible to negative influences such as individual characteristics, anxiety, undesirable learning experiences, negative emotions, goals and expectations, social environments, inadequate language competency, or inappropriate teaching methods (Chen, 2007; Gardner, 1985; Horwitz, 1985).

The 1970s marked the emergence of the concept of the 'learner,' casting an active role in the learning tasks and assuming responsibility for all phases of the foreign language learning process (Anderson et al., 2004). Learner-centred approaches have evolved through the lens of 'constructivist' learning theories, an overarching term that endeavours to elucidate the role of various factors in the learning process, including learner autonomy, knowledge construction,

active involvement, critical thinking skills, goal setting, experiential learning, and individual differences (Du, 2021; Shah, 2020).

Throughout the twentieth century, policymakers, experts, and educational practitioners consistently directed their attention towards learners, leading to the continuous reconstruction of foreign language curriculums across all educational levels, from primary and nursery school to higher education institutions (Ulla et al., 2022). In pursuit of this goal, scholars have devised various methods aligning with the four language skills: listening, speaking, reading, and writing (Hilgendorf, 2018). Educational institutions have responded by providing both classroom-based and non-classroom-based informative EFL environments, contributing to the expansive field of language teaching and learning.

Notably, English language programs, commonly known as PREP classes, within higher education institutions stand out as highly effective classroom-based programs for learners (McMullen, 2014; Thorpe et al., 2017). These programs serve a dual purpose, not only focusing on enhancing students' academic and communicative language skills but also fostering cultural tolerance, a crucial element for success in higher education and the professional world. The duration of these programs varies, ranging from a few months to a year, providing students with a robust foundation to seamlessly transition into their main field of study.

Despite students being exposed to highly intensive language experiences, encompassing all four language skills during an academic year in formal foreign language learning environments, such as scheduled PREP classes, motivating all students can be a challenging task due to the compulsory nature of the program. Nevertheless, research indicates that identifying students' self-efficacy beliefs about their language proficiency is likely to enhance their motivation levels (Nosratinia et al., 2014).

Currently, a limited number of studies focus on EFL self-efficacy among students enrolled in PREP classes at universities. According to findings, PREP class education emerges as one of the most intensive programs for enhancing English language skills, positively impacting students' perceived self-efficacy beliefs in listening, speaking, writing, and reading (Çitil, 2018). However, existing research underscores the need for more comprehensive studies, particularly investigating long-term outcomes. This is crucial as English language self-efficacy perceptions influence students' decisions regarding the continuation of their foreign language learning journey after graduation and play a role in shaping strategic plans for their future careers.

The research context for this study is Akdeniz University, where Turkish serves as the main language of instruction, but some programs are conducted in English. This study aims to analyse the English self-efficacy beliefs of PREP class students, considering variables such as gender, previous language experience (in this case, high-school graduation field), and the inclination toward studying and working abroad. The results were scrutinized in comparison to the students' proficiency levels.

1.4. Significance of Study

In a general sense, learning EFL empowers individuals to understand other cultures, enhances proficiency in both native and other languages, and enriches global perspectives (Mahu, 2012). Guided by constructivist and communicative approaches, various factors influencing the foreign language learning process can be categorized as motivation, attitudes, age, intelligence, aptitude, learning styles, and personality (Khasinah, 2014). Recognizing the impact of individual differences and the significant role of self-efficacy in language learning achievement, there arises a need to investigate students' self-efficacy levels in the EFL context.

Educational reforms and the current emphasis on learner-centredness have brought to the forefront topics such as EFL motivation and self-efficacy, which are gaining popularity in Türkiye. As alumni increasingly aspire to secure better job opportunities with higher salaries and prestigious companies, language proficiency becomes a crucial occupational expectation. Similarly, English proficiency stands as a fundamental requirement for participating in exchange programs like Erasmus+, studying abroad, or pursuing graduate programs. Language proficiency often poses a significant challenge for constructing a career path in higher education. Therefore, studies on self-efficacy are poised to contribute significantly to boosting motivation levels and fostering success in EFL.

Upon reviewing the related literature, it becomes evident that self-efficacy surveys predominantly centre on beliefs in specific topics such as science, mathematics, social sciences, or technology use (Kıran, 2010). While there are existing studies on learning EFL, research on students' perceptions of English language self-efficacy is often confined to the relationship of a specific language skill or method with academic achievement (Aksoy, 2020; Rahimi & Abidini, 2009). The findings typically focus on the gains from EFL course content. However, foreign language learning (FLL) is a protracted process extending beyond mere language course programs. A noticeable gap exists in the literature regarding the long-term impacts of English

self-efficacy perceptions on individuals' future lives, particularly concerning instrumental motivations.

Recognizing the pivotal role universities play in the transition to adulthood and professional development, the study seeks to provide insights, not only for the students themselves but also for relevant units within educational institutions. Specifically, it aims to shed light on how self-efficacy beliefs influence learners' academic achievements and the process of career planning.

1.5. Purpose of the Study

This study aims to investigate the impact of self-efficacy perception findings on learners' language learning continuity and their instrumental motives for future planning. The perception of self-efficacy plays a crucial role in determining students' efforts to overcome challenges encountered in the learning process. It contributes to raising awareness about academic achievement, goal setting, self-directed learning, and assuming responsibility in the learning process. The primary objective of this study is to analyse the English language self-efficacy perceptions of Turkish students enrolled in the English Prep Class at Akdeniz University. The analysis conducted from the perspective of progressive language learning concepts and their alignment with future career orientations. Additionally, the study aims to explore the relationship between students' self-efficacy perceptions and their end-of-year success grades. The end-of-year grades served as a determinant of the congruence between students' beliefs about their self-efficacy and their actual language awareness.

1.6. Research Questions

This study aims to investigate the level of English language self-efficacy perceptions among students who are native Turkish speakers enrolled in the English preparatory program at Akdeniz University. The following sub-questions were analysed in the context of the main topic:

1. Is there a gender-based difference in English self-efficacy levels among students?
2. Do students with varying levels of previous EFL experiences (particularly in secondary education) exhibit differences in their English self-efficacy levels?
3. Are there differences in English self-efficacy levels among students based on their current academic departments?

4. Do students with experience abroad differ in English self-efficacy perceptions compared to those without such experiences?
5. Is there a variance in English self-efficacy levels between students considering pursuing graduate education abroad and those not intending to study abroad?
6. Do students contemplating a career abroad exhibit different levels of English self-efficacy compared to those not planning to pursue a career abroad?
7. Is there a correlation between students' self-efficacy perceptions and their end-of-year academic success grades?

1.7. Limitations and Assumptions

The participants in this study are students enrolled in the English Prep Classes of Akdeniz University. It is acknowledged that generalizing the results to different academic programs in other Turkish universities, considering the diploma programs offered in a foreign language, may pose challenges. The assumption is made that the sample (students studying at Akdeniz University English Preparatory Class and native Turkish speakers) adequately represents the universe (all students whose mother tongue is Turkish studying in the English Preparatory Class). A total of 264 students voluntarily participated in the survey at the end of the fall semester during face-to-face education.

1.8. Definitions and the Use of Concepts

1. **Self-Efficacy:** refers to a person's belief in their ability to organize and execute the actions necessary to manage possible situations.
2. **Self-Regulation:** It refers to the learning model in which students organize their own learning process, evaluate their performance and rearrange the new goals for themselves.
3. **EFL:** English as a Foreign Language
4. **ESL:** English as a Second Language
5. **Instrumental motivation:** Language learning due to professional need, education, trade, or environmental factors.
6. **Integrative Motivation:** Learning a language due to one's desire to be accepted as part of a society.

7. **Extrinsic motivation:** Factors related to external rewards (such as passing a class, raise in salary)
8. **Intrinsic motivation:** Factors related to enthusiasm, desire, or self-confidence (personal reasons not requiring reward).
9. **Foreign Language Learning Experience:** Previous experiences and Learning environment.
10. **Preparation Program (PREP Class):** Within the scope of formal education; it refers to 1 year of English language education excluding the education period in associate degree and undergraduate programs in which education is partially or completely in a foreign language.
11. **ELSES:** English Language Self-Efficacy Scale



CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter serves to present the theoretical foundation of self-efficacy perceptions in the EFL context and their impact on the continuity of the FLL process, thereby highlighting the research problem. In addition to defining key terminologies and associated ideas, the literature review delves into relevant studies aligned with the research problem, providing a comprehensive overview of the current state of knowledge in this area.

2.2. Self-Efficacy Related Ideas

Self-efficacy, as an overarching term, is intricately linked to several key concepts that contribute to the holistic understanding of learners' experiences. These interconnected concepts include self-regulation, attribution, goal setting, learning strategies, learner autonomy, motivation, and attitudes (Bandura & Wood, 1989; Gutiérrez & Narváez, 2017; Lorschach & Links, 1999; Schunk & DiBenedetto, 2020). This reciprocal interrelation accentuates the dynamic nature of self-efficacy, as it is both influenced by and influences various facets of the learning process (illustrated in Figure 2.1). For instance, the self-regulation abilities of learners play a pivotal role in shaping their self-efficacy beliefs. Similarly, attribution, goal-setting mechanisms, learning strategies employed, and the broader contexts of learner autonomy, motivation, and attitudes all contribute to the multifaceted landscape in which self-efficacy unfolds.

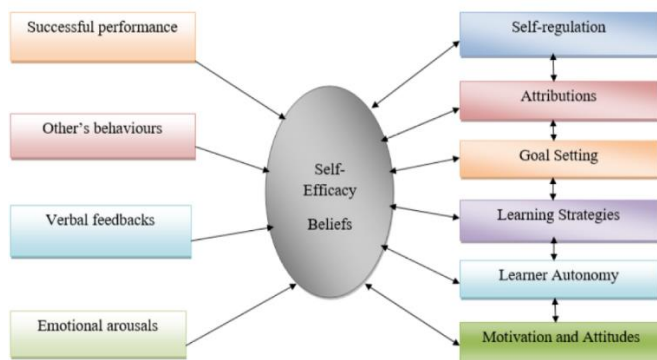


Figure 2.1. *The Impact of Self-Efficacy Beliefs*

2.2.1. Self-Regulation and Attribution Theory

In recent decades, the self-regulation theory has gained prominence, emphasizing learners' active participation in the learning process. Zimmerman (1990) defines self-regulation as the learners' execution of their learning processes, highlighting that self-regulated learners are more conscious of the systematic and manageable nature of the learning process. Throughout this process, learners engage in tasks, monitor their actions, analyze their thoughts and emotions, and draw inferences from their performances to achieve predetermined goals, such as acquiring skills, completing tasks, or personal satisfaction (Schunk, 1995). Self-regulated learners, during the self-reflection stage, can form attributions for their own performance or the performance of others and reconstruct their learning processes accordingly (Zimmerman, 2002).

In Weiner's cognitive theory, causal attribution plays a pivotal role in the self-regulation mechanism, influencing whether the learner repeats the same action (1972). In the context of Asian EFL studies, research indicates that attributional feedback significantly influences the persistence of efforts and the determination for success (Hsieh & Kang, 2010). A study by Nguyen (2021) examined the relationship between online self-regulation and self-efficacy during the Covid-19 pandemic, finding a correlation between self-regulation and learners' self-efficacy levels. Similarly, EFL studies in Iran, such as Mahmoodi et al. (2014), demonstrate that self-regulated learning is shaped by directing the process involving thoughts, emotions, goals, and environmental factors. In Türkiye, a study by Özer and Akçayoğlu (2021) delved into the relationship among self-efficacy, self-regulation, and foreign language anxiety concerning class attendance. The findings indicate that self-regulated students tend to attend classes more regularly, resulting in higher academic success compared to their counterparts. Furthermore, self-efficacy shows a positive correlation with self-regulation.

Conversely, foreign language anxiety plays a pessimistic role in academic achievement. Building upon the theoretical and empirical studies discussed above, it can be inferred that self-efficacy beliefs exhibit a robust correlation with self-regulated learning and attributions. However, Ömür and Çubukçu's (2017) study on self-regulation introduces a contradiction, stating that students' self-regulation levels align with their motivation levels but not consistently with their academic success. This result implies that self-regulation levels may not be a reliable predictor of language achievement.

2.2.2. Goal Setting and Learning Strategies

Goal setting is considered the initial step in the self-regulation process, highly influenced by self-efficacy beliefs and the level of motivation (Schunk, 2001). Goals represent the points learners willingly strive to achieve, involving identification, self-evaluation, and governing processes (Schunk, 1990). Goal-directed action encompasses three mechanisms: direction (guidance for the relevant action), intensity (the level of difficulty), and duration (how long the learner persists) (Latham & Locke, 1991). Setting goals can assist learners in monitoring their learning phases and guide them in selecting learning strategies to achieve their objectives (Alastair, et al., 2023; Cheng, 2023).

Learning strategies play a crucial role in language learning and teaching. Rubin (1981) emphasizes that the focus of learning strategies lies in the cognitive processes used by learners, which directly contribute to the learning process rather than social strategies or the psychological characteristics of successful learners.

Studies revealed that students using appropriate strategies in line with their self-efficacy beliefs can be more successful in achieving their goals. Throughout history, learning strategy definitions have been made by many scholars and have been related to the language proficiency, however, Oxford's description is accepted as the clearly detailed and organized one (Yılmaz, 2010). Oxford (1989) classified the language learning strategies in six heading which covers memory techniques, cognitive process, compensation, meta-cognitive process, affective process and community interaction strategies. Learning strategies which serve specific purposes lead the learner to fulfil the relevant tasks (Ham, 2002). Yang in his study (1999) used an English Learning Questionnaire which was prepared by Horwitz's (1987) Beliefs About Language Learning Inventory (BALLI), Oxford's (1990) Strategy Inventory for Language Learning (SILL) for the university students in Taiwan where the English is a foreign language. He found the students' self-efficacy beliefs have a strong influence on which learning strategy to use.

2.2.3. Learner Styles

With the ascendancy of learner-centred approaches, attention has shifted towards learner characteristics. Efforts to tailor course materials, select methods, and create optimal learning environments have given rise to the concept of learning styles (classified in Table 2.1) defined as cognitive and behavioural preferences in learning activities (Kirby, 1979). Learner patterns are influenced by variables such as age, gender, personal needs, motivations, experiential backgrounds, and future expectations (Oxford, 1993; Peacock, 2001; Swanson, 1995).

Table 2.1. *Learner Styles*

Cognitive Style	Sensory Style
Field-dependent vs. Field-independent	Visual
Analytic vs. Global	Auditory
Reflective vs. impulsive	Kinaesthetic (movement-oriented)
	Tactile (touch-oriented)

Cognitive Learner Style Whyte and his colleagues define the cognitive learning style as "how an individual processes information. This includes any process which acquires knowledge (e.g., memory, perception, thought, and/or problem-solving)" (Whyte et al., 1996, p. 783). Self-regulation is a key characteristic of cognitive learners who critically assess and direct the learning process. These learners either achieve success independently or know where to seek help while struggling with obstacles (Cassidy, 2004).

Field-independent learners are self-regulated and autonomous; they focus on the structure, rules or correctness of L2 forms; however, field-dependent learners are focus on the communicative side of L2 and fluency (Tuan, 2011).

The global learning style emphasizes the dominance of the two hemispheres of the brain. Analytic learners, whose right hemisphere is dominant, focus on details and prefer planned and organizational situations. On the contrary, global learners, with dominance in the left hemisphere, perceive the whole before delving into details (Dunn et al., 1989).

The reflective vs. impulsive learning style dichotomy characterizes learners based on their approach to decision-making and response patterns. Reflective learners are provident individuals who require time to contemplate and decide on their reactions. In contrast, impulsive learners respond without hesitation and exhibit a higher tolerance for ambiguity.

The sensory learner style encompasses perceptual channels, including visual, auditory, kinaesthetic, and tactile learning styles. Introduced by Reid in 1987, these styles highlight preferences related to sensory modalities (Renou, 2014). Visual learners prefer materials presented visually, such as charts, pictures, or diagrams; auditory learners are comfortable with verbal interaction, including spoken information and discussions; kinaesthetic learners understand better through physical touch and movement, often benefiting from hands-on activities; tactile learners enjoy participating in activities and prefer learning through actions, acting, or using mimes and gestures (Baherimoghdam et al., 2021; Oxford, 1993).

Personality traits significantly influence learning styles, and learners' reactions and behaviours are reflective of their feelings towards tasks (Kamarulzaman, 2012). Zhang (2002) conducted a study on thinking styles, identifying distinct learner styles based on personality traits: talkative, interpersonal and optimistic learners tend to be more talkative, social, and optimistic. Intrapersonal, sensitive and embarrassed learners lean towards being introverted, sensitive, and may feel embarrassed in certain situations. Courageous and innovative learners are bold and creative in their approach to learning. Shy and steady learners are more reserved and maintain a consistent approach. Decisive learners are firm in decision-making, while planned learners prefer structure and organization. Obedient learners are disciplined and follow rules, while careless learners may lack focus and attention to detail.

These findings emphasize the importance of considering personality traits in understanding and addressing individual differences in language learning contexts (Ababneh, 2015; Morley, 1993; Triananda, 2022). Additionally, a study by Alqunayeer et al. (2015) explored sensory learning styles based on Fleming's VARK Model (Visual, Aural, Read/Write, and Kinaesthetic) in EFL classrooms, revealing gender differences, with girls leaning towards Aural learning and boys towards Kinaesthetic learning.

Negahi et al. (2015) explored the connection between learning styles, thinking styles, and English language academic self-efficacy levels among students. The findings indicated that engineering students demonstrated higher self-efficacy than students in the humanities field. The engineering students tended to exhibit a more judicial thinking style, while humanities students leaned towards being more obedient.

Hawa and Tilfarlıoğlu (2019) conducted a study that affirmed the relationship among self-efficacy, learning styles, and learners' social interaction. The findings highlighted a positive correlation among these three variables. Moreover, the study emphasized that learners may possess more than one learning style. Recognizing that each learning style represents different facets of individuals, there is no single "best" style. Instead, learners can benefit from understanding their own learning style and determining the most suitable strategies to employ.

These studies underline the intricate relationships between various factors, including learning styles, thinking styles, and self-efficacy, and how these elements contribute to the complexity of individual learning experiences.

Learning strategies are distinct from learning styles, although they share a close relationship. Reid suggests that learning styles are instinctively acquired, whereas learning strategies are consciously learned (Yassin & Almasr, 2015). In self-efficacy studies, there is a

notable emphasis on the strong influence of self-efficacy beliefs on EFL success. These beliefs play a crucial role in fostering self-regulation among learners (Oxford, 1989; Pajares & Valiante, 2002; Pajares, 1996; Zimmerman, 2002). Curry's research (1990) outlines the importance of determining learner styles across four dimensions: educational syllabus design, teaching methods, the assessment process, and learner supervision. Highly efficacious learners demonstrate awareness of their strengths and weaknesses. They are not only capable of executing their learning processes but also confidently move toward their educational goals. The interplay between learning strategies, learning styles, and self-efficacy underscores the complexity of individual learning experiences, and understanding these dynamics can inform educational practices.

2.2.4. Learner Autonomy

The term 'autonomy,' introduced by Henri Holec, who is acknowledged as the father of autonomy, has garnered increased interest. In Little's study (1996), Holec's definition of autonomy is cited as 'assuming the responsibility for one's own learning.' Learner autonomy is closely related to concepts such as self-instruction, self-direction, self-access, independent learning, decision-making, undertaking control responsibility, active participation, motivation, and personal development. An ideal autonomous learner is expected to take control of their learning process. This involves decisions on goals, selection of learning strategies, engagement in self-assessment, and the development of independent learning behaviours. The concept of learner autonomy encapsulates a multifaceted approach to learning, emphasizing the learner's active role, responsibility, and decision-making in the learning process.

Autonomy can be examined in two broad contexts: autonomy at school (primarily for young students) and autonomy outside school (typically for adults) (Benson, 2006; Little, 1991). Classroom-based learning environments may initially appear to impose some constraints on learner autonomy. However, the language learning process extends beyond the classroom, evolving over time. Studies in learner autonomy and self-efficacy suggest that perceived self-efficacy beliefs exert a significant influence on activating learners' autonomy mechanisms, fostering the continuous, lifelong language learning process (Shi, 2018). Learner autonomy is not confined to the traditional classroom setting; instead, it extends to encompass various learning environments, emphasizing the ongoing, self-directed nature of language learning.

The intersection of self-efficacy and learner autonomy represents a relatively new and intriguing area of examination in the realm of education. Research indicates that the relationship

between self-efficacy and learner autonomy has a profound impact on various learning instruments (Ponton et al., 2005). Carson's (2020) recent study, delved into the interplay of self-efficacy and learner autonomy, specifically exploring their influence on the willingness to communicate. Carson's findings revealed a positive correlation over time between learner autonomy, self-efficacy, and the willingness to communicate. Notably, students who actively participated in the selection of learning materials and tasks, and who defined their own learning goals, exhibited increased confidence and a greater willingness to utilize their speaking skills.

Tılfarlıoğlu and Çiftçi (2011) conducted a study to investigate the intricate dynamics among self-efficacy, learner autonomy, and academic success. The study involved 250 Prep Class students across five universities during the 2010-2011 academic years. To gather data, the researchers employed the Self-Efficacy Questionnaire (SEQ) and the Autonomous Learner Questionnaire (ALQ). The findings of the study revealed positive relationships among: self-efficacy and learner autonomy, self-efficacy and academic success and learner autonomy and academic success. These results suggest that a robust sense of self-efficacy is associated with both learner autonomy and academic achievement, emphasizing the interconnectedness of these factors in the educational context.

Recent technological advancements and widespread internet use have revolutionized language learning, providing learners with direct access to language sources and user communities (Honarзад & Rassaei, 2019). Autonomous learners, particularly those with higher self-efficacy, actively seek ways to leverage these technological resources, aiming to understand the 'why' and 'how' of incorporating them into their personal development (Zimmerman, 2000). The digital landscape empowers learners to take charge of their language learning journey, fostering autonomy. Learners with strong self-efficacy are likely to navigate and utilize online resources more effectively. This intersection of technology, autonomy, and self-efficacy highlights the evolving nature of language education. Educators and institutions may need to adapt their approaches to harness the benefits of digital tools and nurture learners' autonomy and self-efficacy.

2.2.5. Motivation and Attitudes

Language learning motivation is a complex interplay of internal and external factors. Internal motivations, such as adapting to different cultures, are often prominent in English as a Second Language (ESL) contexts. Meanwhile, external or pragmatic purposes, like securing lucrative employment, are more prevalent in EFL settings (Dimitroff et al., 2018). Central to

this motivational tapestry is the influence of self-efficacy beliefs. Self-efficacy acts as a catalyst, shaping motivational orientations and paving the way for success-based experiences. Learners with higher self-efficacy are often more driven and persistent in their language learning endeavors (Soland & Sandilos, 2021). Self-efficacy perceptions play a pivotal role in convincing learners to venture further in their language learning journey. These perceptions act as bridges to success, instilling confidence, and determination in learners. Motivation, as illuminated by Clement (1976), encompasses both behavioural persistence and emotional inclination. The intertwining of self-efficacy with motivation suggests that learners, fuelled by strong self-efficacy beliefs, are more likely to persist in their language learning efforts and approach the journey with a positive emotional disposition.

2.2.5.1. Gardner's EFL Motivation (Integrative versus Instrumental Motivation)

Gardner's pioneering work in 1959 marked the inception of EFL motivation studies, focusing on socio-psychological dimensions and the impact of motivational variables and personal interests on Second Language Acquisition (SLA) success. Gardner (1985) defines 'motivation' as a combination of effort, desire to achieve language learning goals, and favourable attitudes toward the learning process. Success in second language learning hinges on achieving goals with positive attitudes and translating desire into action. Gardner and his colleagues introduced a dual classification of motivation based on integrativeness and instrumentality. Integrative motivation centres around the desire to be part of the EFL community, fostering a sense of belonging. In contrast, instrumental motivation is driven by practical purposes like job advancement, social interaction, or academic success (Kato, 2016). Gardner and Lambert emphasized that foreign language learning extends beyond cognitive ability, underscoring the pivotal role of motivational orientation (Temblay & Gardner, 1995). Gardner's integrative motivation concept posits EFL learning as a tool for fostering a sense of belonging to the EFL community within the realm of SLA.

Gardner's research, particularly in bilingual communities like Canada (where both English and French are official languages), predominantly delves into integrative orientations (Clement, 1976; Clement et al., 1977). This context underscores the interplay of linguistic communities. Contrary to assumptions, studies reveal that integrativity is not confined to bilingual settings. Gholami et al. (2012) found that, even in predominantly monolingual communities, students displaying integrative motivation outperformed their instrumentally motivated counterparts in academic achievement. Gholami's research sheds light on the

nuanced relationship between motivation types and academic success. While instrumental motivation may be prevalent, those with integrative motivation showcase superior academic performance, emphasizing the multifaceted nature of motivation in diverse linguistic contexts.

Torres and Alieto's (2019) study highlights that Filipino senior high school students are predominantly driven by instrumental motivations, particularly aiming to succeed in end-of-year exams. This underscores the practical and outcome-focused nature of their language learning aspirations. Contrary to expectations, the study indicates that students' self-efficacy levels, measured by the Self-Efficacy Scale, do not exhibit a significant correlation with motivation in relation to students' age. This suggests that the influence of self-efficacy on motivation may not be strictly age-dependent in this context.

Lamb (2004) argues that Gardner's integrative motivation, initially introduced in the 1950s, has become less distinct and effective in the contemporary globalized EFL research context. This shift is particularly noticeable in Indonesia, where students exhibit motivations that blend both instrumental and integrative aspects. Lamb's study on Indonesian students suggests that motivations in the EFL context are evolving. In a world where English is a universal language, distinguishing between integrative and instrumental motivations becomes challenging, indicating a more complex and nuanced motivational landscape.

2.2.5.2. Dörnyei's Motivational Self System

Despite the validity of Gardner's motivation theory in bilingual cultures, Dörnyei challenges its applicability in the foreign language learning process situated within the classroom environment (Dörnyei, 1994). Dörnyei (1994; 1998) shifts the focus to motivation in the educational context, emphasizing its connection with the pragmatic benefits of learning a foreign language. According to his studies, integrative motivation extends beyond a sense of belonging to encompass a deliberate willingness to engage with the foreign language community (Dörnyei, 1990). Dörnyei's L2 motivational system, grounded in the concept of 'self,' is categorized into three groups, as outlined in studies conducted in Hungary (Clement et al., 1994).

a) The ideal self represents the attributes and characteristics an individual aspires to possess. The concept of the ideal self is akin to Gardner's integrative motivation. In Gardner's terms, if an individual's ideal self is linked to mastering a foreign language, particularly EFL, they can be described as having an "integrative" disposition (Kata & Dörnyei, 2005).

b) The ought-to-self represents the attributes and traits that an individual believes they should possess in order to avoid potential negative outcomes.

c) The EFL learning experience is the motive influencing the learner depending on the learning environment and previous experiences.

Dörnyei's motivational self-system emphasizes that learners are motivated by their own development of potential future selves rather than the external influence of societal interactions (Huang et al., 2015).

Roshandel et al. (2018) explored the relationship between self-efficacy and various sub-categories of the L2 motivational system, including ideal self, ought-to self, cultural impact, pragmatic gains, avoidance of negativity, and attitudes towards learning a foreign language and its community. The study identified that instrumentality is among the most significant factors contributing to the increase in L2 efficacy levels.

Similarly, Aydın (2021) explored the correlation between the 21st-century skills and achievement-oriented motivation of English Preparatory class students, along with their motivation for learning English. The analysis employed the "Motivation for Learning English Scale" to assess the students' motivational levels. The findings indicated a positive motivation among students, particularly concerning the instrumental factors outlined in the scale.

Numerous studies substantiate the role of the self-efficacy concept as a determinant of motivation levels, influencing expected outcomes that, in turn, shape learners' choices of learning strategies, effort investment, persistence, and emotional responses (Schunk, 1985; Zimmerman, 2000).

2.2.5.3. Deci and Ryan's Extrinsic versus Intrinsic Motivation

Deci and Ryan elucidate L2 motivation within the framework of self-determination theory, encompassing fundamental psychological processes such as self-exploration tendency, competence development, and relatedness, which are inherently present in learners (Takahashi & Im, 2020). Intrinsic motivation, characterized by personal interest, curiosity, and satisfaction, distinguishes learners who are driven by internal factors. Conversely, external factors, as identified by Noels et al.,(2019), typify extrinsically motivated learners. Intrinsic motivation taps into learners' inner strength (Takahashi & Im, 2020; Temblay & Gardner, 1995), manifesting as eagerness and self-confidence in goal attainment without undue stress (Deci & Ryan, 2000). On the other hand, extrinsic motivation arises in response to external rewards such as monetary incentives, awards, gifts, verbal reinforcement, or meeting specific requirements.

In a study examining the impact of intrinsic motivation and self-efficacy on self-regulation, Garcia and Pintrich (1991) observed that intrinsic motivation positively influences learners, fostering greater self-regulation in their learning processes. However, the findings regarding the influence of self-efficacy on the self-regulation process were reported to be less conclusive. In related research, Banfield and Wilkerson (2014) employed gamification as a method to transform learners' extrinsic motivation into intrinsic motivation with the aim of elevating self-efficacy levels. Utilizing Bandura's Guide for Constructing Self-efficacy Scales, they concluded that intrinsic motivation correlates with increased effort and heightened self-efficacy beliefs.

2.3. Instrumentality of Learning English for Future Career Abroad

Hrehova (2010) asserts that foreign language proficiency plays a pivotal role in the career identification process, enabling individuals to disseminate knowledge, culture, and experiences through effective communication. Proficiency in a foreign language, particularly English, is deemed essential for success in overseas studies and employment. Given the extensive array of study areas and online distance education options, individuals can readily choose to pursue higher education, thereby achieving academic advancement and confidently advancing in their careers. Upon completing high school, individuals often explore opportunities to continue their education at the bachelor's, master's, or doctoral levels, either within their home country or abroad. The prevalent trend of internationalization in higher education provides students with diverse global resources for academic development. Essential components of this internationalization include the recognition of curricula in various disciplines, the cultivation of intercultural insights, ensuring equality in the academic and educational processes, fostering cooperative understanding, and nurturing a democratic mentality for effective problem-solving (Byram, 2018).

This concept can also be elucidated within the context of globalization, a consequence of worldwide economic, political, and commercial interrelations, and its impact on academic institutions (Tight, 2021). Many non-English speaking countries, mirroring the practices of universities in English-speaking nations, have incorporated English-taught undergraduate and graduate programs to cater to the diverse needs of students (Doiz et al., 2011). Proficiency in the English language is often a prerequisite for enrolment in academic programs globally, underlining its significance. Wang et al. (2018) underscored in their study that a heightened

self-efficacy in English language competence empowers students to excel in their academic pursuits, mitigating challenges such as homesickness or cultural gaps.

The economic advantages of English proficiency are paramount in the global business landscape (Ditua, 2012). In a world characterized by rapidly evolving communication networks, even small-scale companies in distant corners of the globe can establish themselves in the international trade and business arena by virtue of a shared language. Beyond possessing an undergraduate diploma in a specific field, globally standardized employability skills—including problem identification and solving, the adept use of technology, time management, social adaptation, and English language proficiency as a communication tool—are universally recognized as fundamental in the global labour market (Jawing & Kamlun, 2022).

In a recent study by Babu and Pushpanathan (2022), an analysis of graduates' English proficiencies revealed inadequacies, particularly in speaking and writing skills—considered the most essential for effective communication with both colleagues and clients. These deficiencies extend to participating in meetings and discussions, note-taking, and preparing official documents. Consequently, it is imperative to enhance all language skills, regardless of the grammar or vocabulary proficiency level.

The concept of becoming a 'world citizen' serves as motivation for individuals to actively participate in this global phenomenon (Lamb, 2004). As people increasingly recognize the advantages and disadvantages of learning English, given its status as a global language, their language self-efficacy beliefs significantly influence personal motivations and preferences for future careers.

2.4. Self-Efficacy Studies in Language Learning

Recent studies highlight the widespread application of the self-efficacy concept across various disciplines, particularly in education (Pajares, 1996). Rooted in Bandura's social learning theory, the framework suggests that learning behaviour is shaped by a common cognitive mechanism. Actions leading to changes in mood, coupled with experience-outcomes resulting from effective performance, contribute to the formulation of behaviour (Bandura, 1977).

Bandura's (1977) definition of self-efficacy as "the belief in one's ability to organize and execute the necessary actions to manage possible situations" has become a pivotal theory in the field of language learning and teaching. Despite its significance, investigations into the

construction of self-efficacy remain scarce in the context of foreign or second language acquisition (Chen, 2007).

Within Bandura's theory (in Figure 2.2), perceived self-efficacy, influenced by four primary sources—mastery performance, vicarious experiences, verbal persuasion, and emotional arousal—plays a crucial role in shaping learners' actions, determining their level of effort, and influencing their resolve to confront challenges on the path to achieving their goals (Bandura, 1977; Bandura & Adams, 1977).

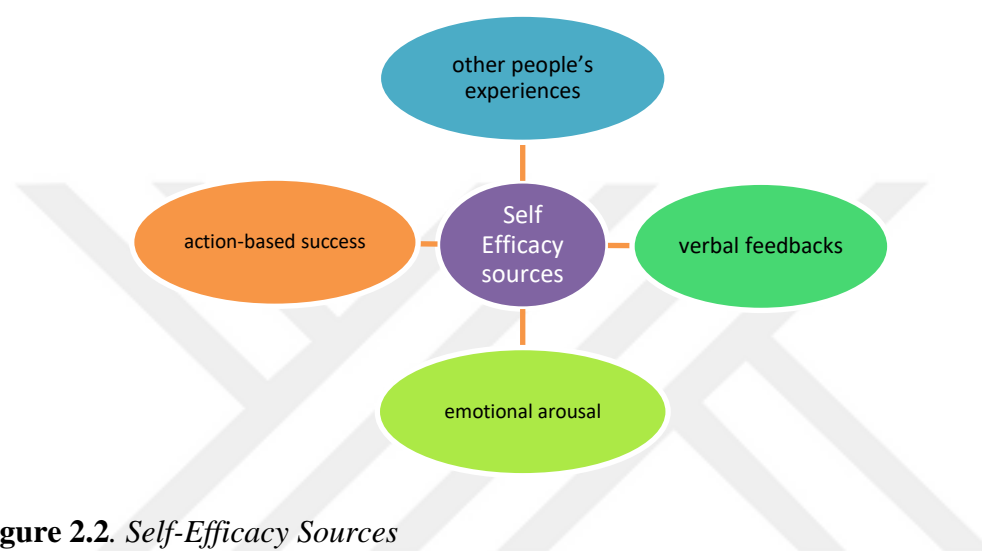


Figure 2.2. *Self-Efficacy Sources*

Mastery performance refers to an individual's ability to interpret and control their personal performance. Learners possessing self-insight can analyze and manage their own achievements. Those who repeatedly experience successful outcomes are better equipped to determine their subsequent actions (Schunk, 1982). Importantly, even in situations of failure, learners with high self-efficacy demonstrate resilience, calmly overcoming obstacles, and showing eagerness to explore alternative approaches. In summary, successful outcomes positively reinforce self-efficacy levels, fostering the repetition of effective actions (Pishkar, 2015).

Vicarious Experience: As social beings, individuals draw inferences by observing the experiences of others. When learners encounter stress or discomfort in a task, they turn to models provided by other people. Observing and emulating the behaviours of others helps learners make decisions about what to do or avoid. Bandura notes that while vicarious experiences may not be as impactful as one's own experiences, they still offer valuable opportunities to observe and learn in unfamiliar environments (Bandura, 1977; Bandura & Adams, 1977).

Verbal persuasion: Verbal feedback, serves as another avenue for enhancing self-efficacy perceptions across diverse learning environments (Huang, et al., 2020). Learners tend to feel highly efficacious when they receive encouraging feedback from others (Raofi et al., 2012). However, Schunk (1991) emphasizes that the impact of verbal persuasion may not be enduring when positive outcomes fail to materialize at the conclusion of endeavours.

Emotional arousal: It plays a crucial role in shaping self-efficacy perceptions. Learners anticipate successful outcomes when experiencing positive emotional arousal. Conversely, emotional moods characterized by stress, anxiety, or fear can significantly impact performance outcomes negatively (Britner & Pajares, 2006).

The construction of self-efficacy beliefs is a multi-dimensional phenomenon influenced by various factors at different levels. Extensive research in diverse contexts sheds light on the relative impact of these factors on individuals' self-efficacy beliefs. Studies, such as the one conducted by Kobayashi (2020) focusing on English speaking fluency among Japanese learners, highlight the significance of personal experiences and learners' emotional states as dominant factors shaping self-efficacy. Positive personal experiences and emotional well-being contribute to enhanced self-efficacy, while negative attributions, such as the fear of public speaking, can have adverse effects. Mastery performance, often regarded as a cornerstone of self-efficacy (Schunk, 1982), plays a crucial role in shaping individuals' perceptions of their capabilities. Positive outcomes and successful attempts reinforce learners' self-efficacy levels, fostering a willingness to overcome obstacles and pursue alternative strategies, even in the face of initial failures (Pishkar, 2015).

The impact of vicarious experiences, observed in studies like Naruponjirakul (2022), underscores their dominant effect on learners' self-efficacy. Learning from the experiences of others in unfamiliar contexts provides learners with valuable insights and influences their self-efficacy beliefs. Verbal persuasion, including feedback and encouragement, is recognized as a significant factor in enhancing self-efficacy perceptions (Huang et al., 2020). However, the lasting impact of verbal persuasion is contingent on the alignment of positive feedback with actual successful outcomes (Schunk, 1991). Emotional arousal, encompassing learners' emotional states, plays a crucial role in influencing self-efficacy. Positive emotional arousal aligns with anticipation of successful outcomes, while negative emotions such as stress and fear can detrimentally affect performance outcomes (Britner & Pajares, 2006). These factors collectively contribute to the dynamic process of self-efficacy construction, influencing individuals' beliefs in their abilities to navigate and succeed in various learning situations.

In the context of EFL, the correlation between self-efficacy levels and academic achievement has been explored through qualitative data analysis methods. The findings consistently indicate a positive relationship between individuals' self-efficacy perceptions and their EFL success.

Early studies, including those by Bandura, the pioneer of the self-efficacy concept, and his colleagues, emphasized the pivotal role of efficacy levels in goal attainment. The consensus among researchers, as highlighted by Bandura (1997), Locke et al. (1984), and Lorschach & Links (1999), suggests that higher levels of self-efficacy are associated with more favourable academic outcomes. Conversely, lower self-efficacy levels are linked to a higher likelihood of academic challenges and failure. These studies underscore the notion that learners with positive self-efficacy beliefs exhibit greater control over their learning processes. Positively motivated individuals demonstrate a proactive approach to their academic journey, eagerly striving to achieve their targets.

In the context of EFL, studies conducted in diverse settings support the positive relationship between individuals' self-efficacy perceptions and their academic achievement. An illustrative example from Mahyuddin et al. (2006) explored this correlation among secondary school students in Malaysia, where English serves as a second language. In their study, Mahyuddin et al. (2006) observed that 51% of students exhibited high self-efficacy beliefs coupled with positive motivation. Notably, this group of students demonstrated higher academic success. Conversely, students who perceived English as challenging and had lower self-efficacy levels displayed poorer motivation and academic performance. The findings from this study suggest that higher efficacy beliefs are associated with enhanced emotional engagement and contribute to the attainment of significant academic accomplishments. This aligns with the broader consensus that positive self-efficacy beliefs play a crucial role in fostering motivation and academic success in the realm of language learning.

In recent EFL studies, researchers have shifted their focus from overall EFL success to specific methodologies and language skills, shedding light on nuanced aspects of self-efficacy in language acquisition. Rahimi and Abedini (2009) conducted a study exploring the relationship between students' self-efficacy perceptions and listening skills, specifically examining listening-comprehension competencies among 61 university EFL learners. Their findings highlighted variations in students' self-efficacy perceptions concerning listening comprehension. The study reported both positive and negative impacts, underscoring the multifaceted influence of self-efficacy on academic success.

In a study conducted by Thompson et al. (2022), the focus was on examining the impact of self-efficacy perceptions among students majoring in business administration. Notably, the educational context involved courses taught entirely in English, providing a unique lens into the relationship between self-efficacy and course success. Thompson et al. (2022) delved into whether students with elevated self-efficacy perceptions exhibited greater receptivity to learning and invested more effort in their studies compared to counterparts with lower self-efficacy levels. The study's findings revealed a compelling correlation: students with higher self-efficacy not only demonstrated increased course success but also displayed a greater willingness to invest additional effort in their English language courses. This recent investigation contributes valuable insights, affirming the significance of self-efficacy in shaping students' learning attitudes and academic achievements, particularly in English-medium courses within specialized fields like business administration.

However, it's essential to note that high levels of self-efficacy may not always guarantee overall academic achievement. A study by Huang and Chang (1996), involving students in an intensive English program at Indiana University learning ESL, investigated the correlation between students' self-efficacy levels and their academic achievements. Interestingly, while learners exhibited higher overall self-efficacy levels than their academic achievements, the study emphasized the consistency of self-efficacy levels with individual language skills. This aligns with Pajares's notion that the correlation between specific beliefs and target outcomes is more significant than evaluating overall achievement (Pajares, 1996).

2.5. Self-Efficacy Studies in Turkiye

While numerous studies in Turkiye have explored self-efficacy perceptions across various fields, there is a notable scarcity of research specifically examining English language self-efficacy. The existing studies primarily concentrate on university and secondary school (high school) students (Güç, 2019). Typically, these investigations reveal a positive association between self-efficacy beliefs and learners' success.

A study by Özkasap (2009) delved into the self-efficacy beliefs of students learning EFL and their perceptions of responsibility for English language learning. Conducted at Yıldız Technical University School of Foreign Languages, the research utilized both qualitative and quantitative data collection tools with a participant pool of 503 university students. The findings indicated that students held a moderate perception of self-efficacy in the context of learning

English, and they attributed a partial responsibility to themselves. This suggests a positive correlation between self-efficacy and a sense of responsibility in the language learning process.

Several studies conducted in Türkiye have delved into the realm of English language self-efficacy, shedding light on its various dimensions and impact on academic achievement. In a non-experimental quantitative study by Kaya (2016), first-year students were administered a learner autonomy questionnaire and an English self-efficacy questionnaire. The self-efficacy questionnaire encompassed motivation, expectations, and the four language skills, and the results were compared with end-of-year exam grades. The study unveiled that students exhibited moderate levels of learner autonomy and English self-efficacy, and these factors positively influenced their academic achievement.

Sağlamel and Doğan (2016) directed their attention to English major students and investigated the impact of study-abroad experiences, particularly within the framework of Erasmus exchange mobility, on self-efficacy beliefs. The study revealed that students engaged in Erasmus programs exhibited higher self-efficacy perceptions across all language skills, with notable emphasis on speaking and listening, compared to their counterparts who did not partake in such mobility actions.

Studies conducted by Güneri (2018) extended the focus to secondary school students and those in higher education institutions. Investigating the effects of self-efficacy sources, perceived instrumentality, and class participation levels, the research identified mastery experiences and instrumentality as the most influential predictors of self-efficacy perceptions. Additionally, emotional devotion was found to impact attitudes toward English lessons.

Exploring the nexus between language learning strategies, English self-efficacy perceptions, and academic achievement, a study conducted on secondary school students unearthed a positive and significant relationship between students' language learning strategies and their English self-efficacy levels (Gözüm, 2018). This finding aligns with other research in the field.

Türkkaynağı (2021), in a study at Pamukkale University, analyzed the impact of using speaking e-portfolios as an extracurricular tool on the perception of speaking skill self-efficacy. The research involved 42 Prep Class students, and the findings suggested a statistical increase in learners' self-efficacy perceptions of speaking through the e-portfolio, with students displaying positive attitudes toward the speaking activity.

In the Turkish EFL context, studies indicate that learners' self-efficacy perceptions exert a positive influence on their autonomy, sense of responsibility, and academic success in English

language proficiency. Additionally, factors such as mastery experiences, exposure to intensive English language environments, real-life communication, and learners' motivations play pivotal roles in shaping self-efficacy. Within the framework of compulsory language course programs like PREP classes, learners are primarily driven by instrumental motivation to successfully complete the program and attain the required level of English proficiency. However, the sustainability of their FFL endeavours beyond these classes or after graduation is contingent upon their personal goals and needs. As they explore alternative avenues for their academic and professional pursuits, English proficiency emerges as a distinguishing factor due to its global significance. Despite the valuable insights gained from previous research, our comprehension of the role of self-efficacy in lifelong learning remains incomplete. There is an urgent need for further research dedicated to unravelling the intricacies of self-efficacy and its nuanced impacts on long-term motivations. Such investigations would provide valuable contributions to the academic landscape. This study aims to address and contribute to filling this existing gap in the literature.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter provides an overview of the methodology, outlining the research design, study group, data collection tools, data collection process, and data analysis procedures employed in the study.

3.2. Research Design

This study adopted a descriptive research design, focusing on the observation and measurement of variables without manipulation. Descriptive analysis was utilized to explore and present the characteristics of the English self-efficacy perceptions of Turkish students. The mean calculated by adding up all the scores and dividing that total by the number of scores was used to interpret the impact of the variables on the self-efficacy levels of learners.

3.3. Study Group

The population for this research comprises students enrolled in the English Preparatory classes of universities who have taken the YKS exam (Placement Exam for Higher Education Institutions). 264 students whose major are Environmental Engineering, Gerontology, Electrical and Electronics Engineering, Agricultural Biotechnology, Tourism Management and English Language and Literature departments participated in the present study. The study specifically focused on the self-efficacy perceptions of Turkish-citizen students within this population. It is important to note that international students from other countries or those who speak ESL were excluded from the scope of this research.

Table 3.1. Demographic characteristics of the participants

		Frequency (f)	Percentage (%)
Gender	Female	89	33,7
	Male	175	66,3
Graduation field	Foreign language	8	3,0
	Science-Maths	216	81,8
	Turkish-Maths	38	14,4
Preparatory school status	Pass	191	72,3
	Fail	73	27,7
Preparatory school grade	<60	72	27,3
	60-66	54	20,5
	67-73	53	20,1
	74-80	40	15,2
	81-87	32	12,1
	88 and above	13	4,9
Department	Environment Engineering	26	9,8
	Gerontology	30	11,4
	Electrical Engineering	106	40,2
	Agricultural Biotechnology	7	2,7
	Tourism Management	45	17,0
	Computer Engineering	41	15,5
	English Language and Literature	9	3,4
Experience abroad	Yes	30	11,4
	No	234	88,6
Continuing graduate education abroad	Yes	228	86,4
	No	36	13,6
Working abroad after graduation	Yes	241	91,3
	No	23	8,7

Table 3.1 presents the demographic characteristics of the participants. Accordingly, the participants are categorized based on their gender, with 33.7% being female and 66.3% male. In terms of graduation fields, the majority (81.8%) are associated with Science-Maths disciplines, followed by Turkish-Maths (14.4%) and foreign language (3.0%) fields. Regarding preparatory school status, 72.3% passed while 27.7% failed, and their grades are distributed across various ranges, with the highest proportion falling in the 60-66 range (27.3%), followed by 60-66 (20.5%), 67-73 (20.1%), 74-80 (15.2%), 81-87 (12.1%) and 88 and above (4.9%). The participants' distribution across various departments showcases a diverse academic landscape. Notably, 9.8% of participants are enrolled in Environment Engineering, while Gerontology accounts for 11.4% of the population. Electrical Engineering emerges as the largest group, encompassing 40.2% of participants. Agricultural Biotechnology is represented by 2.7% of participants, while Tourism Management constitutes a notable 17.0%. Additionally, 15.5% of participants are pursuing studies in Computer Engineering, and a smaller group of 3.4% is engaged in English Language and Literature. Around 11.4% of participants have prior

experience abroad. Notably, a significant portion (86.4%) express an intention to pursue graduate education abroad, and even more (91.3%) plan to work abroad after graduation.

3.4. Data Collection Instruments

In the literature, various self-efficacy scales are employed across numerous fields. Gürcan (2021) developed the 'English Language Self-Efficacy Scale,' a 27-item 5-point Likert scale aligned with the European Language Portfolio criteria. The scale demonstrated a high level of reliability, with a Cronbach's Alpha coefficient of 0.95. The Cronbach's alpha coefficients for the scale's five factors were reported as 0.927 for the Comprehension factor, 0.881 for the Speaking factor, 0.866 for the Listening factor, 0.884 for the Writing factor, and 0.861 for the Reading factor. The composite reliability coefficient (CR) for each factor exceeded 0.6, affirming the reliability of the scale's structure.

Table 3.2. *The Items of English Language Self-Efficacy Scale*

Factors	Items
Comprehension (9 items)	1. I can easily order in English when I go to a foreign restaurant.
	2. I understand the problems of tourists coming to Turkey and I can help them.
	3. I can use it easily when I change the language of the computer or phone to English.
	4. I can take short notes on a topic I listen to.
	5. I can easily find the information I am looking for on foreign websites.
	6. I can travel abroad without the need for a translator.
	7. I can clearly understand the message that an English speaker wants to give.
	8. I can give directions in English when talking about a place.
	9. I can express myself in English language.
Listening (6 items)	10. The news, weather forecast etc. on TV. in English, I understand the main idea of the subject when I watch it.
	11. I understand what is meant by music in English language.
	12. I can understand English announcements made at the airport.
	13. I can watch English TV series/movies without subtitles.
	14. I think I will be successful in exams that measure English listening skills.
	15. I can actively listen to the other person during an English conversation.
Reading (4 items)	16. I can read and summarize an article/novel in English.
	17. I can understand a text written in English language and translate it into Turkish.
	18. I can understand a novel in English without using a dictionary very often.
	19. I can answer questions about the English text I read

Factors	Items
Speaking (4 items)	20. I can speak English clearly and fluently without hesitation during an interview/conversation.
	21. I think I will be successful in English speaking exams.
	22. I have no problem with English speaking skills.
	23. I feel inadequate in speaking English

Figure 3.1 displays the list of items categorized according to the factors. The scale comprises a total of 27 items, distributed as follows: 9 items under the Comprehension factor, 6 items under the Listening, 4 items each under Writing, Speaking, and Reading factors. Each item in the scale was assigned numerical values ranging from one to five, corresponding to the students' responses: 1 for 'strongly disagree,' 2 for 'disagree,' 3 for 'undecided,' 4 for 'agree,' and 5 for 'strongly agree.'

Table 3.3. *Cronbach Alpha Values of English Language Self-Efficacy Scale*

Scale/Factor	Cronbach Alpha Value
Reading	0,82
Listening	0,82
Speaking	0,83
Writing	0,84
Comprehension	0,89
Total	0,95

Referring to the reliability analysis of the current study, each factor's reliability was rigorously tested and quantified utilizing Cronbach's Alpha coefficient, a statistical measure employed to gauge the internal consistency and reliability of test scores in educational and psychological testing. Our findings indicated a high level of reliability across all assessed areas. The reading and listening scales both achieved a Cronbach's Alpha value of 0.82, illustrating a strong level of internal consistency. Similarly, the speaking and writing scales garnered alpha values of 0.83 and 0.84 respectively, further cementing the assertion of reliability in these assessment scales. Most notably, the comprehension scale boasted an alpha value of 0.89, underscoring its robustness in reliably assessing individuals' comprehension Skills. In aggregating the results from all individual scales, a total Cronbach's Alpha value of 0.95 was achieved (seen in Table 3.3). This compelling figure is indicative of the exemplary internal consistency and reliability characteristic of the composite language proficiency assessment tool. Such a high alpha value not only underscores the reliability of individual scales but also attests to the cohesive, systematic, and reliable nature of the assessment as a comprehensive tool.

3.5. Data Collection Procedures

With the permission granted by Gürcan to use the scale, the requisite documents for ethics committee approvals were meticulously prepared. Subsequently, approval was secured from the Akdeniz University Scientific Research and Publication Ethics Board, affirming the suitability of the scale. Data collection was conducted among 264 English PREP Class students during the 2022-2023 academic year. The distribution of the Scale and consent forms to students was facilitated with the explicit permission of the School of Foreign Languages Management. Prior to their participation, students were briefed on the study's content and objectives, ensuring their voluntary engagement in the research. Paper-based English Self-Efficacy Scale were delivered to the students during the face-to-face education period. To gauge the English language achievement levels of the participants, their end-of-year grades for the 2022-2023 academic year were obtained from the School of Foreign Language Management.

3.6. Data Analysis

This study aims to determine the English self-efficacy perceptions of Turkish students in English preparatory classes using quantitative data. After collecting the data, the gathered information was transferred to the SPSS 23.0 software, a quantitative data analysis tool, for further analysis. The analysis process was conducted in three stages: pre-analysis checks and normality procedures, application of analyses, and reporting.

In the first stage, the validation of missing or erroneous data was performed, and recoding was carried out for reverse-coded items. Following this step, the normality analyses of scale scores were conducted based on demographic variables that would be used in comparative processes. Three criteria were utilized to determine whether the data exhibited a normal distribution. First, values obtained from the Kolmogorov-Smirnov (K-S) and Shapiro-Wilk tests were used. In these statistical hypothesis tests, a significance value greater than 0.05 indicates that the data have a normal distribution, while a value less than 0.05 indicates otherwise (McKillup, 2012). Additionally, skewness and kurtosis values within the range of ± 1 were accepted as another criterion for the presence of a normal distribution (Büyüköztürk, 2016). The criterion for the p-value, calculated by dividing the skewness and kurtosis values by their standard errors, being less than 1.96 for $\alpha=0.05$ and 2.58 for $\alpha=0.01$ also indicated a normal distribution (Howitt & Crame, 2011; Field, 2009)

For variables demonstrating a normal distribution, independent samples t-tests were conducted when there were two subgroups and one-way analysis of variance (ANOVA) was employed when there were three or more subgroups. For variables not conforming to a normal distribution, the Mann-Whitney U Test was used for two subgroups, and the Kruskal-Wallis Test was applied for three or more subgroups (See Appendices 1-8 for details). Finally, Pearson product-moment correlation coefficients were calculated to investigate the relationship between participants' preparatory class scores and their perceptions of English self-efficacy. The correlation findings were interpreted by referencing the intervals (See Table 3.2.) provided by Liang et al. (2019). Following the conclusion of the analysis, the results were documented according to the reporting guidelines outlined by the American Psychological Association (APA), incorporating the most current formatting practices. The tables were also thoroughly interpreted to provide a comprehensive understanding of the findings.

In reporting the research findings, effect sizes were provided for statistically significant differences. Different techniques were employed to calculate effect sizes based on the analyses conducted. For the results of the Mann-Whitney Test, the effect size was evaluated using the *r* value (Small: 0.1 - 0.3; Medium: 0.3 - 0.5; Large: 0.5 and above). The effect size for the results of the Kruskal-Wallis Test was assessed using the *V* value (Small: $V \approx 0.01$ to 0.1; Medium: $V \approx 0.14$ to 0.29; Large: $V > 0.29$). The effect size for the results of the independent groups t-test was evaluated using the Cohen's *d* value (Small: 0.2; Medium: 0.5; Large: 0.8 and above). Furthermore, the effect size for the results of the one-way ANOVA (Analysis of variance) was evaluated using the eta squared η^2 value (Small: 0.01; Medium: 0.06; Large: 0.14 and above) (Ulupinar & İnce, 2021).

Table 3.4. *Correlation Intervals*

Correlation Interval	Relationship
.00-.19	Very weak
.20-.39	Weak
.40-.59	Moderate
.60-.79	Strong
.80-1.00	Very strong

*Liang et al. (2019).

CHAPTER IV

FINDINGS

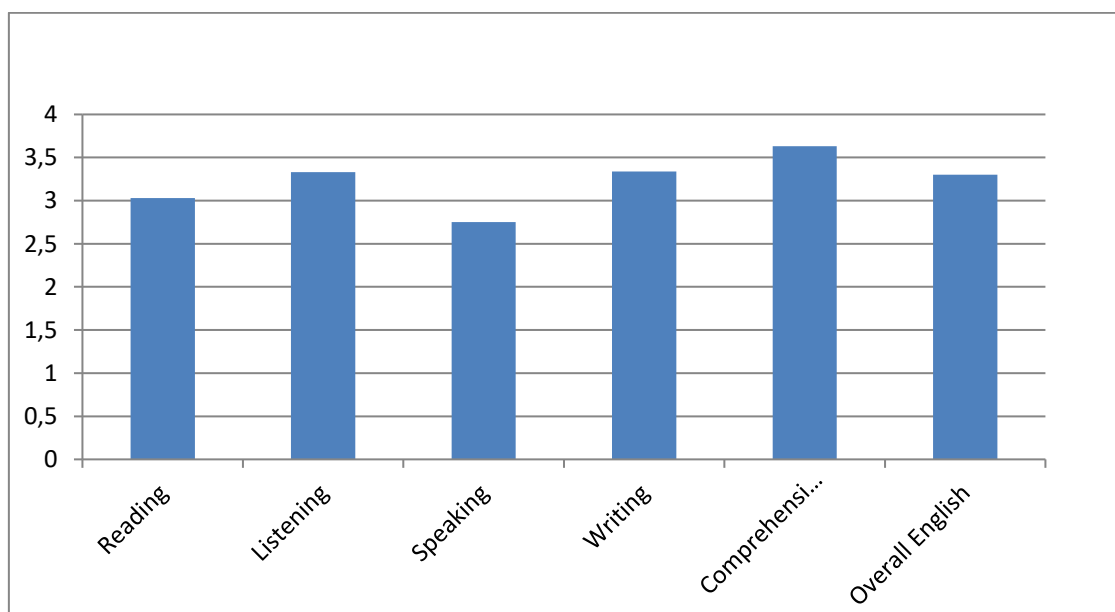
In this section, the findings obtained from the analysis of the data collected within the scope of the study and the interpretations related to these findings was presented.

This study primarily aims to investigate the level of English language self-efficacy perceptions among students who are native Turkish speakers enrolled in the English preparatory program at Akdeniz University. The findings regarding the main objective presented in detail. Additionally, findings under the sub-questions in the context of the main topic were analysed below.

Table 4.1. *Descriptive Statistics Regarding English Self-Efficacy Perceptions of Participants*

	N	Min.	Max.	\bar{X}	Stand. \bar{X}	S. D.	Skewness	Kurtosis
Reading	264	4,00	20,00	12,11	3,03	2,93	0,043	0,240
Listening	264	7,00	30,00	19,98	3,33	4,13	0,023	-0,020
Speaking	264	4,00	19,00	10,98	2,75	3,38	0,121	-0,420
Writing	264	4,00	20,00	13,34	3,34	3,04	-0,064	0,077
Comprehension	264	15,00	45,00	32,69	3,63	5,97	-0,111	-0,021
TOTAL	264	40,00	132,00	89,10	3,30	17,00	0,042	0,110

1.00-1.80 (Very low), 1.81-2.60 (Low), **2.61-3.40 (Moderate)**, 3.41-4.20 (High), 4.21-5.00 (Very High)



Graphic 4.1. *English Self-Efficacy Perceptions of Participants*

Table 4.1 presents the descriptive statistics regarding participants' perceptions of their English self-efficacy. Upon examining the participants' standardized means, it was observed that participants have a moderate level of self-efficacy perception in English reading, listening, speaking, writing, and overall proficiency. Furthermore, their English comprehension self-efficacy perception is at a high level. When the standardized means are ranked, it is determined that the highest average is related to self-efficacy in English comprehension, followed by English writing, listening, general proficiency, reading, and speaking, respectively.

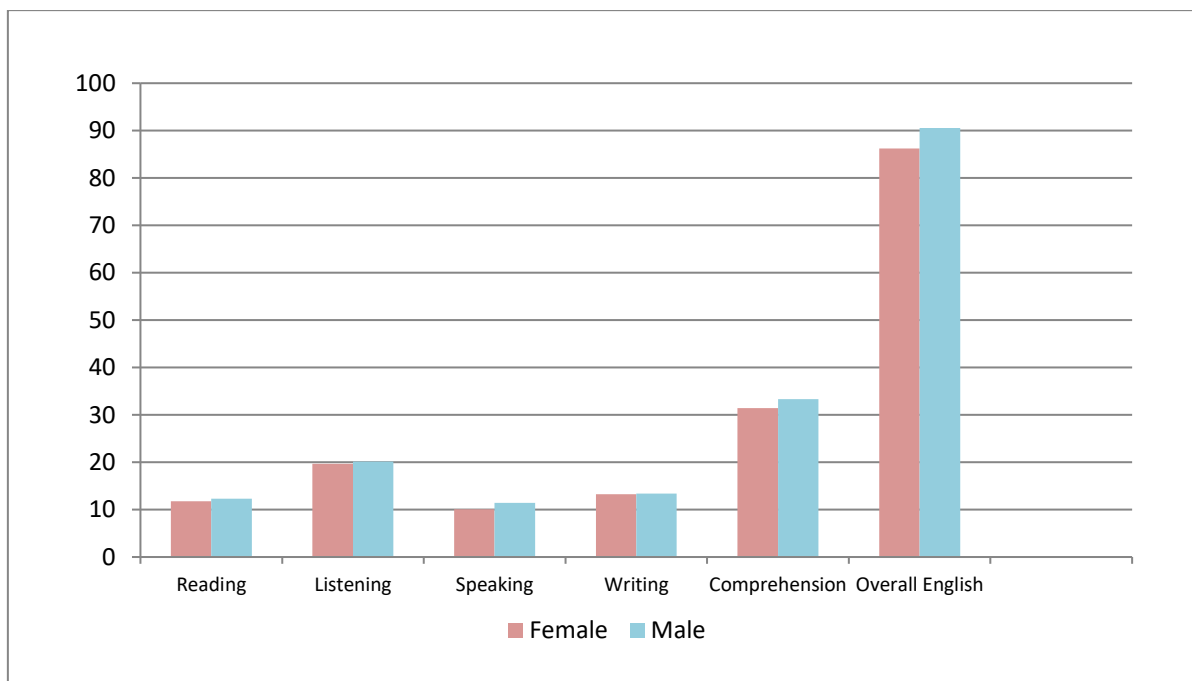
1st RQ: Is there a gender-based difference in English self-efficacy levels among students?

Table 4.2. Comparison Results of Participants' English Self-Efficacy Perceptions by Gender

Factor	Variable		N	\bar{X}	S. D.	<i>t</i> (262)*	<i>p</i>	<i>d</i>
Reading	Gender	Female	89	11,75	3,06	-1,397	0,164	
		Male	175	12,29	2,86			
Listening	Gender	Female	89	19,70	4,34	-0,787	0,432	
		Male	175	20,12	4,02			
Speaking	Gender	Female	89	10,11	3,61	-3,038	0,003	0,33
		Male	175	11,43	3,17			
Writing	Gender	Female	89	13,25	3,41	-0,337	0,737	
		Male	175	13,39	2,84			
Comprehension	Gender	Female	89	31,42	6,16	-2,506	0,013	0,36
		Male	175	33,34	5,78			
Total	Gender	Female	89	86,22	18,50	-1,972	0,050	0,23
		Male	175	90,57	16,04			

*Independent samples t test

Table 4.2 presents a comparison of participants' English self-efficacy perceptions by gender. As depicted in the table, significant differences exist in the participants' English self-efficacy perceptions across the speaking and comprehension sub-factors, as well as the total scale, based on gender. Upon analysing the group averages, it became evident that these differences favoured male participants. In other words, male participants had greater self-efficacy perceptions in the speaking and comprehension sub-factors, as well as in their general English self-efficacy, compared to their female counterparts. Conversely, the perceptions of participants in the reading, listening, and writing sub-factors did not differ significantly in relation to gender.



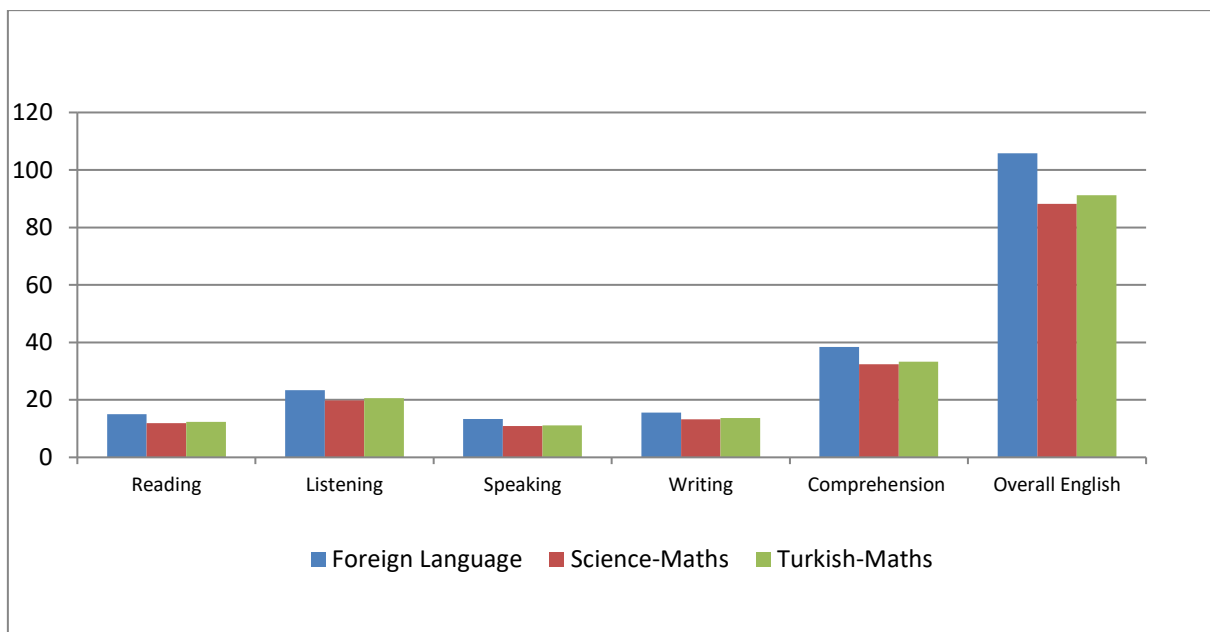
Graphic 4.2 Participants' English Self-Efficacy Perceptions by Gender

2nd RQ: Do students with varying levels of previous EFL experiences (particularly in secondary education) exhibit differences in their English self-efficacy levels?

Table 4.3. Comparison Results of Participants' English Self-Efficacy Perceptions by High School Graduation Field

Factor	Variable		N	\bar{X}	S. D.	F (259)*	p	Diff.	η^2
Reading	Graduation Field	Foreign language	8	15,00	2,14	4,486	0,012	1-2, 1-3	0,03
		Science-Math	216	11,94	2,92				
		Turkish-Math	38	12,39	2,93				
		Total	262	12,10	2,95				
Listening	Graduation Field	Foreign language	8	23,38	3,20	3,433	0,034	1-2	0,03
		Science-Math	216	19,78	4,12				
		Turkish-Math	38	20,58	4,05				
		Total	262	20,00	4,12				
Speaking	Graduation Field	Foreign language	8	13,38	3,85	2,198	0,113	-	-
		Science-Math	216	10,86	3,29				
		Turkish-Math	38	11,13	3,75				
		Total	262	10,97	3,39				
Writing	Graduation Field	Foreign language	8	15,63	2,88	2,786	0,063	-	-
		Science-Math	216	13,20	3,07				
		Turkish-Math	38	13,71	2,79				
		Total	262	13,35	3,04				
Comprehension	Graduation Field	Foreign language	8	38,38	3,85	4,247	0,015	1-2, 1-3	0,03
		Science-Math	216	32,38	5,87				
		Turkish-Math	38	33,34	6,33				
		Total	262	32,71	5,96				
Total	Graduation Field	Foreign language	8	105,75	14,38	4,546	0,011	1-2, 1-3	0,03
		Science-Math	216	88,17	16,65				
		Turkish-Math	38	91,16	18,04				
		Total	262	89,14	17,03				

*One-way ANOVA (Analysis of Variance)



Graphic 4.3. *Participants' English Self-Efficacy Perceptions by High School Graduation Field*

Table 4.3 presents a comparison of participants' English self-efficacy perceptions according to their graduation field. As indicated in the table, notable differences emerge in the participants' English self-efficacy perceptions, particularly in the sub-factors encompassing reading, listening, comprehension, and the overall scale. When the group averages were examined, it was observed that the participants who graduated in the field of foreign languages show superior self-efficacy in reading, comprehension, and their overall English aptitude when compared to participants from the science-math and Turkish-math fields. Additionally, the participants who graduated in the foreign language field display higher levels of English self-efficacy in listening compared to those from the science-math field.

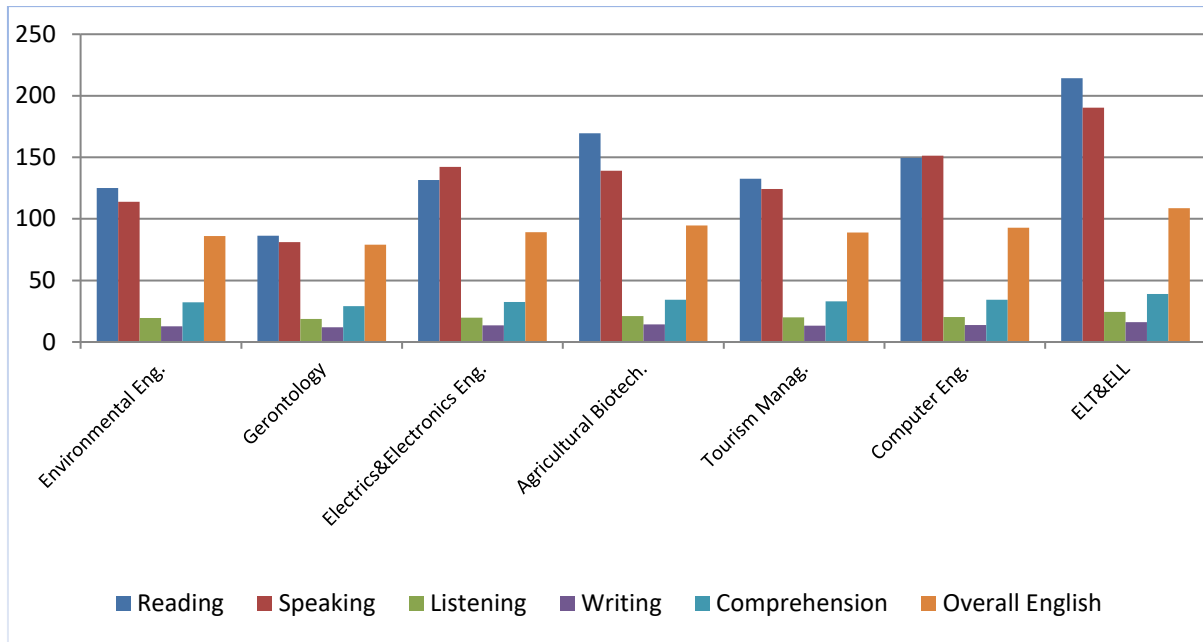
On the contrary, the English self-efficacy perceptions of participants concerning the speaking and writing sub-factors did not show significant differences based on their graduation field.

3rd RQ: Are there differences in English self-efficacy levels among students based on their current academic departments?

Table 4.4. Comparison Results of Participants' English Self-Efficacy Perceptions by Department

Factor	Variable	N	Mean Rank	X ^{2*}	p	Diff.	V	
Reading	Department	Environment Eng. ¹	26	125,02	25,550	<0,001	1-2, 1-7, 2-3,2- 4,2-5,2- 6,2-7,3- 7,5-7,6- 7	0,098
		Gerontology ²	30	86,27				
		Electrical Eng. ³	106	131,49				
		Agricultural Bio. ⁴	7	169,50				
		Tourism Man. ⁵	45	132,51				
		Computer Eng. ⁶	41	149,41				
		ELT and ELL ⁷	9	214,22				
		Total	264					
Speaking	Prep.Sch. Grade	Environment Eng. ¹	26	113,88	25,332	<0,001	1-6,1- 7,2-3,2- 5,2-6,2- 7,5-7	0,098
		Gerontology ²	30	81,20				
		Electrical Eng. ³	106	142,36				
		Agricultural Bio. ⁴	7	139,14				
		Tourism Man. ⁵	45	124,37				
		Computer Eng. ⁶	41	151,43				
		ELT and ELL ⁷	9	190,44				
		Total	264					
Listening	Prep.Sch. Grade	Environment Eng. ¹	26	19,46	2,344	0,032	1-7,2- 7,3-7,5- 7,6-7	0,05
		Gerontology ²	30	18,80				
		Electrical Eng. ³	106	19,85				
		Agricultural Bio. ⁴	7	21,00				
		Tourism Man. ⁵	45	20,04				
		Computer Eng. ⁶	41	20,29				
		ELT and ELL ⁷	9	24,33				
		Total	264	19,98				
Writing	Prep.Sch. Grade	Environment Eng. ¹	26	12,73	2,756	0,013	1-7,2- 3,2-6, 2- 7,3-7,5- 7,6-7	0,06
		Gerontology ²	30	12,07				
		Electrical Eng. ³	106	13,41				
		Agricultural Bio. ⁴	7	14,43				
		Tourism Man. ⁵	45	13,22				
		Computer Eng. ⁶	41	13,83				
		ELT and ELL ⁷	9	16,11				
		Total	264	13,34				
Comprehension	Prep.Sch. Grade	Environment Eng. ¹	26	32,15	4,467	<0,001	1-7,2- 3,2-4,2- 5,2-6, 2- 7,3-7,5- 7,6-7	0,09
		Gerontology ²	30	29,03				
		Electrical Eng. ³	106	32,48				
		Agricultural Bio. ⁴	7	34,43				
		Tourism Man. ⁵	45	33,02				
		Computer Eng. ⁶	41	34,24				
		ELT and ELL ⁷	9	38,89				
		Total	264	32,69				
Total	Prep.Sch. Grade	Environment Eng. ¹	26	86,04	4,740	<0,001	1-7,2- 3,2-4,2- 5,2-6, 2- 7,3-7,5- 7,6-7	0,10
		Gerontology ²	30	79,07				
		Electrical Eng. ³	106	89,25				
		Agricultural Bio. ⁴	7	94,57				
		Tourism Man. ⁵	45	88,93				
		Computer Eng. ⁶	41	92,95				
		ELT and ELL ⁷	9	108,78				
		Total	264	89,10				

*Kruskal Wallis Test ** One-way ANOVA



Graphic 4.4. *Participants' English Self-Efficacy Perceptions by Department*

Table 4.4 presents a comparison of participants' English self-efficacy perceptions based on their departments. As shown in the table, significant differences emerge in the participants' English self-efficacy perceptions, particularly in the sub-factors encompassing reading, listening, speaking, writing, comprehension, and the overall scale. When the group averages were examined, it was observed that participants enrolled in the ELT and ELL departments exhibited notably higher levels of English self-efficacy perception when compared to those in the fields of environmental engineering, gerontology, electrical engineering, tourism management, and computer engineering. This difference is particularly pronounced in the areas of reading, listening, writing, comprehension, and overall general English self-efficacy perception.

Conversely, participants in the gerontology department displayed lower levels of English self-efficacy perception in contrast to individuals in the departments of electrical engineering, agricultural biotechnology, tourism management, and computer engineering, specifically in the domains of reading, comprehension, and general English self-efficacy.

Further noteworthy discrepancies were observed as follows:

Environmental engineering participants exhibited higher reading self-efficacy perception compared to those in the gerontology department.

Gerontology participants demonstrated lower writing self-efficacy perception in comparison to individuals in the electrical engineering and computer engineering departments.

In terms of speaking self-efficacy, participants in the ELT and ELL departments showcased elevated levels of English self-efficacy compared to those in the fields of environmental engineering, gerontology, and tourism management.

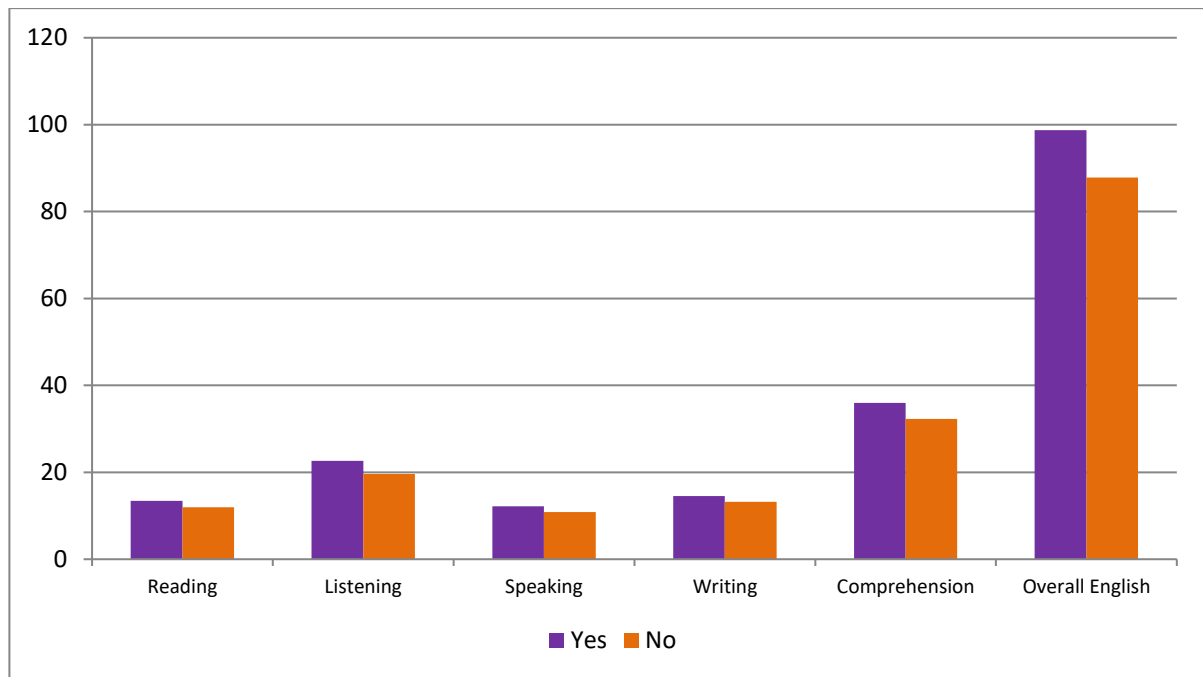
Notable variations were also observed in speaking self-efficacy: computer engineering participants displayed higher levels of self-efficacy in comparison to those in the environmental engineering department, while gerontology participants had lower levels of self-efficacy compared to individuals in the electrical engineering, tourism management, and computer engineering departments.

4th RQ: Do students with experience abroad differ in English self-efficacy perceptions compared to those without such experiences?

Table 4.5. Comparison Results of Participants' English Self-Efficacy Perceptions by Experience Abroad

Factor	Variable		N	\bar{X}	S. D.	<i>t</i> (262)*	<i>p</i>	<i>d</i>
Reading	Experience abroad	Yes	30	13,43	2,46	2,661	0,008	1,00
		No	234	11,94	2,95			
Listening	Experience abroad	Yes	30	22,63	3,84	3,839	<0,001	0,85
		No	234	19,64	4,05			
Speaking	Experience abroad	Yes	30	12,17	3,46	2,047	0,042	0,67
		No	234	10,83	3,35			
Writing	Experience abroad	Yes	30	14,53	2,67	2,303	0,022	0,39
		No	234	13,19	3,05			
Comprehension	Experience abroad	Yes	30	36,00	5,27	3,284	0,001	0,80
		No	234	32,27	5,93			
Total	Experience abroad	Yes	30	98,77	14,72	3,373	0,001	0,73
		No	234	87,86	16,90			

*Independent samples t test



Graphic 4.5. *Participants' English Self-Efficacy Perceptions by Experience Abroad*

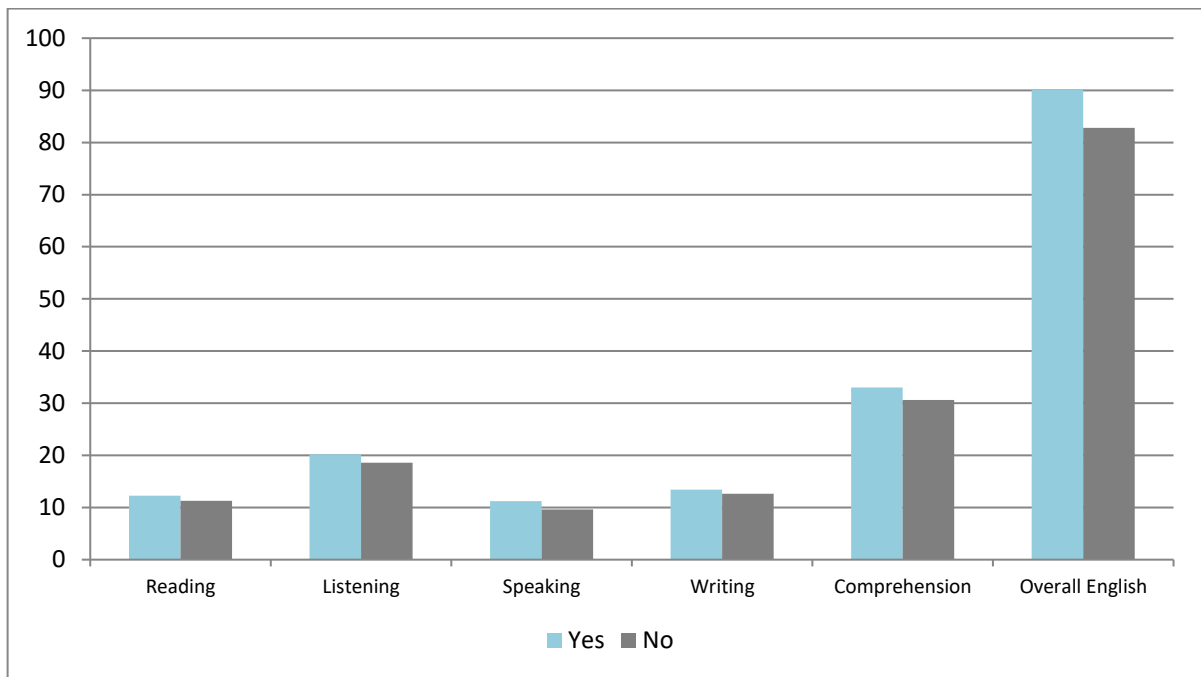
Table 4.5 presents a comparison of participants' English self-efficacy perceptions in relation to their experience abroad. As displayed in the table, significant differences emerge in the participants' English self-efficacy perceptions across the sub-factors encompassing the reading, listening, speaking, writing and comprehension and the total scale, based on their presence abroad. When the group averages were examined, it was observed that these differences favoured the participants who have been abroad. To elaborate further, the participants who have had the opportunity to go abroad had higher self-efficacy perceptions in the domains of reading, listening, speaking, writing, and comprehension, as well as a higher general English self-efficacy, in comparison to those who have not yet had such experiences abroad.

5th RQ: Is there a variance in English self-efficacy levels between students considering pursuing graduate education abroad and those not intending to study abroad?

Table 4.6. *Comparison Results of Participants' English Self-Efficacy Perceptions by Intention to Pursue Graduate Education Abroad*

Factor	Variable	N	\bar{X}	S. D.	$t(262)^*$	p	d	
Reading	Continuing graduate education abroad	Yes	228	12,24	2,88	1,830	0,068	-
		No	36	11,28	3,20			
Listening	Continuing graduate education abroad	Yes	228	20,19	3,96	2,151	0,032	0,57
		No	36	18,61	4,91			
Speaking	Continuing graduate education abroad	Yes	228	11,20	3,32	2,599	0,010	0,67
		No	36	9,64	3,48			
Writing	Continuing graduate education abroad	Yes	228	13,45	2,96	1,496	0,136	-
		No	36	12,64	3,46			
Comprehension	Continuing graduate education abroad	Yes	228	33,02	5,86	2,271	0,024	0,54
		No	36	30,61	6,32			
Total	Continuing graduate education abroad	Yes	228	90,10	16,57	2,425	0,016	0,47
		No	36	82,78	18,49			

*Independent samples t test



Graphic 4.6. *Participants' English Self-Efficacy Perceptions by Intention to Pursue Graduate Education Abroad*

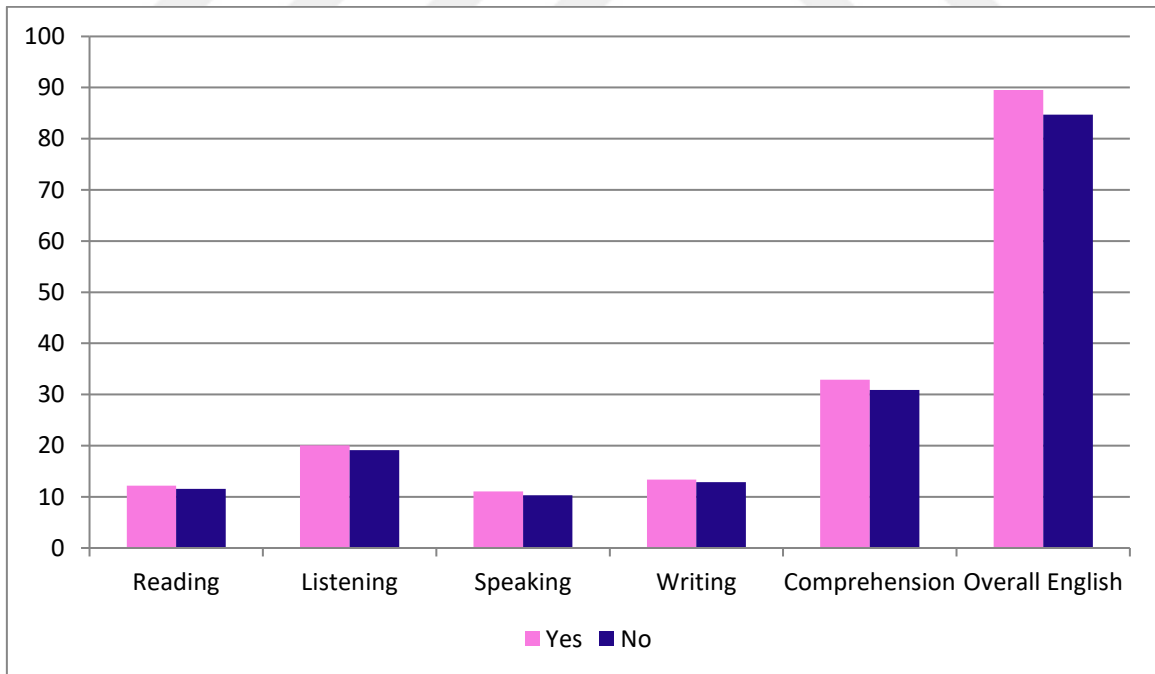
Table 4.6 presents a comparison of participants' English self-efficacy perceptions according to their intentions of pursuing graduate education abroad. As indicated in the table, notable differences emerge in the participants' English self-efficacy perceptions, particularly in the sub-factors encompassing listening, speaking, comprehension, and the overall scale. When the group averages were examined, it was observed that the participants who have plan to pursue their graduate education abroad had greater self-efficacy perceptions in the domains of listening, speaking and comprehension, as well as a greater general English self-efficacy, in comparison to those who do not have plans for graduate education abroad. On the contrary, it was determined that the English self-efficacy perceptions of participants concerning the reading and writing sub-factors did not show significant differences based on their intentions to pursue graduate education abroad.

6th RQ: Do students contemplating a career abroad exhibit different levels of English self-efficacy compared to those not planning to pursue a career abroad?

Table 4.7. Comparison Results of Participants' English Self-Efficacy Perceptions by Intention to Work Abroad After Graduation

Factor	Variable		N	\bar{X}	S. D.	<i>t</i> (262)*	p
Reading	Working abroad after graduation	Yes	241	12,16	2,95	0,925	0,356
		No	23	11,57	2,83		
Listening	Working abroad after graduation	Yes	241	20,06	4,12	1,030	0,304
		No	23	19,13	4,20		
Speaking	Working abroad after graduation	Yes	241	11,05	3,32	1,011	0,313
		No	23	10,30	3,95		
Writing	Working abroad after graduation	Yes	241	13,39	3,06	0,779	0,437
		No	23	12,87	2,77		
Comprehension	Working abroad after graduation	Yes	241	32,87	5,79	1,538	0,125
		No	23	30,87	7,45		
Total	Working abroad after graduation	Yes	241	89,52	16,84	1,290	0,198
		No	23	84,74	18,37		

*Independent samples t test



Graphic 4.7. Participants' English Self-Efficacy Perceptions by Intention to Work Abroad After Graduation

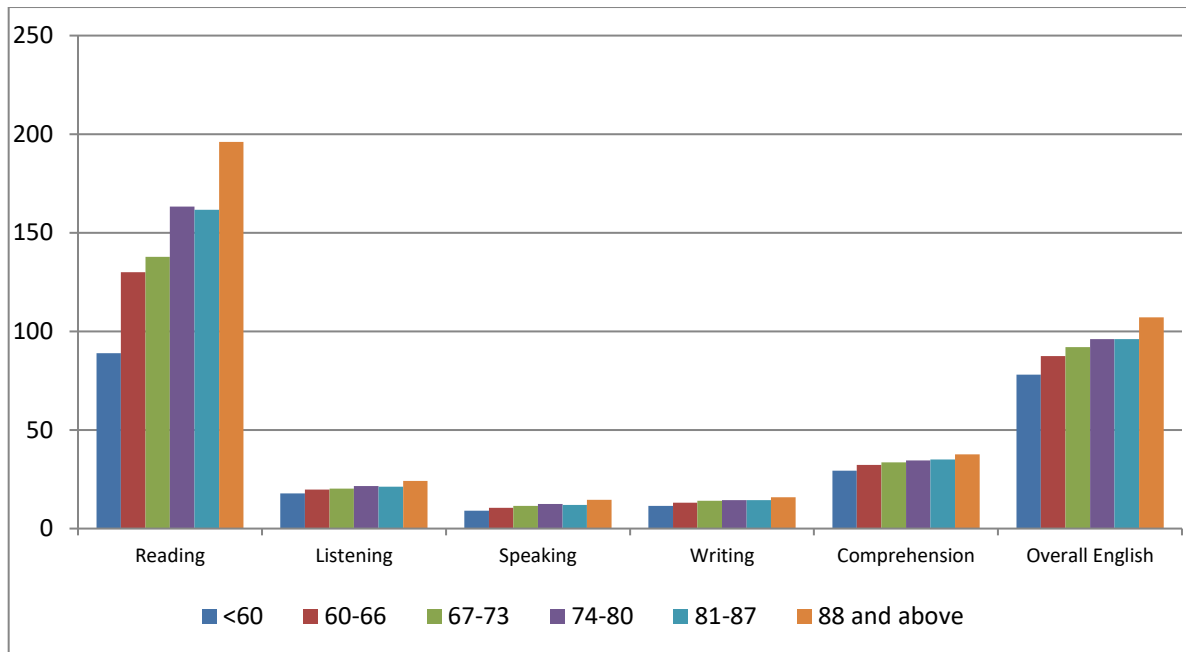
Table 4.7 presents a comparison of participants' English self-efficacy perceptions according to their intentions of working abroad after graduation. As seen in the table, the English self-efficacy perceptions of participants did not differ in any sub-factor or the total scale in relation to their intention of working abroad after graduation. Although there was minor difference in favour of those who are planning to work abroad after graduation, these differences were not significant in terms of statistical perspective.

7th RQ: Is there a correlation between students' self-efficacy perceptions and their end-of-year academic success grades?

Table 4.8. Comparison Results of Participants' English Self-Efficacy Perceptions by End of Year Grade

Factor	Variable		N	Mean Rank	X ² *	p	Diff.	V		
Reading	Prep.Sch. Grade	<60 ¹	72	88,88	44,580	<0,001	1-2,1-3,1- 4,1-5,1- 6,2-4,2- 6,3-6	0,17		
		60-66 ²	54	130,02						
		67-73 ³	53	137,79						
		74-80 ⁴	40	163,33						
		81-87 ⁵	32	161,69						
		88 and above ⁶	13	196,12						
	Total		264							
Listening	Prep.Sch. Grade	<60 ¹	72	17,76	F (258)**	10,175	<0,001	1-2,1-3,1- 4,1-5,1- 6,2-4,2- 5,2-6,3- 6,4-6,5-6	n ² 0,03	
		60-66 ²	54	19,70						3,96
		67-73 ³	53	20,34						3,66
		74-80 ⁴	40	21,50						3,40
		81-87 ⁵	32	21,19						4,55
		88 and above ⁶	13	24,23						4,19
	Total		264	19,98	4,13					
Speaking	Prep.Sch. Grade	<60 ¹	72	8,99	12,740	<0,001	1-2,1-3,1- 4,1-5,1- 6,2-4,2- 5,2-6,3- 6,4-6,5-6	-		
		60-66 ²	54	10,56					3,42	
		67-73 ³	53	11,57					3,17	
		74-80 ⁴	40	12,40					2,43	
		81-87 ⁵	32	12,03					3,34	
		88 and above ⁶	13	14,54					3,38	
	Total		264	10,98	3,38					
Writing	Prep.Sch. Grade	<60 ¹	72	11,49	11,656	<0,001	1-2,1-3,1- 4,1-5,1- 6,2-3, 2- 4,2-5,2- 6,3-6	-		
		60-66 ²	54	13,06					2,95	
		67-73 ³	53	14,13					2,67	
		74-80 ⁴	40	14,35					2,59	
		81-87 ⁵	32	14,38					2,87	
		88 and above ⁶	13	15,92					3,23	
	Total		264	13,34	3,04					
Comprehension	Prep.Sch. Grade	<60 ¹	72	29,33	10,021	<0,001	1-2,1-3,1- 4,1-5,1- 6,2-4,2- 5,2-6,3-6	0,03		
		60-66 ²	54	32,24					5,46	
		67-73 ³	53	33,60					5,65	
		74-80 ⁴	40	34,60					4,31	
		81-87 ⁵	32	35,09					5,66	
		88 and above ⁶	13	37,69					5,53	
	Total		264	32,69	5,97					
Total	Prep.Sch. Grade	<60 ¹	72	78,01	15,039	<0,001	1-2,1-3,1- 4,1-5,1- 6,2-4,2- 5,2-6,3- 6,4-6,5-6	0,03		
		60-66 ²	54	87,39					15,17	
		67-73 ³	53	92,08					15,73	
		74-80 ⁴	40	96,03					11,08	
		81-87 ⁵	32	96,06					16,07	
		88 and above ⁶	13	107,08					17,37	
	Total		264	89,10	17,00					

*Kruskal Wallis Test ** One-way ANOVA (Analysis of Variance)



Graphic 4.8. *Participants' English Self-Efficacy Perceptions by End of Year Grade*

Table 4.8 presents a comparison of participants' English self-efficacy perceptions according to preparatory school grade. As indicated in the table, notable differences emerge in the participants' English self-efficacy perceptions, particularly in the sub-factors encompassing reading, listening, speaking, writing, comprehension, and the overall scale. When the group averages were examined, it was discerned that participants who scored below 60 in their preparatory school examinations showed notably lower perceptions of self-efficacy in all measured dimensions: reading, listening, speaking, writing, comprehension, and general English proficiency, compared to their peers with higher scores. Similarly, participants falling within the 60-66 score range displayed lower levels of English self-efficacy perception compared to those who achieved scores of 88 and above, as well as those who scored between 81-87, 74-80 across reading (except for 74-80), listening, speaking, writing, comprehension, and general English self-efficacy. Besides, the participants falling within the 60-66 score displayed lower levels of English self-efficacy perception compared to those who score 67-73 in writing sub-factor.

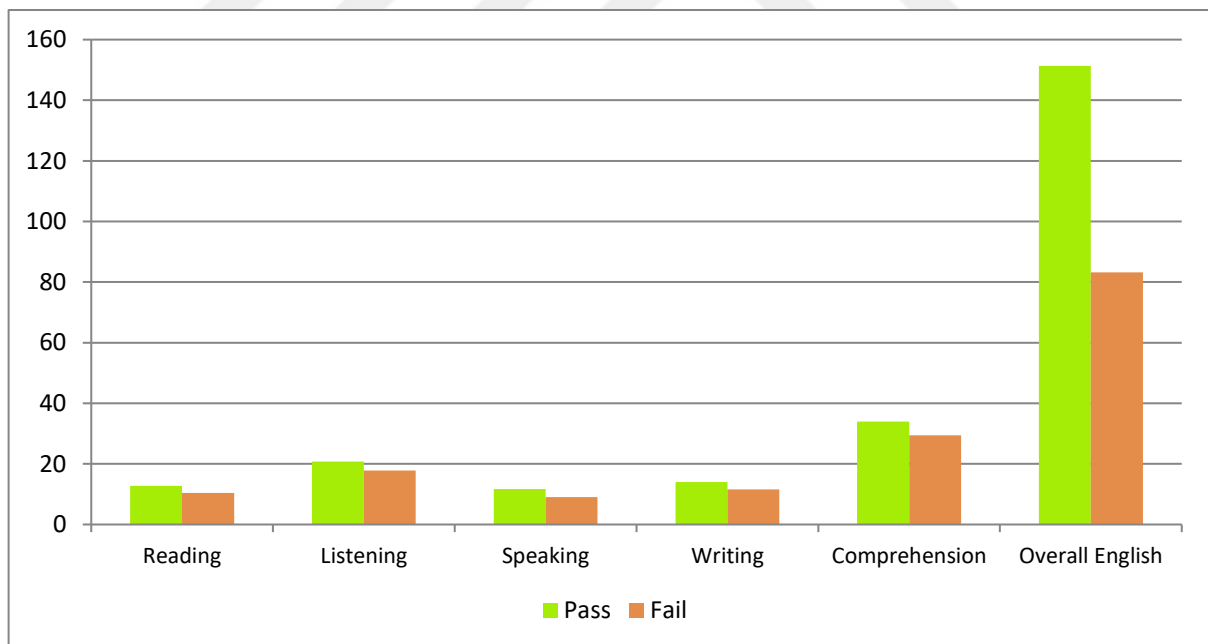
Furthermore, participants with scores of 88 and above demonstrated greater perceptions of English self-efficacy across all sub-dimensions and the overall scale, in contrast to those who scored in the range of 67-73. Notably, individuals with scores of 88 and above also displayed higher perceptions of self-efficacy in listening and speaking sub-dimensions, as well as in the

general English self-efficacy aspect, when compared to their counterparts who fell within the score range of 74-80 and 81-87 points.

Table 4.9. Comparison Results of Participants' English Self-Efficacy Perceptions by Preparatory School Status

Factor	Variable	N	\bar{X}	S. D.	$t(262)^*$	p	d	
Reading	Preparatory School Status	Pass	191	12,74	2,71	6,030	<0,001	1,00
		Fail	73	10,45	2,87			
Listening	Preparatory School Status	Pass	191	20,81	3,90	5,570	<0,001	1,00
		Fail	73	17,81	3,95			
Speaking	Preparatory School Status	Pass	191	11,73	3,29	6,171	<0,001	0,78
		Fail	73	9,04	2,81			
Writing	Preparatory School Status	Pass	191	14,03	2,88	6,360	<0,001	1,5
		Fail	73	11,55	2,70			
Comprehension	Preparatory School Status	Pass	191	33,95	5,49	5,894	<0,001	0,80
		Fail	73	29,40	5,94			
Total	Preparatory School Status	Pass	191	151,36	3369,000	<0,001	0,42	
		Fail	73	83,15				

*Independent samples t test ** Mann Whitney U Test



Graphic 4.9. Participants' English Self-Efficacy Perceptions by Preparatory School Status

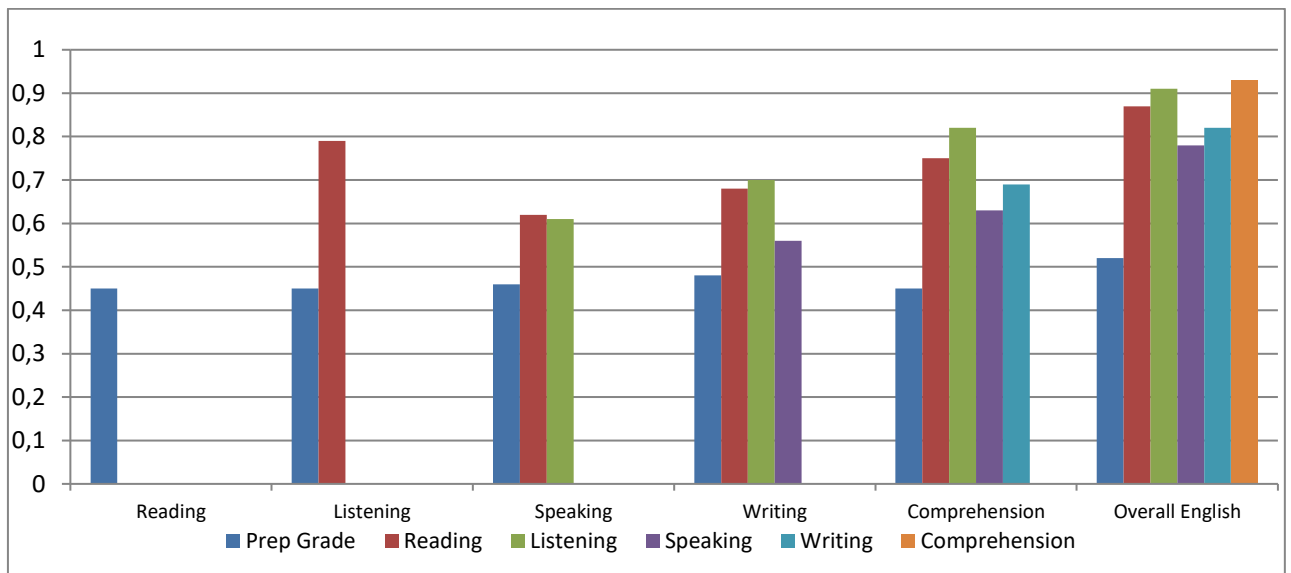
Table 4.9 presents a comparison of participants' English self-efficacy perceptions based on their preparatory school status. As displayed in the table, significant differences exist in the

participants' English self-efficacy perceptions across the sub-factors including the reading, listening, speaking, writing and comprehension and the total scale, based on preparatory school status. When the group averages were examined, it was revealed that these differences favoured the participants who have successfully completed the preparatory school program. To elaborate, the participants who have successfully passed the preparatory school had higher self-efficacy perceptions in the domains of reading, listening, speaking, writing, and comprehension, as well as a higher general English self-efficacy, in comparison to those who did not pass the preparatory school program.

Table 4.10. *Correlation Results of Participants' English Self-Efficacy Perceptions by Preparatory School Grade*

	(1)	(2)	(3)	(4)	(5)	(6)
PrepGrade (1)						
Reading (2)	0,45**					
Listening (3)	0,45**	0,79**				
Speaking (4)	0,46**	0,62**	0,61**			
Writing (5)	0,48**	0,68**	0,70**	0,56**		
Comprehension (6)	0,45**	0,75**	0,82**	0,63**	0,69**	
TOTAL (7)	0,52**	0,87**	0,91**	0,78**	0,82**	0,93**

**Correlation is significant at the 0.01 level.



Graphic 4.10. *Participants' English Self-Efficacy Perceptions by Preparatory School Grade*

Table 4.10 presents the correlation findings between participants' English self-efficacy scores, preparatory class grades, and sub-factors of the scale. According to the results, a positive moderate-level correlation was found between participants' preparatory class grades and the five sub-factors (reading, listening, speaking, writing, comprehension), as well as their overall English self-efficacy perceptions. Participants' English reading self-efficacy showed a strong positive correlation with listening, speaking, writing, and comprehension self-efficacy, and a very strong positive correlation with overall self-efficacy. Similarly, participants' English listening self-efficacy perception showed a strong positive correlation with speaking and writing self-efficacy, and a very strong positive correlation with comprehension and overall English self-efficacy perception. For participants' English-speaking self-efficacy perception, a positive moderate-level correlation was found with writing self-efficacy and a strong positive correlation with comprehension and overall English self-efficacy perception. Regarding participants' English writing self-efficacy, a strong positive correlation was observed with comprehension self-efficacy and a very strong positive correlation with overall English self-efficacy perception. Finally, participants' English comprehension self-efficacy perception displayed a very strong positive correlation with overall English self-efficacy perception.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Introduction

This study aimed to investigate the English self-efficacy perceptions of Turkish students in English preparatory classes. In this chapter, the interpretation of the findings in accordance with the theoretical framework of the self-efficacy concept was discussed, addressing the research questions. Finally, pertinent suggestions were offered.

5.2. Discussion

This study aimed to investigate the English self-efficacy perceptions of Turkish students in English preparatory classes. The study's findings unveiled that participants exhibited a moderate level of self-efficacy perceptions in basic language skills and overall proficiency. Consistent with earlier surveys, the results underscored the positive motivation and enthusiasm of students towards learning English (Genç et al., 2016). In this investigation, the self-efficacy perceptions of students were systematically analysed in response to each research question. The outcomes of the study revealed that students demonstrated a higher level of self-efficacy in reading, listening, and comprehension, as well as overall English aptitude, compared to their self-efficacy in speaking and writing. This aligns with previous research, which similarly indicated a disparity in self-efficacy levels across these language skills (Türk, 2022; Yanç, 2022).

The analysis of the first research question, exploring gender differences in self-efficacy perceptions among students, has been conducted. In numerous studies, gender differences were considered a crucial determinant of personal variations. Consistent with the current study's findings, no significant gender disparity was observed in reading, listening, and writing factors. However, it was determined that males exhibited superiority over females in speaking and comprehension factors, as well as overall English proficiency. In the context of EFL studies, the results of this research challenge the prevailing trend of higher self-efficacy perceptions among female learners (Bai & Wang, 2023; Duman, 2007; Radwan, 2014; Zeynali, 2012). Namaziandost and Çakmak's in-depth investigation in 2020 into the relationship between self-efficacy of EFL learners and gender revealed that female participants displayed higher levels of self-efficacy compared to their male counterparts. Similarly, a study on gender differences

conducted by Khamisi et al. (2016) uncovered that females exhibited superior reading self-efficacy compared to males.

The study conducted by Idrus and Salleh (2017) examined the self-efficacy perceptions of engineering and technology students, specifically addressing gender differences. The results highlighted that despite a greater number of male students, females demonstrated a higher level of self-efficacy. Similar findings were echoed in a study focusing on the oral skills of technology department students in EFL setting, conducted by Khatib & Nooreiny (2015). Additionally, Ghezlou et al. (2014) observed no significant differences related to gender in their investigations.

Contrastingly, self-efficacy studies within the realm of science education often suggest that males tend to exhibit higher self-efficacy than females. Considering the higher percentage of male participants (66.3%) in the present study, coupled with their elevated self-efficacy levels, it can be inferred that disciplines such as engineering and technology play a role in shaping self-efficacy beliefs. In summary, societal gender roles influence self-efficacy perceptions, contributing to the foundations of personal development skills and influencing academic and occupational choices (Betz & Hackett, 1986; Bussey & Bandura, 1999). Early guidance for both girls and boys is crucial to fostering a positive understanding of their capabilities and raising awareness about seeking diverse solutions to enhance their capacity.

The analysis of the second research question, which explores the English language background of students in relation to their study fields during high school education, reveals that the choices students make regarding their study areas significantly influence both their motivations and self-efficacy levels. In the Turkish educational system, during the third and fourth years of high school, students pursue their education by selecting a specific field of study, namely the fields of Science, Turkish-Maths, Social Sciences, and Foreign Language (in English). Duman's (2007) study discovered that among 9th and 10th-grade students, those majoring in Turkish-Maths exhibited higher levels of English self-efficacy compared to students in the Science-Maths field. Similarly, Tuncer and Akmençe (2019) investigated high school students' self-efficacy beliefs towards English and found that students majoring in a foreign language demonstrated higher self-efficacy levels. In line with these prior studies, the current research yields consistent findings, indicating that students from the foreign language department exhibit elevated self-efficacy and perform successfully in EFL settings. This outcome aligns with expectations based on the cumulative evidence from previous research. Moreover, the study extends the existing literature by highlighting that graduates from the

foreign language field exhibit notably higher self-efficacy in reading, comprehension, and overall English proficiency in contrast to their counterparts in the science and Turkish-Maths fields. Interestingly, no significant differences were observed in self-efficacy related to speaking and writing, irrespective of the students' graduation field. This suggests a potential need for targeted interventions or support mechanisms to enhance self-efficacy specifically in the domains of speaking and writing across diverse academic backgrounds.

The analysis of the third research question, which examines students' current academic field in higher education, underscores the significance of language exposure. This study focuses on participants enrolled in the English Prep Class, with majors ranging from gerontology, environmental engineering, computer engineering, electrics and electronics engineering, tourism management, agricultural biotechnology, to English language teaching and linguistics departments. According to the findings, students in the English Language Teaching (ELT) and English Linguistics departments exhibit notably higher levels of self-efficacy compared to their counterparts in other departments across all sub-factors and overall English proficiency. This aligns with the anticipated higher degree of self-efficacy among students majoring in English, as suggested in the preceding research question.

However, based on the findings derived from this study, the self-efficacy level in speaking lagged behind that of listening, reading, writing, comprehension, and overall English proficiency factors. In the context of EFL in Turkey, it can be inferred that, generally, English major students received intensive language education focused on grammar, vocabulary, and comprehension during high school. Consequently, speaking skills appear to be relatively secondary in emphasis.

Likewise, Nayir (2020) underscored in her study on foreign language anxiety that learners, regardless of their level of English proficiency, experience anxiety specifically in speaking as a productive skill, which significantly influences self-efficacy and merits further attention. In terms of reading, listening, and overall English self-efficacy, the departments of electrics and electronics engineering, agricultural biotechnology, tourism management, and computer engineering exhibit higher self-efficacy levels. Conversely, the gerontology department indicates a lower level of self-efficacy.

These findings underscore the significance of English for Specific Purposes (ESP) within the framework of departmental courses. Terminologies, expressions, and vocabulary commonly employed in technology, science, and social studies contribute to the heightened self-efficacy levels observed in departments such as electrics and electronics engineering,

agricultural biotechnology, tourism management, and computer engineering. Moreover, in departments like tourism, English language proficiency serves as an essential component, given the frequent use of communicative skills (Harmini et al., 2019).

Conversely, when considering the course content perspective, students graduating from gerontology departments are likely to be involved in caregiving for the elderly, primarily within domestic health institutions. Consequently, they may not necessarily have a specific motivation to use English in their professional endeavors unless they choose to work in the medical tourism sector.

Individuals holding a diploma from departments such as translation, English teaching and training, or English linguistics at the university level often have the opportunity to leverage their English language proficiency across diverse fields, even if their professional roles extend beyond the scope of their academic specialization. Existing literature supports the notion that students enrolled in English Language Teaching (ELT) departments tend to exhibit higher self-efficacy levels, a foreseeable outcome owing to their consistent exposure to the target language (Balaman, 2021).

In contrast, within scientific and other social fields, English serves as a tool for knowledge transfer primarily driven by communicational reasons. As an instrumental factor, professionals in sectors such as health, technology, tourism, trade, and agriculture must prioritize mastering terminologies, as well as field-specific words or expressions relevant to their vocational area within the framework of English for Specific Purposes (ESP). This proficiency becomes integral for effective communication and success in their respective domains.

Recognizing English as a universal language with extensive usage across various domains, particularly in technology, underscores the importance of establishing FLL self-efficacy beliefs during the preparatory class. Proficiency in a foreign language, as in any field, lays the foundation for success in subsequent specialized courses. From this perspective, self-efficacy in learning a foreign language not only prompts students to evaluate their progress in the FLL process but also molds their academic and professional trajectories.

The analysis of the fourth research question, which explores the pivotal source shaping self-efficacy perceptions, centres around students' experiences abroad. In alignment with Bandura's findings, this study highlights the positive impact of personal experiences abroad on students' self-efficacy beliefs. Across all sub-factors and overall English proficiency, students with international experiences outperform those without such experiences. This underscores the

role of real-world encounters in shaping students' confidence and abilities in their foreign language learning journey.

Experience emerges as a crucial factor influencing the development of learners' self-efficacy beliefs. Türk's (2022) study emphasizes that prior experiences, such as living abroad, play a pivotal role in shaping self-efficacy perceptions. Similarly, Kim and Cha (2017) found in their research that international experiences facilitate learners in translating knowledge into action through linguistic practices and observation of others.

Short-term mobility programs, such as the Erasmus Exchange Programme, are evidently powerful means for enhancing language competencies and fostering cultural understanding (Nilsson & Ripmeester, 2016). Upon completion of Erasmus mobility, students return with heightened self-confidence, positive motivation, and significantly increased self-efficacy levels (Evans & Fisher, 2005; Hessel, 2016; Sağlamel & Doğan, 2016; Shi, 2018). Carroll (1967) further supports this by asserting that any form of transnational mobility, even a brief trip, exerts a positive effect on EFL process, encompassing both linguistic and non-linguistic dimensions.

Nevertheless, Thompson and Lee (2014) highlighted that while overseas experiences can indeed positively impact coping with anxiety and fostering self-confidence during the EFL process, they do not guarantee language development and self-efficacy in isolation. Variables such as the duration of stay abroad, the frequency of language exposure with native English speakers, and the effectiveness of utilizing language skills can all play influential roles. This perspective aligns with the understanding that factors beyond mastery experience, vicarious experience, verbal persuasion, and emotional arousal can significantly contribute to shaping self-efficacy beliefs.

The findings of this study validate the consistency with results from prior research. As mentioned earlier, it can be inferred that mastery experiences, such as going abroad, serve as effective means of practicing language skills and cultivating positive attitudes towards learning English as a global language. Utilizing the target language in real-life situations emerges as the most effective approach for fostering a lasting learning process and developing a new perspective on language acquisition.

The integrative evaluation of the fifth and sixth research questions, which focus on the contemplation of an overseas academic or professional career, provides a comprehensive understanding of the factors influencing students' considerations. Both integrative and instrumental motivations are intricately connected to the self-efficacy levels of learners. Self-efficacy perceptions serve as predictors of learner orientations, personal goals, and future

actions. The findings from this present study unveil that students with aspirations for graduate education abroad exhibit higher self-efficacy in sub-factors of listening, speaking, and comprehension, as well as overall English proficiency, in contrast to the sub-factors of reading and writing.

When considering the students' elevated self-efficacy in listening and speaking skills—essential components of verbal communicative competences (Tavil, 2010)—perceived self-efficacy can be viewed as an indicator of eagerness to engage in international experiences. Furthermore, the critical roles of reading and writing abilities in academic and scientific fields of specialization suggest an opportunity for further exploration to enhance language self-efficacy levels in these particular skills.

Regarding the results concerning the intention to work abroad, a minor difference was observed in favour of those intending to work abroad in all sub-factors and the total scale of English self-efficacy. This marginal disparity suggests that the tendency to work abroad may not have a considerable effect on self-efficacy. In contrast, earlier studies grounded in the theory of planned behaviours indicated that self-efficacy and attitudes positively influence intentional behaviours related to working abroad and the sustained language learning process (Weerasinghe & Kumar, 2014).

In a study conducted by Mediran et al. (2021) on Filipino engineering students' intention to work overseas, they found that perceived behavioural control, representing self-efficacy beliefs, contributes significantly more to the intention than attitudes or subjective norms. This discrepancy underscores the need for further exploration to understand the nuanced relationship between the intention to work abroad and its impact on language self-efficacy.

The present findings suggest that self-efficacy levels in all sub-skills are not perceived as the primary determinant of the desire to study (n=228) or work (n=241) abroad, as indicated by the number of participants who responded affirmatively. In this regard, self-efficacy beliefs may not be considered the primary factor influencing intentions, as financial opportunities, family status, individual differences, career and life expectations, international facilities, or cultural orientations may play significant roles in shaping personal tendencies.

While there are numerous studies in the literature examining the impact of cross-border education or employment on self-efficacy, the reverse—i.e., the impact of self-efficacy on transnational mobility—has not been extensively explored within the context of the EFL learning process. Nevertheless, as integral components of goal setting and language strategy utilization, self-efficacy beliefs undeniably influence both intentions and actual performance.

The analysis of the last research question, comparing academic success with self-efficacy perceptions, establishes a positive-moderate level correlation between self-efficacy levels and sub-factors. (listening, reading, speaking, writing, comprehension), including overall English, and the end-of-year grades of the students. Notably, students who scored 88 or above, as well as those scoring between 81-87, demonstrated higher self-efficacy in all factors. Similarly, students scoring between 74-70 exhibited higher self-efficacy in all factors except for reading. Conversely, students scoring between 60-66 and those below 60 had lower self-efficacy in all measured dimensions. These results affirm a constructive correlation between success and high self-efficacy, while failure is associated with lower self-efficacy. Consistent with previous studies in the literature, these findings highlight a similar relationship between language achievement and self-efficacy (Behjoo, 2013; Güç, 2019; Kyzy, 2016; Pajares, 1996; Schunk & DiBenedetto, 2020). Simultaneously, it becomes apparent that variables such as gender, majors, frequency of exposure to the target language, experiences, and personal motivations impact language success.

5.3. Conclusion and Suggestions

In conclusion, this study revealed a moderate level of self-efficacy among the participants, and their self-efficacy perceptions align with their end-of-year grades and overall success levels. The findings suggested that learning English could serve as an instrumental motivation for learners who have plans of living abroad for occupational or educational reasons.

From the perspective of social and cognitive development, self-efficacy perceptions exert influence on individuals' actions through three key steps: deciding on behaviour, determining the level of effort or persistence, and developing insight based on emotional or attitudinal outcomes (Pajares, 1996). Given that self-efficacy has emerged as a critical concept in the last few decades in EFL context, researchers concentrated on exploring numerous individual variables that impact the self-efficacy perceptions of EFL learners.

In the realm of academic studies, it is evident that generalizations were made concerning gender differences and their impact on self-efficacy in language learning, much like in other fields. Gender differences were predominantly explored in the context of language learning styles across various classifications. Christison (2003) suggests that definitions can be made based on cognitive style (analytic or global, field-dependent or independent, reflective or impulsive); sensory style (visual, auditory, tactile or kinesthetic); and personality styles

(tolerance of ambiguity, right or left brain use). Learners employ distinct language learning strategies by activating different facets of these styles in each learning environment (Oxford, 1993).

In the modern era, innovations in language education increasingly emphasize student-centred learning skills. Educational policies are tailored to accommodate individual differences, and language instructors take various learning styles into consideration when preparing course materials. From the learners' perspective, being aware of their learning style allows them to gain insights into their strengths and weaknesses, aiding in the regulation of the learning process (Sumitha & Prasad, 2022). Each learner engages in a unique mental operation during the language learning process, and occasionally, this journey may result in setbacks due to negative outcomes. However, in such apprehensive circumstances, learners have the ability to activate their critical and flexible thinking competencies to navigate and tolerate ambiguity.

On the flip side, learning styles play a decisive role in academic success and the selection of majors within an educational context. In Turkey, during the secondary education phase, students choose their education field from options such as Science-Maths, Turkish-Maths (Equal Weight, in the Placement Process of Turkish Higher Education Concept), Social Sciences, or Foreign Languages. Students who opt for the Foreign Language department, having been exposed to highly effective language experiences encompassing all language skills, already exhibit positive attitudes toward English and the foreign language learning process. They often harbour specific goals, such as becoming an English teacher or pursuing a job that requires proficiency in English. These students confidently employ the best strategies for achievement and may possess the self-assurance to use communicative skills in English. Similarly, students in English language departments at higher education institutions tend to have higher self-efficacy and are on the path to mastering English. In contrast, students who choose other departments may have limited English language class hours during high school or university. They focus on their majors in fields like Maths, Science, or social studies and prioritize their educational careers for the future. Consequently, their English language competences may tend to regress over time.

Indeed, irrespective of studying in a foreign language department, the impact of past experiences and exposure to the language is undeniable. English has become ubiquitous, and students regularly encounter many words and expressions in their daily lives through the internet and technology. It has been demonstrated that a positively nurtured language background and experiences significantly influence EFL success, closely tied to the ongoing

language learning situations. Concurrently, self-efficacy beliefs play a pivotal role in shaping future learning situations. Both past experiences and self-efficacy contribute to the holistic language learning journey, with one influencing the current state of proficiency and the other shaping expectations and approaches to future learning endeavors.

Authenticity is indeed another critical aspect of shaping self-efficacy perceptions. In the digital world of the 21st century, continuous innovations led to the development of new techniques and methodologies within various approaches and concepts. Social media channels, mobile applications, and cross-border travelling provide authentic learning settings. Authentic materials, particularly in listening activities, play a crucial role in supporting the development of learners' meta-cognitive processes (Karimi & Dowlatabadi, 2014). Additionally, interaction with native speakers of English or travelling to English-speaking countries significantly contributes to the development of communication skills (Pinner, 2016). These authentic experiences not only enhance language proficiency but also play a key role in shaping learners' confidence and self-efficacy in using the language in real-life situations.

Instrumental and integrative factors exert a strong influence on goal setting and performance (Schunk, 1990). Learners with high self-efficacy consciously set goals and develop relevant behaviors (Muñoz & Jojoa, 2014). As learners experience positive outcomes, their level of motivation tends to increase. The connection between self-efficacy, goal setting, and motivation underscores the importance of fostering a sense of efficacy in learners to enhance their engagement and performance in language learning.

5.3.1. Pedagogical Implications

1. The results of the findings have implications not only for curriculum developers and policymakers to shape new methods but also for teachers to plan and implement teaching activities tailored to individual differences. Besides developing general communication competencies, there is a potential to increase the number of vocational English courses. Specific models, such as the Personalised English Language Enhancement, which has a strong influence on increasing the level of integrative motivation, can be applied to enhance language learning experiences.
2. Research findings underscore the importance of assessing learners' perceptions, as it empowers teachers to employ the most effective methods in the EFL environment. Utilizing diverse teaching materials and implementing multi-dimensional learning

methods that cater to individual differences can be instrumental in meeting the diverse needs of learners. Authentic materials can be used to develop their communication competences.

3. Educational institutions play a crucial role in fostering this awareness and encouraging students to continue learning English, whether for personal needs or academic and vocational purposes. At this juncture, students should be encouraged to engage in activities aimed at identifying self-efficacy beliefs to observe and evaluate their progress. When learners become more aware of their self-efficacy perceptions in English language learning, they gain increased autonomy and self-confidence. Consequently, they are better equipped to set realistic and achievable goals and are expected to overcome the obstacles they encounter. Empowering learners with a strong sense of self-efficacy contributes not only to their language proficiency but also to their overall confidence and ability to navigate challenges in the language learning process.
4. Throughout the EFL process, learners can be guided to identify their own learning styles, and they can be encouraged to use the most appropriate learning strategies accordingly. Furthermore, they can be led to autonomously explore and utilize various sources outside the classroom environments.
5. One of the missions of educational institutions is not only to provide students with academic and scientific knowledge but also to offer social-cultural and sportive facilities that broaden their perspectives throughout life. However, alongside imparting knowledge and skills, this educational process should also encompass raising learners' awareness about their self-efficacy perceptions and aiding in rebuilding their self-efficacy through necessary counselling and support. In contemporary times, with young people encountering diverse educational and occupational opportunities, many countries have incorporated school-based career development and counselling services in both high schools and universities or colleges (Shen, 2021). This holistic approach ensures that students not only acquire academic and vocational skills but also develop a strong sense of self-efficacy that can guide them in making informed decisions and navigating the challenges they may encounter in their educational and professional journeys.

In a general sense, while undergraduate education is commonly considered the first step in a career, students often weigh personal expectations such as living abroad for specialization in an academic field or securing a well-paid job after graduation (Shellhouse et al., 2020). In the

early stages of career planning, learners can identify the instrumentality of their goals and anticipate various paths to reach them, taking the necessary actions to complete the process. In line with these ideas, fostering self-confidence in students for making future plans is crucial, and collaboration with units within educational institutions—both in terms of career planning and personal counselling—can be highly beneficial. English language self-efficacy perceptions, being dynamic and measurable at any stage, provide influential data for guidance and counselling practitioners on how to shape the career development process for individuals.



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APPENDICES

Appendix 1. *Test of normality results by gender*

Factor	Variable		K-S	Skewness	Skewness Z Value	Kurtosis	Kurtosis Z Value	Decision
Reading	Gender	Female	0,006	0,176	0,69	0,014	0,03	Normal
		Male	0,007	-0,010	-0,05	0,473	1,30	
Listening	Gender	Female	0,007	0,356	1,39	-0,185	-0,37	Normal
		Male	0,044	-0,170	-0,92	0,193	0,53	
Speaking	Gender	Female	0,019	0,491	1,92	0,012	0,02	Normal
		Male	0,000	-0,010	-0,06	-0,491	-1,34	
Writing	Gender	Female	0,020	0,096	0,38	-0,317	-0,63	Normal
		Male	0,001	-0,180	-0,98	0,366	1,00	
Comprehension	Gender	Female	0,071	0,113	0,44	-0,071	-0,14	Normal
		Male	0,200	-0,206	-1,12	0,178	0,49	
Total	Gender	Female	0,200	0,396	1,55	0,210	0,42	Normal
		Male	0,200	-0,137	-0,74	0,231	0,63	

Appendix 2. *Test of normality results by preparatory school status*

Factor	Variable		K-S	Skewness	Skewness Z Value	Kurtosis	Kurtosis Z Value	Decision
Reading	Preparatory School Status	Pass	0,001	0,101	0,57	0,160	0,46	Normal
		Fail	0,033	0,289	1,03	1,127	2,03	
Listening	Preparatory School Status	Pass	0,015	0,090	0,51	-0,390	-1,12	Normal
		Fail	0,171	0,038	0,14	0,922	1,66	
Speaking	Preparatory School Status	Pass	0,001	-0,012	-0,07	-0,404	-1,15	Normal
		Fail	0,028	0,319	1,14	0,284	0,51	
Writing	Preparatory School Status	Pass	0,007	-0,064	-0,36	-0,043	-0,12	Normal
		Fail	0,000	-0,167	-0,59	0,764	1,38	
Comprehension	Preparatory School Status	Pass	0,035	-0,053	-0,30	-0,305	-0,87	Normal
		Fail	0,081	0,081	0,29	0,726	1,31	
Total	Preparatory School Status	Pass	0,200	0,106	0,60	-0,047	-0,13	Non-Normal
		Fail	0,200	0,199	0,71	1,184	2,13	

Appendix 3. Test of normality results by having been abroad

Factor	Variable		K-S	Skewness	Skewness Z Value	Kurtosis	Kurtosis Z Value	Decision
Reading	Experience abroad	Yes	0,589	0,220	0,52	-0,153	-0,18	Normal
		No	0,000	0,078	0,49	0,282	0,89	
Listening	Experience abroad	Yes	0,432	-0,186	-0,43	-0,293	-0,35	Normal
		No	0,002	0,042	0,26	0,100	0,31	
Speaking	Experience abroad	Yes	0,563	-0,321	-0,75	-0,243	-0,29	Normal
		No	0,000	0,171	1,08	-0,353	-1,11	
Writing	Experience abroad	Yes	0,098	0,482	1,13	-0,165	-0,20	Normal
		No	0,000	-0,079	-0,49	0,036	0,11	
Comprehension	Experience abroad	Yes	0,581	-0,020	-0,05	-0,475	-0,57	Normal
		No	0,018	-0,098	-0,62	0,019	0,06	
Total	Experience abroad	Yes	0,647	0,167	0,39	0,107	0,13	Normal
		No	0,200	0,070	0,44	0,151	0,48	

Appendix 4. Test of normality results by continuing graduate education abroad

Factor	Variable		K-S	Skewness	Skewness Z Value	Kurtosis	Kurtosis Z Value	Decision
Reading	Intention to pursue graduate education abroad	Yes	0,002	-0,032	-0,20	0,276	0,86	Normal
		No	0,052	0,583	1,49	0,850	1,11	
Listening	Intention to pursue graduate education abroad	Yes	0,000	0,095	0,59	-0,158	-0,49	Normal
		No	0,075	0,081	0,21	0,135	0,18	
Speaking	Intention to pursue graduate education abroad	Yes	0,000	0,100	0,62	-0,401	-1,25	Normal
		No	0,200	0,429	1,09	-0,088	-0,11	
Writing	Intention to pursue graduate education abroad	Yes	0,000	-0,020	-0,12	0,113	0,35	Normal
		No	0,200	-0,089	-0,23	-0,200	-0,26	
Comprehension	Intention to pursue graduate education abroad	Yes	0,040	-0,129	-0,80	0,001	0,00	Normal
		No	0,200	0,126	0,32	0,243	0,32	
Total	Intention to pursue graduate education abroad	Yes	0,200	0,070	0,44	0,025	0,08	Normal
		No	0,200	0,147	0,38	0,650	0,85	

Appendix 5. Test of normality results by working abroad after graduation

Factor	Variable		K-S	Skewness	Skewness Z Value	Kurtosis	Kurtosis Z Value	Decision
Reading	Intention to work abroad after graduation	Yes	0,001	0,048	0,31	0,300	0,96	Normal
		No	0,647	-0,095	-0,20	-0,510	-0,55	
Listening	Intention to work abroad after graduation	Yes	0,001	0,035	0,22	0,002	0,01	Normal
		No	0,694	-0,104	-0,22	-0,133	-0,14	
Speaking	Intention to work abroad after graduation	Yes	0,000	0,134	0,85	-0,423	-1,36	Normal
		No	0,803	0,194	0,40	-0,401	-0,43	
Writing	Intention to work abroad after graduation	Yes	0,000	-0,070	-0,45	0,126	0,40	Normal
		No	0,295	-0,120	-0,25	-0,803	-0,86	
Comprehension	Intention to work abroad after graduation	Yes	0,014	-0,048	-0,31	-0,089	-0,28	Normal
		No	0,966	-0,159	-0,33	-0,171	-0,18	
Total	Intention to work abroad after graduation	Yes	0,200	0,088	0,56	0,098	0,31	Normal
		No	0,640	-0,259	-0,54	0,079	0,08	

Appendix 6. Test of normality results by graduation field

Factor	Variable		K-S	Skewness	Skewness Z Value	Kurtosis	Kurtosis Z Value	Decision
Reading	Graduation Field	Foreign language	0,078	0,585	0,78	-1,422	-0,96	Normal
		Science-Math	0,000	0,095	0,57	0,453	1,37	
		Turkish-Math	0,014	-0,119	-0,31	-0,564	-0,75	
Listening	Graduation Field	Foreign language	0,222	0,207	0,27	-1,561	-1,05	Normal
		Science-Math	0,011	0,042	0,25	0,146	0,44	
		Turkish-Math	0,040	0,053	0,14	-0,649	-0,87	
Speaking	Graduation Field	Foreign language	0,664	0,119	0,16	-0,753	-0,51	Normal
		Science-Math	0,000	-0,020	-0,12	-0,407	-1,23	
		Turkish-Math	0,000	0,615	1,61	-0,787	-1,05	
Writing	Graduation Field	Foreign language	0,408	0,213	0,28	-0,678	-0,46	Normal
		Science-Math	0,000	-0,070	-0,42	0,142	0,43	
		Turkish-Math	0,200	-0,040	-0,10	-0,484	-0,65	
Comprehension	Graduation Field	Foreign language	0,664	0,119	0,16	-0,753	-0,51	Normal
		Science-Math	0,073	-0,130	-0,78	0,159	0,48	
		Turkish-Math	0,200	0,057	0,15	-0,569	-0,76	
Total	Graduation Field	Foreign language	0,251	0,717	0,95	-0,493	-0,33	Normal
		Science-Math	0,200	0,003	0,02	0,265	0,80	
		Turkish-Math	0,200	0,131	0,34	-0,537	-0,72	

Appendix 7. Test of normality results by preparatory school grade

Factor	Variable		K-S	Skewness	Skewness Z Value	Kurtosis	Kurtosis Z Value	Decision
Reading	Prep. Class End of Year Grade	<60	0,046	0,295	1,04	1,079	1,93	Non-Normal
		60-66	0,002	-0,718	-2,21	0,004	0,01	
		67-73	0,040	0,485	1,48	-0,090	-0,14	
		74-80	0,168	0,011	0,03	-0,480	-0,66	
		81-87	0,022	0,851	2,05	0,134	0,16	
		88 and above	0,893	-0,103	-0,17	-0,743	-0,62	
Listening	Prep. Class End of Year Grade	<60	0,199	0,065	0,23	0,939	1,68	Normal
		60-66	0,060	0,333	1,03	0,136	0,21	
		67-73	0,200	0,222	0,68	-0,444	-0,69	
		74-80	0,002	-0,917	-2,45	0,122	0,17	
		81-87	0,683	0,030	0,07	-0,345	-0,43	
		88 and above	0,607	-0,280	-0,45	-0,894	-0,75	
Speaking	Prep. Class End of Year Grade	<60	0,030	0,351	1,24	0,400	0,71	Normal
		60-66	0,200	0,284	0,87	-0,212	-0,33	
		67-73	0,012	-0,074	-0,23	-0,124	-0,19	
		74-80	0,028	-0,484	-1,29	0,113	0,15	
		81-87	0,148	0,160	0,39	-0,898	-1,11	
		88 and above	0,711	-0,430	-0,70	-0,435	-0,37	
Writing	Prep. Class End of Year Grade	<60	0,000	-0,171	-0,61	0,885	1,58	Normal
		60-66	0,200	-0,001	0,00	-0,046	-0,07	
		67-73	0,200	0,093	0,28	0,060	0,09	
		74-80	0,031	-0,679	-1,82	1,062	1,45	
		81-87	0,406	0,199	0,48	-0,025	-0,03	
		88 and above	0,421	-0,341	-0,55	-0,919	-0,77	
Comprehension	Prep. Class End of Year Grade	<60	0,048	0,108	0,38	0,738	1,32	Normal
		60-66	0,026	0,018	0,06	0,090	0,14	
		67-73	0,200	-0,069	-0,21	-0,288	-0,45	
		74-80	0,200	-0,037	-0,10	0,252	0,34	
		81-87	0,400	-0,065	-0,16	-0,928	-1,15	
		88 and above	0,054	-0,151	-0,24	-1,608	-1,35	
Total	Prep. Class End of Year Grade	<60	0,200	0,230	0,81	1,261	2,26	Normal
		60-66	0,200	-0,050	-0,15	0,167	0,26	
		67-73	0,200	0,158	0,48	-0,364	-0,57	
		74-80	0,200	-0,368	-0,98	-0,499	-0,68	
		81-87	0,659	0,412	0,99	-0,218	-0,27	
		88 and above	0,265	0,011	0,02	-1,472	-1,24	

Appendix 8. Test of normality results by department

Factor	Variable		K-S	Skewness	Skewness Z Value	Kurtosis	Kurtosis Z Value	Decision
Reading	Department	Environment Engineering	0,639	-0,336	-0,74	0,389	0,44	Non-Normal
		Gerontology	0,016	0,989	2,32	3,710	4,45	
		Electrical Engineering	0,001	0,248	1,06	0,340	0,73	
		Agricultural Biotechnology	0,614	-0,271	-0,34	-1,248	-0,79	
		Tourism Management	0,001	-0,685	-1,94	-0,053	-0,08	
		Computer Engineering	0,111	0,363	0,98	0,391	0,54	
		ELT and ELL	0,117	0,365	0,51	-1,709	-1,22	
Listening	Department	Environment Engineering	0,678	-0,397	-0,87	0,076	0,09	Normal
		Gerontology	0,796	0,261	0,61	0,171	0,21	
		Electrical Engineering	0,011	0,191	0,81	0,367	0,79	
		Agricultural Biotechnology	0,980	0,374	0,47	-0,400	-0,25	
		Tourism Management	0,063	-0,437	-1,24	-0,472	-0,68	
		Computer Engineering	0,200	0,159	0,43	0,212	0,29	
		ELT and ELL	0,266	0,021	0,03	-1,284	-0,92	
Speaking	Department	Environment Engineering	0,057	-0,498	-1,09	-0,883	-1,00	Non-Normal
		Gerontology	0,126	0,719	1,68	0,413	0,50	
		Electrical Engineering	0,187	-0,093	-0,40	-0,372	-0,80	
		Agricultural Biotechnology	0,538	-0,453	-0,57	-0,854	-0,54	
		Tourism Management	0,000	0,719	2,03	-0,130	-0,19	
		Computer Engineering	0,087	0,177	0,48	-0,374	-0,52	
		ELT and ELL	0,540	-0,253	-0,35	-1,142	-0,82	
Writing	Department	Environment Engineering	0,239	-0,428	-0,94	0,248	0,28	Normal
		Gerontology	0,972	0,125	0,29	-0,363	-0,44	
		Electrical Engineering	0,003	0,112	0,48	0,495	1,06	
		Agricultural Biotechnology	0,088	0,690	0,87	-1,355	-0,85	
		Tourism Management	0,200	-0,245	-0,69	-0,415	-0,60	
		Computer Engineering	0,200	-0,229	-0,62	0,501	0,69	
		ELT and ELL	0,230	0,000	0,00	-1,205	-0,86	
Comprehension	Department	Environment Engineering	0,362	-0,146	-0,32	-0,933	-1,05	Normal
		Gerontology	0,271	-0,655	-1,53	0,952	1,14	
		Electrical Engineering	0,031	0,124	0,53	0,330	0,71	
		Agricultural Biotechnology	0,617	0,002	0,00	-1,382	-0,87	
		Tourism Management	0,200	-0,411	-1,16	0,128	0,18	
		Computer Engineering	0,200	0,117	0,32	-0,852	-1,18	
		ELT and ELL	0,478	0,196	0,27	-1,264	-0,90	
Total	Department	Environment Engineering	0,308	-0,455	-1,00	-0,550	-0,62	Normal
		Gerontology	0,637	0,073	0,17	0,248	0,30	
		Electrical Engineering	0,200	0,270	1,15	0,480	1,03	
		Agricultural Biotechnology	0,738	0,131	0,17	-0,993	-0,63	
		Tourism Management	0,200	-0,299	-0,85	-0,309	-0,45	
		Computer Engineering	0,200	0,402	1,09	0,165	0,23	
		ELT and ELL	0,256	0,403	0,56	-1,392	-0,99	

Kimden: Ezgi Duran
Kime: Bahar Şahin
Eliği:
Konu: Re: ÖzeK Kullanımı

Merhaba Bahar hocam
Geliştirdiğim cıdığımız ölçüğü kullanabilirsiniz.
Başarılar diliyorum,
İyi çalışmalar.

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Bahar Şahin > şulanı yazdı (6 Eylül 2022 11:33)

Ezgi Hocam iyi günler,

Akdeniz Üniversitesi Yabancı Diller Eğitimi bölümü İngiliz Dili Eğitimi programında Yüksek lisans yapmaktayım. Tez konusu olarak Üniversitemiz Yabancı Diller Yüksekokulunda eğitim alan hazırlık sınıf öğrencilerinin İngilizce Özyeterlik eğilim üzerinde çalışmaktayım.

Ulusal Tez Merkez üzerinden yaptığım araştırmalarda aynı konuda bir çalışma yaptığınız ve bir özeK geliştirmiş olduğunuzu gördüm.

Tezinizde kullandığınız özeK'i bilimsel etik kuralları gereği uygun atıf yaparak kendi tezimde kullanmek istiyorum.

Desteginizi bekliyorum iyi çalışmalar diliyorum.

Öğr. Gör. Bahar ŞAHİN

Uluslararası Öğrenciler Koordinatörü

Uluslararası İlişkiler Ofisi

Akdeniz Üniversitesi Fakülte Bld. 6. Kat. Kampüs

E-posta:

Appendix 9.

Evrak Tarih ve Sayısı: 09.11.2022-500352



T.C.
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşerî Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 07.11.2022
TOPLANTI SAYISI : 19
KARAR SAYISI : 403

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü **Dr. Öğr. Üyesi Ersen VURAL**'ın danışmanlığım, **Bahar ŞAHİN**'in araştırmacılığını üstlendiği, *"İngilizce Hazırlık Programındaki Öğrencilerin Yabancı Dil Öğrenme Konusundaki Öz Yeterlik Algısı Analizi: Akdeniz Üniversitesi Örneği"* konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucaya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

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ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı :Bahar Şahin

Doğum Yeri ve Tarihi:

Eğitim Durumu

Lisans Öğrenimi : Anadolu Üniversitesi Eğitim Fakültesi Yabancı Diller Anabilim Dalı İngilizce Öğretmenliği Programı (1997-2002).

Yüksek Lisans Öğrenimi : Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı (2019-2024).

Bildiği Yabancı Diller : İngilizce

Bilimsel Faaliyetleri :

BATI AKDENİZ (TR61) BÖLGESİ'NDEKİ DEVLET ÜNİVERSİTELERİNDE HEDEF ODAKLI ULUSLARARASILAŞMA: Azerbaycan Cumhuriyeti Özelinde Bir Analiz

Mehter Aykın S., Kahraman E., Şahin B.

International Conference on Quality in Higher Education - ICQH '23, 13 - 15 Temmuz 2023

Akdeniz Üniversitesinde Eğitim Gören Uluslararası Öğrencilerin Antalya İline Katkıları

İLTER B., KAHRAMAN E., ŞAHİN B.

1.Uluslararası Antalya Kent Ekonomisi Sempozyumu, Antalya, Türkiye, 15 - 17 Kasım 2018.

İş Deneyimi:

Akdeniz Üniversitesi Erasmus Programı Giden Öğrenci Sorumlusu	2023-Devam Ediyor
Akdeniz Üniversitesi Erasmus Programı KA2 Projeleri Sorumlusu	2021-Devam Ediyor
Akdeniz Üniversitesi Free Mover Değişim Programı Koordinatörü	2021-Devam Ediyor
Akdeniz Üniversitesi Uluslararası Öğrenci Sorumlusu	2016-Devam Ediyor
MEB İngilizce Öğretmeni	2006-2015

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