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BOLU ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION



**AN INVESTIGATION OF HIGH SCHOOL STUDENTS’
ENGLISH SELF-EFFICACY BELIEFS AND LEARNING
CLIMATE**

MASTER OF ARTS

ECE TRK

ACADEMIC SUPERVISOR

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BOLU, DECEMBER-2022

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ETHICAL DECLARATION

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Ece TÜRK

ABSTRACT

AN INVESTIGATION OF HIGH SCHOOL STUDENTS' ENGLISH SELF-EFFICACY BELIEFS AND LEARNING CLIMATE

MASTER OF ARTS

ECE TÜRK

BOLU ABANT İZZET BAYSAL UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

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BOLU, DECEMBER 2022

XIV + 168

This mixed-method study sought to investigate high school students' opinions of the learning climate, their perceived achievement in English, and their self-efficacy beliefs in English. While 15 students and 11 English teachers partook in the qualitative phase, 820 students partook in the quantitative phase. The quantitative data was gathered using the English Self-Efficacy Questionnaire, the Learning Climate Questionnaire, and the students' most recent English exam results. Additionally, semi-structured interviews with English teachers and students were held. The students' self-efficacy in English were discovered to be moderately high, and their English teachers had given them a considerable degree of autonomy support. The quantitative findings indicated that there was a strong correlation between students' self-efficacy and their success in English ($r = .542, p < .05$). Students' perceptions of autonomy-supportive learning climate and self-efficacy in English were also correlated ($r = .250, p < .05$). On the other hand, it was discovered that there is a low correlation between their perceptions of the learning climate and their perceived achievement in English ($r = .187, p < .05$). Most importantly, it was unearthed that the link between autonomy support and perceived achievement in English was moderated by students' sense of efficacy in English according to the simple mediation analysis (Effect = .0083, 95 % CI [.0059, .0107]). Finally, qualitative findings revealed that teachers' influence was one of the most frequently reported factors affecting students' opinions of their achievement in English, and the majority of English teachers encouraged students' autonomy in their learning climate to a certain extent. The current investigation presents significant implications for English teachers and other stakeholders based on the findings.

KEYWORDS: Autonomy-Support, Autonomy-Supportive Learning Climate, English Self-Efficacy, Achievement, Autonomy, Efficacy.

ÖZET

LİSE ÖĞRENCİLERİNİN İNGİLİZCE ÖZ-YETERLİK İNANÇLARI VE ÖĞRENME İKLİMLERİNİN İNCELENMESİ YÜKSEK LİSANS TEZİ

ECE TÜRK

BOLU ABANT İZZET BAYSAL ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI
(TEZ DANIŞMANI: DOÇ.DR. ABDULLAH COŞKUN)

BOLU, ARALIK - 2022

XIV + 168

Bu karma desenli çalışma, lise öğrencilerinin İngilizce öz-yeterlik inançlarını, öğrenme ortamına ilişkin algılarını ve İngilizcede gösterdikleri algılanan başarısını incelemeyi amaçlamıştır. Nitel aşamada 15 öğrenci ve 11 İngilizce öğretmeni yer alırken, nicel aşamaya 820 öğrenci katılmıştır. Nicel veriler, İngilizce Öz-Yeterlik Anketi, Öğrenme Ortamı Anketi ve öğrencilerin en son İngilizce sınav notları kullanılarak toplanmıştır. Ayrıca İngilizce öğretmenleri ve öğrencilerle yarı yapılandırılmış görüşmeler yapılmıştır. Çalışmanın nicel bulguları, öğrencilerin İngilizce öz yeterliklerinin orta derecede yüksek olduğu gösterirken, ayrıca İngilizce öğretmenlerin de sınıf iklimlerinde öğrencilerine önemli derecede özerklik desteği sağladığı bulunmuştur. Nicel bulgular, öğrencilerin İngilizce öz-yeterlikleri ile İngilizcede gösterdikleri algılanan başarıları arasında güçlü bir ilişki olduğunu göstermiştir ($r = .542, p < .05$). Ayrıca, öğrencilerin özerklik destekleyici öğrenme iklimi ve İngilizce öz-yeterlik algılarının da ilişkili olduğu bulunmuştur ($r = .250, p < .05$). Ancak, öğrencilerin özerklik destekleyici öğrenme iklimine ilişkin algıları ile İngilizcede gösterdikleri algılanan başarıları arasında düşük bir ilişki olduğu tespit edilmiştir ($r = .187, p < .05$). Aracılık analizinin sonuçlarına göre, İngilizcedeki algılanan başarı ile özerklik destekleyici öğrenme iklimi arasındaki bağlantının öğrencilerin İngilizce öz-yeterlik algısı tarafından düzenlendiği ortaya çıkmıştır (Etki = .0083, %95 GA [.0059, .0107]). Son olarak nitel bulgular, öğretmenlerin etkisinin, öğrencilerin İngilizce öz-yeterliliğe ilişkin algılarını etkileyen en sık bildirilen faktörlerden biri olduğunu ve İngilizce öğretmenlerinin çoğunun, öğrencilerin öğrenme ortamındaki özerkliği teşvik ettiğini göstermiştir. Son olarak, mevcut araştırma, İngilizce öğretmenleri ve diğer paydaşlar için önemli öneriler sunmaktadır.

ANAHTAR KELİMELER: Özerklik Desteği, Özerklik Destekleyici Öğrenme İklimi, İngilizce Öz-Yeterlik, Başarı, Özerklik, Öz-yeterlik.

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LIST OF ABBREVIATIONS AND SYMBOLS

ABCC	: Attitudes and Beliefs on Classroom Control
ASIB	: Autonomy-Supportive Instructional Behaviors
BPNT	: Basic Psychological Need Theory
CEFR	: Common European Framework of Reference for Languages
DCTB	: Directly Controlling Teacher Behaviors
EFL	: English as a Foreign Language
ELL	: English Language Learner
ESES	: English Self-Efficacy Scale
ESL	: English as a Second Language
EE	: Extramural English
GPA	: Grade Point Average
L2	: Second Language
LCQ	: Learning Climate Questionnaire
LPA	: Latent Profile Analysis
MoNE	: Ministry of National Education
S	: Student
SDT	: Self-Determination Theory
SELF-A	: Self-Efficacy for Learning Form
SPSS	: Statistical Package for Social Science
ST	: Student Teacher
T	: Teacher
TE	: Teacher Educator
WIHIC	: What is Happening in This Class Survey

ACKNOWLEDGEMENTS

I would like to extend my heartfelt gratitude to my supervisor, Assoc. Prof. Dr. Abdullah Coşkun, for his invaluable assistance, inspiration, patience, and feedback. I would not have been able to follow this road if it were not for the knowledge and expertise that my supervisor so generously shared with me.

Additionally, I would really like to express my profound gratitude to my committee members, Assoc. Prof. Dr. Anıl Ş. Rakıcıoğlu Söylemez, whose motivational and inspirational lectures had a lasting impression on me and Assist. Prof. Dr. Yusuf Şen, for allowing my defense to be a great experience and for his insightful feedback and recommendations.

My dearest friend Hasibe Arıcan Süren also deserves a big debt of thanks for her help with editing, late-night feedback sessions, and emotional support.

Words cannot express my gratitude to my parents, whose confidence in me has kept my spirits and motivation high throughout this process. Thanks should also go to my spouse, Fahrettin Ali Türk, who has endured my stress and supported me for the past two years of study!

Last but not least, I'd want to thank all the students and teachers who participated in my study and enabled me to carry out this research.

1. INTRODUCTION

By using a mixed-method approach, the primary goal of the current study is to determine whether there is a relationship between high school students' self-efficacy beliefs in English, their personal accounts on autonomy supportive learning climate, and perceived achievement in the light of the opinions of high school students and English teachers. This chapter portrays the background of the study, the statement of problem, the objectives of the study and the significance of the study.

1.1 Background of the Study

It is clear that teaching and learning any subject is a complicated process involving many various interactions between learners, teachers, the social environment, and the groups within the class, all of which are influenced by a variety of other circumstances such as the time of day, the weather, or the previous session (Williams et al., 2016). Referring to Williams et al. (2016), everything that students bring to class including their views, personalities, sense of self, and interpersonal relationships will have an impact on their behavior in class; correspondingly, how teachers act and engage in class will be shaped by what they bring with them in similar terms. To motivate and equip their students to achieve their language learning goals, English teachers must have a thorough understanding of how these numerous interrelated factors affect learning.

The great majority of studies looking at the success of second language (L2) education often seek to determine the nature and quantity of L2 input, the activities used to learn the language, the method of instruction, along with learner characteristics and strategies (Dörnyei, 2007). According to Dörnyei (2007), these are unquestionably crucial elements of learning a second language, and they could have a significant effect on language acquisition and instruction. When more attention is placed on learning accomplishment over a longer period, however, other characteristics of the classroom experience, namely a motivating classroom climate, may become increasingly significant; accordingly, the features of the classroom context can be examined from a variety of angles (Dörnyei, 2007). The classroom environment is a multidimensional concept that describes the psychological climate of the learning context that has been the subject of well-established study in educational psychology (Fraser & Walberg,

1991). Aspects of classroom management have also been investigated by educational researchers as a predictor of the overall classroom climate (Jones & Jones, 2015).

Social psychologists have used a distinct perspective to analyze classroom reality in order to study the dynamics of the learner group as part of the larger area of group dynamics (Schmuck & Schmuck, 2001). Other than that, motivational psychologists have adopted a different approach that concentrates on the motivational teaching practices and strategies utilized in classrooms (Pintrich & Schunk, 2002). Dörnyei (2007) argues that although all these areas of research have slightly different goals and study orientations, they are all concerned with the same larger picture and thus have a lot of overlaps. Reeve (2006) asserts that learners appear interested, proactive, and attentive; however, they might also act alienated, reactive, and inactive during the class. Student engagement during teaching is influenced by the supportive environment of the classroom in which they study, and more crucially, the motivating style of the teacher is a crucial element of the supportive environment (Reeve, 2006). Teaching methods can produce a variety of learning settings that are either autonomy-supportive or controlling (Young-Jones et al., 2014). The most prevalent definition of autonomy support is that it is a type of interpersonal behavior used by one person (e.g., instructors) to support and reinforce another person's intrinsically located and volitional desires to perform the action (Reeve & Jang, 2006). To be more specific, it may be said that a teacher exhibits an autonomy-supportive motivational style in the classroom when they provide for students' psychological needs (e.g., autonomy, competence, and relatedness), interests, preferences, and values (Reeve & Jang, 2006).

Deci et al. (1981) stated that a continuum spanning from very controlling to highly autonomy-supportive might be used to conceptualize a teacher's motivational behavior towards students. Highly controlling teachers frequently obstruct students' autonomous learning by placing a high value on a teacher-made teaching agenda that outlines what students should feel, think, and do although autonomy-supportive teachers identify and support students' needs, interests, and preferences while also giving them opportunities to let their own motivations guide their learning and tasks in the classroom (Reeve & Jang, 2006). Autonomy support can be conceptualized through three stereotypical aspects (Deci et al., 1994):

(a) choice provision: Within the bounds of the activity and setting, the instructor gives the students as many options as possible,

(b) meaningful rationale provision: If there is no feasible alternative, the instructor justifies the current activity,

(c) perspective-taking: the instructor points out that he or she values and acknowledges the learners' perspectives.

According to the aforementioned line of research, controlling strategies are less conducive to effective learning outcomes than autonomy-supportive methods (Young-Jones et al., 2014). To exemplify, autonomy-supportive teacher behaviors have the potential to influence students' performance (Boggiano et al., 1993), their self-efficacy in the positive direction (Kulakow, 2020), extend students' engagement (Dinçer, 2011; Griffin, 2016; Hafen et al., 2012; Hospel & Galand, 2016), promote intrinsic motivation (Griffin, 2016), remove the harmful impact of perceived performance goal structure in the classroom (Ciani et al., 2010), enable students to embrace growth (rather than adopting fixed) language mindsets, which results in feelings of competence and willingness to use English in the classroom (Zarrinabadi et al., 2021), and promote needs satisfaction (Huéscar - Hernández et al., 2020).

As suggested by Linnenbrink and Pintrich (2003), self-efficacy is among the most crucial motivational factors for students' engagement and learning. Self-efficacy is a term that describes one's personal ideas about how successfully one can do a task, including a judgment about their own abilities (Pajares, 1996). Mastery experience, vicarious experience, social persuasion, and physiological and emotional factors are certain sources of self-efficacy (Bandura et al., 1999). Whether successful or unsuccessful, mastery experience is built by previous experience (Truong & Wang, 2019). As noted by Truong and Wang (2019), observing others (i.e., role models) can offer vicarious experiences that may reinforce, undermine, or impede the formation of individual's self-efficacy beliefs. Truong and Wang (2019) also stated that verbal persuasion includes giving or receiving feedback, appraisals, or comments regarding someone's capacity to do a task, whether they be favorable or unfavorable from important figures (e.g., parents, teachers, or coaches). Emotional and physiological states have an effect on one's sense of efficacy; that is to say, negative emotions (e.g.,

anxiety, tension, despair, and fear) can lower self-efficacy by changing one's conviction in one's own competence, whereas positive emotions can raise self-efficacy beliefs (Woodrow, 2011). The main sources of listening self-efficacy of EFL students were addressed in Chen's (2007) study and it was also investigated the relationship between listening self-efficacy in English, anxiety, and perceived value of the English language and culture. Referring to Chen's (2007) study, mastery experience and social persuasion from teachers (as a kind of evaluation of the students' English abilities) served as the main sources of students' self-appraisal of their listening skills in English. Furthermore, Arslan (2012) intended to see how well the sources of self-efficacy beliefs of children in Grade 6 and Grade 8 predict their self-efficacy beliefs for learning and achievement. His correlational study established that verbal persuasion and performance accomplishments were the key sources of their self-efficacy beliefs. In addition to academic success, vicarious experiences and verbal persuasion affect students' perceptions of their own self-efficacy in terms of learning and performance (Arslan, 2012).

Mahyuddin et al. (2006) argue that students who have a strong sense of self-esteem and self-efficacy are more likely to be motivated, engaged, and active in class. These researchers argue that self-efficacy is generally equated with self-competence; additionally, teachers who have significant influence should play an effective role in enhancing self-competence and, ultimately, self-efficacy, because it has a significant impact on achievement, whether in the English language or other subjects. Recently, there has been an increase in interest in self-efficacy beliefs in the field of language acquisition due to research on the connections between these beliefs and learning strategies, performance, causal attributions, and language anxiety (Siritaratn, 2013). The results imply that learners' self-efficacy may influence their motivation, perseverance, the amount of effort they put into learning, the aims they choose to pursue, and use of self-regulated strategies when performing a task (Carmichael & Taylor, 2005; Linnenbrink & Pintrich, 2003; Pajares, 1996; Schunk, 2003). In addition, students who have a high sense of self-efficacy do better in the classroom than those who have a low sense of efficacy (Yoestara & Putri, 2019).

Considering students' sense of efficacy is intrinsically dependent on the classroom setting, this model of student competence provides instructors with optimism that they can influence students' self-efficacy (Linnenbrink & Pintrich, 2003). Therefore, teachers can plan and structure their lessons to increase student self-efficacy and, as a result, improve student engagement and learning in the classroom by building an autonomy-supportive learning climate. The role of teachers in building and nurturing students' self-efficacy beliefs cannot be denied. Therefore, language teachers can help achieve this end by assisting pupils in maintaining reasonable but realistic self-efficacy beliefs with the help of accurate feedback which provides scaffolding and chances for their students, offering them difficult classroom tasks that they can do with effort, encouraging them to believe in their own domain-specific self-efficacy rather than their overall self-esteem and nurturing the idea that competence or capacity is a malleable and controllable part of growth (Linnenbrink & Pintrich, 2003).

1.2 Statement of the Problem

One of the functions of the Turkish educational system is to prepare a sufficient and competent workforce, which is demanded by the economy; moreover, it has become more vital to know more than one foreign language in order to be able to open up for this qualified labor, for continuous social and economic improvement (Ulum & Uzun, 2020). Aligned with this end, as mentioned by Kızıldağ (2009), English has been taught at an earlier stage in elementary schools as a foreign language and as one of the most important skills to acquire since 1997. The English curriculum used in high schools nowadays was developed by Ministry of National Education (MoNE) in 2018 in conjunction with Turkish National Education's educational policy and Basic Law of National Education No. 1739 and it was formed on the basis of the Common European Framework of Reference for Languages (CEFR) (Ayaz et al., 2019). Kızıldağ (2009) noted that there are particular difficulties involved in teaching the English language in foreign language contexts such as Turkey; and undoubtedly, such issues must be addressed in order to discover answers that will improve the situation. Among the major reasons for the poor performance was the fact that Turkey is a foreign language setting for learning English; however, there were other factors as well, such as the

efficacy of language teachers, student interest and motivation, teaching strategies, learning environments, and instructional materials (Aktaş, 2005).

In addition, there has been a substantial shift in mainstream psychology and educational psychological theories of motivation referring to Dörnyei (1994). He proposed that this might and should be represented in second language motivation theories as well. Educational psychology motivation theories were also used in second language studies (Mills et al., 2007). L2 motivational psychologists claimed that one's judgments of one's skills, prospects, and prior performances were important parts of motivation, and it was at this point that the cognitively defined notion of self-efficacy began to gain traction (Mills et al., 2007).

Nobody develops their personality in a vacuum, free of cultural and contextual influences (Williams et al., 2016). Throughout their lives, people learn to evaluate input from others, particularly from those whose opinions they respect, as well as improve their knowledge of their sense of self based on diverse contextual cues; that is to say, individuals hold certain values in the societies and communities in which they live, and they use them as benchmarks to assess themselves (Williams et al., 2016). As suggested by Pajares (1996), self-efficacy beliefs, or students' perceptions of their skills to do academic tasks successfully are substantial predictors of their ability to do so. Apparently, their self-perceptions and feelings have a significant impact on how they act, how they interact with others, the objectives they set for themselves, the challenges they accept, and their determination to endure in the face of adversity (Williams et al., 2016). Since people interpret their experiences, the influence of major predictors of academic success (e.g., knowledge, skill, or prior attainment results) on subsequent performance is mediated by the beliefs that come from those interpretations (Pajares, 1996). Pajares (1996) also proposed that students' self-efficacy beliefs have a role in determining what they will do with their knowledge and talents; consequently, students' opinions of what they believe they can achieve have a significant impact on their academic success.

Self-efficacy beliefs have been the subject of a growing body of research on second language motivation in recent years. Previous studies on self-efficacy have primarily focused on how it relates to success (Asakereh & Dehghannezhad, 2015; Chen, 2007;

Hampton & Mason, 2003; Mahyuddin et al., 2006; Osman et al., 2016), gender differences (Hampton & Mason, 2003; Webb-Williams, 2014), age (Magogwe & Oliver, 2007), self-regulated language strategies (Cho & Kim, 2019; Wang, 2004; Wang et al., 2012; Wang et al., 2013a; Wang et al., 2013b; Wang & Pape, 2005), proficiency (Magogwe & Oliver, 2007; Yılmaz, 2010), language learning strategy use (Heidari et al., 2012; Magogwe & Oliver, 2007; Naseri & Zaferanieh, 2012; Shi, 2018; Yılmaz, 2010), language performance (Pajares & Johnson, 1996), effects of overseas experience (Kim & Cha, 2017), critical thinking skills (Fahim & Nasrollahi-Mouziraji, 2013) and engagement (Linnenbrink & Pintrich, 2003).

On the other hand, local studies into self-efficacy have centered on language learning strategies (Khosroshahi & Merç, 2020; Yılmaz, 2010), motivation (Erşanlı, 2015; Karakış & Çelenk, 2016; Şener & Erol, 2017), proficiency (Açıkel, 2011), metacognitive awareness (Tuncer & Doğan, 2016; Yelgeç & Dağyar, 2020), anxiety (Karakış & Çelenk, 2016; Kırmızı & Kırmızı, 2015; Ömer & Akçayoğlu, 2020; Öztürk & Saydam, 2017; Tuncer & Doğan, 2016; Yelgeç & Dağyar, 2020), achievement (Karakış & Çelenk, 2016; Ömer & Akçayoğlu, 2020; Tılfarlıoğlu & Çiftçi, 2011; Yoğurtçu, 2013); language proficiency (Khosroshahi & Merç, 2020; Tılfarlıoğlu & Cinkara, 2009) and self-regulation (Özkasap, 2009).

The motivational style of the instructors, which creates the tone for the learning environment, is another factor that may have an impact on learners' performance in language learning. Self-determination theory suggests that a teacher's motivational approach to students can be categorized along a continuum, ranging from extremely controlling to highly autonomy-supportive (Deci et al., 1981). In general, controlling teachers interfere with student behavior while autonomy-supportive teachers improve the correspondence between students' self-determined internal motives and their classroom behavior (Reeve et al., 2004). Findings consistently indicated that one's motivational style has an impact on others' motivation, emotion, learning, and performance (Reeve et al., 2004). Reeve et al. (2004) pointed out that autonomy-supportive teachers can foster these positive educational and developmental gains in their students by including and attending to their psychological needs during teaching. Considering this discussion above, it seems that self-efficacy has been a popular

research topic coupled with various constructs both in local and international literature. Given the paucity of research substantiating the aforementioned association, it is still unknown whether there is an association between English language learners' self-efficacy, an environment that supports autonomy, and achievement.

1.3 The Objective of the Study

Based on the views of the students studying at state-run high schools and English teachers working at public high schools in a city in the Black Sea region of Turkey, the objectives of this study were to: (1) examine high school students' self-efficacy beliefs in English, (2) find out how they feel about autonomy-supportive learning climate, (3) ascertain how successful they feel in English, (4) determine whether there is a relationship between language learners' self-efficacy beliefs, autonomy-supportive learning climate, and perceived achievement in English, (5) determine whether self-efficacy beliefs have predictive power on perceived achievement through autonomy-support in the classroom and (6) ascertain whether autonomy-support in the classroom have predictive power on perceived achievement through self-efficacy beliefs in high schools.

1.4 Research Questions

1. To what extent do high school students feel confident in reading, writing, speaking, and listening skills in English?
2. To what extent do high school students feel successful in English?
3. How do high school students perceive their learning climate?
4. Is there a relationship between
 - a. high school students' self-efficacy beliefs in English and their perceptions of autonomy-supportive learning climate,
 - b. high school students' self-efficacy beliefs and their perceived achievement in English,
 - c. high school students' perceptions of their autonomy-supportive learning climate and their perceived achievement in English,
 - d. high school students' self-efficacy beliefs in English, their perceptions of autonomy-supportive learning climate, and their perceived achievement in English?

5. Do self-efficacy beliefs in English have predictive power on perceived achievement through autonomy support in the classroom?
6. Does autonomy support in the classroom have predictive power on perceived achievement through self-efficacy beliefs in English?
7. To what extent do high school students feel confident in reading, writing, speaking, and listening skills in English according to high school students and English teachers?
8. What are the factors that affect high school students' self-efficacy beliefs in English and their perceived success and failure in English according to high school students and English teachers?
9. How do English teachers support autonomy in their classroom according to high school students and English teachers?

1.5 Significance of the Study

A wide range of factors affect academic outcomes. The interpersonal abilities of the teacher are one such aspect that profoundly influences student motivation, cognitive and affective learning, and overall academic achievement (Barr, 2016). The other factor is self-efficacy beliefs, which significantly affect students' levels of achievement, strategy use, anxiety levels, and ability to self-regulate and manage their learning (Williams et al., 2016).

As this line of research suggests, students believe that personal interaction with teachers and other students improves their learning significantly. Barr (2016) indicated that students wish to have teachers who are courteous, caring, responsive, and passionate about teaching in the long run. With a tendency to concentrate on the interpersonal aspects of teaching rather than the instructional aspects of the classroom, this purpose can lead to attempts to enhance language instruction in schools as well as individual instructor efforts. Instead, a learner-centered strategy can be used, where the teacher focuses on the students' viewpoints, experiences, interests, capabilities, and needs; starts building fulfilling rapport with the students; fosters student self-efficacy; and finds a balance between being tough and caring (Barr, 2016). Moreover, according to Reeve (2006), students gain more when teachers serve as boosters of their inner motivation by providing a learning environment that promotes, welcomes, and grows

on their inner motivational resources as opposed to ignoring, discouraging, and bypassing them. The present research will illustrate how high school students perceive their English teachers' motivational orientations that dominate their learning climate, which is the psychosocial environment prevailing in their language classroom. As previously said, self-efficacy has long been a topic of great interest in a variety of disciplines. To date, however, the association between autonomy-supportive learning atmosphere and self-efficacy beliefs in English has received little attention. Both qualitative and quantitative methods were used in this investigation. The students completed the Learning Climate Questionnaire (LCQ) and English Self-Efficacy Scale (ESES). In addition to these scales, semi-structured interviews were conducted with both English teachers and students to provide comprehensive, detailed examples of their opinions of the learning climate and sense of efficacy in English. To address the limitations of one data collection technique, this mixed method research strategically and purposefully integrated the collection and analysis of both qualitative and quantitative data with the use of a second method, which allowed the methodological and epistemological advantages of each paradigm to cooperate to confirm or more strongly support the findings, or to show complementary or even opposing results (Creswell & Plano Clark, 2018). Given these factors, it is predicted that the results would greatly improve the field of language teaching and learning in Turkish high schools by stressing the significance of self-efficacy beliefs and learning climate. Also, it is intended that this mixed-method study would help to clarify the aforementioned ideas in light of high school students' and English teachers' perspectives in Turkish high schools. It is crucial to conduct more of these studies because the inclusion of emotional factors and how they interact with cognitive and performance characteristics helps us understand how teaching and learning occur in academic settings (Christenson et al., 2012). Several lines of research indicate that instructors' autonomy-supportive practices have multiple benefits, including enhanced learning, positive affect, accomplishment, and behavior perseverance (Buff et al., 2011; Reeve, 2009). As mentioned above, learners' expectations of what they can achieve (i.e., self-efficacy) have a major influence on their academic achievement (Pajares, 1996). Through mediation analysis, it is intended that the current study will reveal the predictive value

of self-efficacy beliefs on achievement through autonomy-support experienced in the classroom and the mediating role of self-efficacy in English on the relationship between autonomy support and perceived achievement in English. In order to provide valuable insights into language teachers' instructional strategies, the study is also expected to demonstrate the significance of the relationship established between teachers and students on language learners' perceptions of their ability to complete tasks successfully and their performance.

1.6 Limitations of the study

The design of the current study is constrained, as is the case with most investigations. First, the present study explored the self-efficacy beliefs of high school students in English, their personal accounts on their learning climate in 10 high schools, and the viewpoints of high school English teachers. Considering the context and the number of participants, the findings of the current study would be more generalizable if it had been conducted with more participants and in wider contexts. In addition, the reader should be aware that the study is based on students' overall English performance scores; hence, it is difficult to determine their achievement level in each language skill. Instead, gathering the exam scores for each language skill would provide a more thorough assessment of the strengths and weaknesses of language learners in reading, writing, listening, and speaking. Finally, the students just submitted their last examination score in English because of the time constraint in the data collecting process; however, getting students' average achievement score at the end of the school year might reflect their success level in English clearly.

1.7 Definitions

- a. **Self-Efficacy:** It is a competency judgment that people use to successfully complete a task that includes objectives, behaviors, and environmental factors (Bandura, 1997).
- b. **Autonomy-Support:** It is defined as an interpersonal behavior in which a person in a position of authority (e.g., a teacher) considers the viewpoint of another person (e.g., a student), recognizes that person's emotions, and offers that person useful information and opportunities for choice with minimal pressure and demands (Deci & Ryan, 1985).

- c. **Learning climate:** It refers to students' perceptions of to what extent their classroom environment is student-centered (IMPACT Management Team & IMPACT Assessment Team, 2014a, as cited in Hemanth, 2015). Additionally, it covers the customs, beliefs, dynamics of the group, and communication styles that affect peer-to-peer (student-to-student) interactions and relationships in a particular classroom (Reeve & Cheon, 2021).
- d. **Autonomy-Supportive Learning Climate:** It is defined as a set of practices which seeks to determine learners' inner motivating resources, fosters internalization and intrinsic motivation (Leroy et al., 2007).

2. LITERATURE REVIEW

In this section, the relevant literature related to self-efficacy beliefs and autonomy-supportive learning climates are illustrated with the key theories and studies. The chapter begins with the tenets of social cognitive theory. The sources and effects of self-efficacy beliefs are then thoroughly explained. The studies on self-efficacy beliefs which were conducted in different contexts and various instructional levels were also touched upon. Furthermore, self-determination theory was portrayed in order to elaborate the concept of autonomy-supportive learning climate. Finally, this chapter ends with the studies centering on learning climate, self-efficacy beliefs, and achievement.

2.1 Social Cognitive Theory

Human behavior used to be described in terms of unidirectional causality, in which conduct was formed and controlled by external forces or driven by internal tendencies (Bandura, 1999). Social cognitive theory, on the other hand, accounts for psychosocial functioning on the grounds of triadic reciprocal causation (Bandura, 1986). According to Bandura (1999), in this theory of reciprocal determinism, internal human factors—such as cognitive, emotional, and physical events, behavioral patterns, and environmental factors—serve as interacting determinants that affect one another in both directions. Social cognitive theory thus denied the contradiction between human agency and depersonalized social context. In other words, socio-structural and psychological theories were viewed as competing concepts of human behavior or as embodying distinct levels and degrees of causality since human behavior cannot be fully comprehended in terms of socio-structural or psychological variables alone (Bandura, 1999). The multidimensional causal structure proposed by social cognitive theory covers both building competencies and controlling action (Bandura, 1986). Cognitive guides for the formation of complex patterns of behavior are knowledge structures that provide the models, rules, and methods of effective action, and these knowledge structures emerge through modeled thinking and behavior, as well as the results of exploratory activities, verbal teaching, and novel cognitive syntheses of acquired information (Bandura, 1999).

As noted by Bandura et al. (1996), people's beliefs in their capacity to exert control over their level of performance and contextual expectations are one of the most prominent and prevalent mechanisms of personal agency. Individuals have a self-system that allows them to exert some control over their thoughts, emotions, and behaviors, as well as the capability to reflect, learn from others, develop alternative strategies, engage in self-reflection, and manage their own behavior (Bandura, 1986). Sense of efficacy is also necessary for providing reference frameworks and a collection of sub-functions for sensing, regulating, and assessing behavior that arises from the interaction of the self-system with contextual factors (Pajares, 1996).

2.2 The Sources of Self-Efficacy Beliefs

According to Bandura's (1986) social cognitive theory, self-referent thoughts serve as intermediaries between knowledge and action, and people evaluate their own experiences and cognitive processes through self-reflection. The ways in which individuals perceive the outcomes of their performances have the ability to influence and alter their environments as well as their perceptions of themselves, both of which, in turn, impact and shape the individuals' subsequent performances (Bandura, 1986).

Referring to Bandura (1986), the concept of reciprocal determinism assumes that cognition, affect, biological processes, behavior, and contextual factors all interact to generate triadic reciprocity (see Figure 2.1). Since personal agency is socially oriented and acts under sociocultural influences, people can be seen as both products and creators of their own surroundings and social systems (Pajares, 1996). Bandura (1986) argues that the ability to engage in self-reflection and use that reflection to evaluate and alter one's own thoughts and actions is the defining feature of the people.

As a part of these self-evaluations, self-efficacy beliefs are described as beliefs in individuals' capacities to arrange and execute the courses of action necessary to manage forthcoming events (Bandura et al., 1996). Self-efficacy beliefs are not generic sentiments of success or control; conversely, they are assessments of one's ability to perform in specific situations (Bandura, 1977).

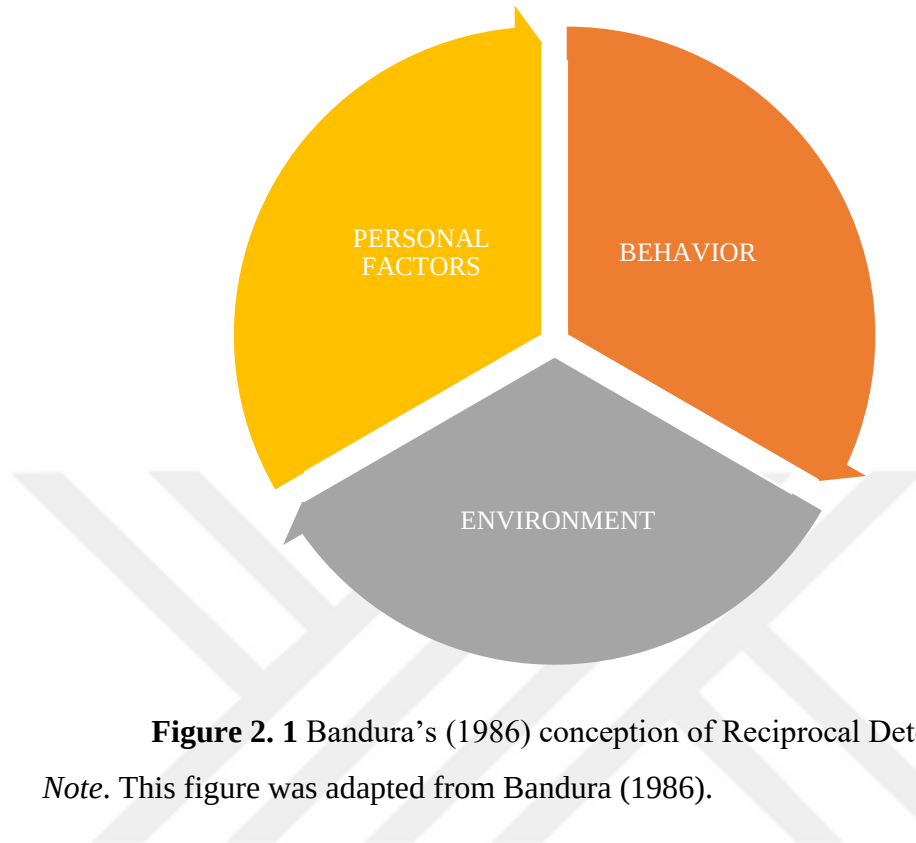


Figure 2. 1 Bandura's (1986) conception of Reciprocal Determinism

Note. This figure was adapted from Bandura (1986).

Self-efficacy judgment is a concept that has emerged to illustrate why some people are either unable or reluctant to do acts that are obviously within their capabilities (Bouffard-Bouchard, 1990). It is the most cognitive and situation-specific self-construct when compared to self-concept and similar concepts since it encompasses one's anticipation of their capacity to accomplish a given activity in a specific circumstance (Mercer et al., 2012). It is assumed that individuals acquire the knowledge necessary to evaluate efficacy through their mastery experience, vicarious (observational) experiences, modes of persuasion, and physiological signals (See Figure 2.2, Schunk, 1991).

Beginning with *mastery experience*, one's efficacy beliefs are boosted or undermined by one's success and failure experiences (Bandura, 2010). The most accurate indications of efficacy are one's own performances; success increases efficacy, while failure decreases it; however, if a healthy sense of efficacy has already been established, a setback may have minimal influence (Bandura, 1986).

Second, one's self-efficacy views are also affected by *vicarious experience*; that is, if a learner observes persons with comparable talents and attaining success in a certain subject, he/she may exhibit similar tenacity and seek to improve his/her beliefs about his/her own potential (Bandura, 2010).

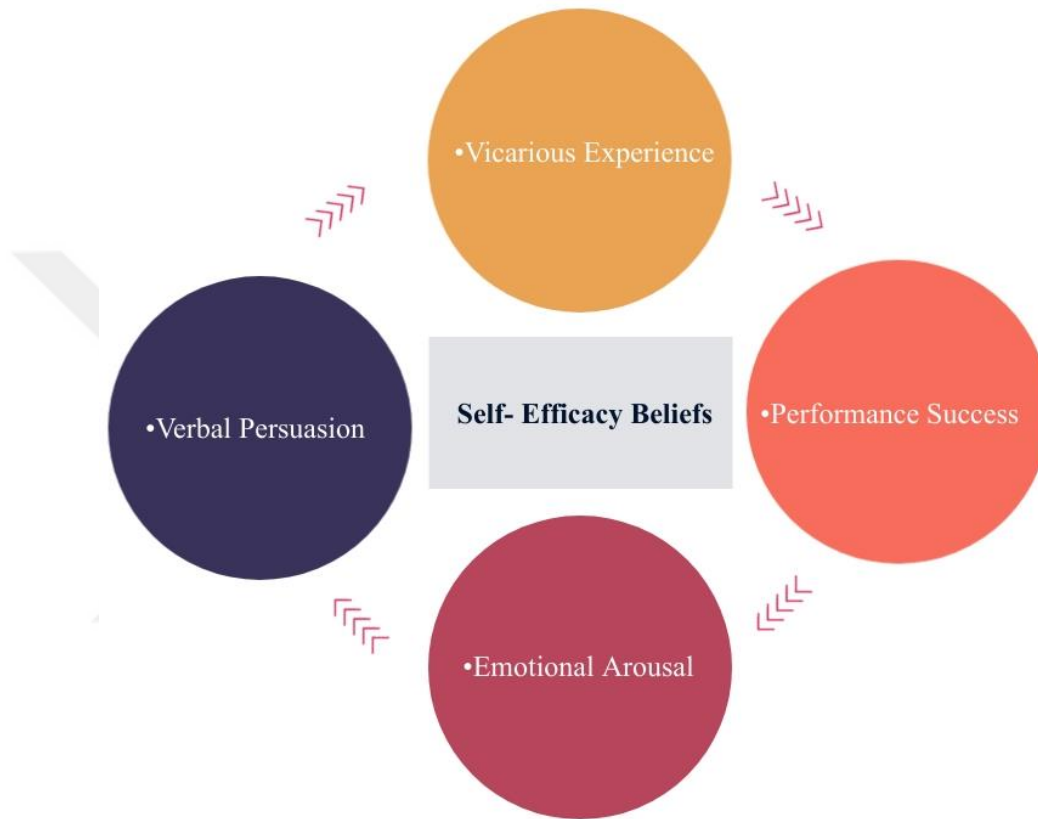


Figure 2. 2 The Sources of Self-Efficacy Beliefs

Note. Figure 2.2 was adapted by Schunk's (1991) study.

Furthermore, *verbal persuasion* (i.e., hearing positive and constructive feedback from his/her social surroundings) is another aspect catalyzing the formation and maintenance of efficacy beliefs (Bandura, 2010). In an experiment to investigate the effect of self-efficacy beliefs on performance in a cognitive task, Bouffard-Bouchard (1990) discovered that students who received positive feedback regarded themselves as more efficacious than students who got negative feedback, even though their levels of critical problem-solving abilities remained stable. This portion of the study confirmed how self-efficacy judgments are context-dependent and how social influence is important as a major source of information for individuals to develop their

self-efficacy (Bouffard-Bouchard, 1990). In the absence of a clear external standard by which to judge performance, people tend to defer to the judgments of those who have access to objective predictors of performance accomplishment or who have a wealth of knowledge gleaned through seeing and comparing numerous individuals (Bandura, 1986). This is a significant point in the understanding of the role of teachers in eliciting students with clues to assist them in properly assessing their skills, especially when faced with new activities or learning areas (Bouffard-Bouchard, 1990).

Another important source of self-efficacy beliefs is emotional and psychological well-being, namely *physiological and emotional states* (Bandura, 2010). It was reported that bodily symptoms signaling anxiety might be regarded as a sign of a dearth of skills (Schunk, 1991). More importantly, efficacy beliefs are not affected automatically by information gained from the aforementioned sources; instead, it is cognitively evaluated (Bandura, 1986).

This leads to the conclusion that efficacy appraisal is an inferential process where people take into account and combine these grants of personal and circumstantial aspects, including their perceived competence, the difficulty of the task, the amount of work put in, the degree of outside assistance received, the quantity and structure of successes and failures, their perceived resemblance to role-models, and persuader reliability (Schunk, 1989).

2.3 The effects of Self-Efficacy Beliefs

Bandura (1993) contends that no agency process is more fundamental or ubiquitous than people's beliefs about their ability to regulate their own functioning and life experiences. These many consequences are delivered by self-efficacy beliefs through four key mechanisms: *Cognitive, motivational, emotional, and selection processes*, respectively (Bandura, 1992).

Starting with cognitive processes, there has been a dramatic shift in the conception of human ability. Ability is not a fixed characteristic that can be discovered in a person's repertoire of behavior; conversely, it is a dynamic competency that calls for the efficient organization and direction of one's cognitive, social, motivational, and behavioral skills in order to accomplish a range of objectives (Bandura, 1993). Furthermore, it also necessitates the ability to control negative emotional reactions,

which might affect the quality of one's thinking and behaviors. Since there is a huge difference between having information and abilities and being able to employ them successfully in challenging situations, achieving personal success necessitates not only abilities but also self-efficacy beliefs (Bandura, 1993). As Bandura (1993) emphasized, a person with the same knowledge and skills may perform badly, satisfactorily, or remarkably well depending on their self-efficacy beliefs.

The majority of activities, on the other hand, lack objective criteria for assessing skills; as a result, learners must evaluate their competency in comparison to those of others. Bandura (1993) asserted that these social comparisons have an impact on their self-esteem and to what extent they feel satisfied with their achievements in their academic work. Grading systems and instructor evaluations of students' academic results provide students with a wealth of comparative information about their skills in their academic skills (Marshall & Wienstein, 1984; Rosenholtz & Simpson, 1984). In addition to social comparison, feedback on their skills and performances and how their progress is socially appraised may have a substantial effect on their self-efficacy appraisal and thus change the trajectory of their successes (Bandura, 1993). Thus, according to Bandura (1993), performance feedback that focuses on successful progress highlights personal strengths, whereas feedback that focuses on gaps underlines personal deficiencies. In light of these remarks, it is obvious that learning environments that emphasize ability as an acquirable skill, value self-comparison of development and personal accomplishments, and downplay competitive social comparison are optimal for fostering a sense of efficacy that promotes academic performance (Bandura, 1993).

The second significance of self-efficacy beliefs is in the self-regulation of motivation (Bandura, 1993). Learners utilize their insights to motivate themselves, set goals for themselves, determine opinions about their capabilities, influence their behavior in advance, foresee what will happen if particular actions are made, and build plans for accomplishing those goals (Bandura, 1993). Namely, self-regulatory systems transform forethought into rewards and appropriate behavior. He also claims that self-efficacy beliefs have a significant role in the goals individuals set for themselves, the amount of work they put in, how long they endure in the face of adversity, and how

resilient they are to setbacks. Most importantly, Bandura (1993) proposed that learners having self-doubts about their skills loosen their efforts or give up soon when confronted with challenges and defeats although those who have a strong belief in their talents exert more effort; as a result, perseverance generally pays off in terms of performance results.

Another point worth mentioning is that the amount of stress and anxiety people feel in stressful or challenging situations, as well as their degree of motivation, is affected by their beliefs in their own skills; that is the self-efficacy belief's emotional mediator (Bandura, 1993). Furthermore, he contends that those who believe they have control over obstacles are able to deal with troubling ideas, but those who believe they cannot handle adversities have a high degree of anxiety arousal and perceive many aspects of their surroundings to be threatening to them. In addition, he suggests that achievement anxiety is more common in students with low levels of self-efficacy in managing academic responsibilities. Previous success and failures, as Meece et al. (1990) revealed, raise anxiety due to their impact on perceived self-efficacy. To clarify, students grow worried about academic requirements if their sense of efficacy is weakened by failures (Meece et al., 1990).

Finally, individuals are somewhat products of their surroundings; accordingly, self-efficacy beliefs can influence how people live their lives by affecting what they do and where they do it (Bandura, 1993). People also avoid situations and activities that they believe will put them in a test of their resilience, but they eagerly accept challenging situations and activities that they feel they can handle. Essentially, self-efficacy beliefs have a variety of effects on behavior. Their efficacy beliefs affect how hard they work, how long they persevere, and how resilient they are (Pajares, 1996). That is to say, the higher their feeling of efficacy, the more effort, perseverance, and resilience they will show. Moreover, their cognitive patterns and emotional reactions are also shaped by efficacy beliefs (Pajares, 1996). Setting goals, committing to them, attributing failure to insufficient effort or a lack of acquirable knowledge, and recovering from failures or setbacks are all characteristics of people with high self-efficacy beliefs (Bandura, 1993).

2.4 The studies on English Self-Efficacy Beliefs

The vast breadth of self makes it an interesting issue for scholars to examine; nevertheless, it also explains why research in this area has been so fragmented and why a plethora of self-related terminology has grown in an attempt to capture and characterize the self (Williams et al., 2016). Researchers had to set restrictions in order to make self-research manageable, and they have opted to do so by breaking the self down into different components or exploring specific characteristics, each with its own label (Williams et al., 2016).

Typically, these various aspects of the self reflect distinctions that people can recognize, such as their sense of self in relation to specific aspects of their life, or their sense of self in terms of specific types of thoughts or emotions such as their beliefs about their competence to perform certain tasks or actions, namely, self-efficacy (Williams et al., 2016). Students' beliefs of their own efficacy are distinct from other motivational variables because of their direct connection to performance tasks, as proposed by Zimmerman (2000). These cognitive beliefs are distinct from measures of trait self-belief theoretically and psychometrically because they are sensitive to variations in experience, task, and situational context (Zimmerman, 2000). Furthermore, it is widely accepted that students' preexisting beliefs, dispositions, and metacognitive knowledge all have a substantial impact in their learning processes and outcomes (Breen, 2001). Among these beliefs, self-efficacy bears importance in a number of points in language learning. Self-efficacy, as previously noted, is task-specific and situational, hence it was claimed that various methods of assessing self-efficacy are required when activities vary (Raooft et al., 2012). That is to say, since language acquisition is distinct from other types of learning, self-efficacy cannot be measured in the same way as other types of learning (Williams et al., 2016), greater emphasis should be made on how learners build self-efficacy in second/foreign language environments and what factors influence their self-efficacy.

2.4.1 Local Studies on Self-Efficacy Beliefs

Under this heading, the studies centering on self-efficacy beliefs which was conducted in Turkey will be touched on by portraying the key findings, methodology adopted, and the instructional context having been chosen.

The extent to which students develop self-efficacy and self-directed learning attitudes has been the subject of numerous research, as these attitudes impact the extent to which students are willing to focus on learning possibilities in their particular learning environment (Genç et al., 2016). Genç et al. (2016) conducted a quantitative study to demonstrate how self-efficacy and language learning attitudes are related in Turkish EFL learners. An extensive analysis of self-efficacy and language learning beliefs indicated that EFL students had a high conviction that motivating factors play a significant part in their learning process as well as a moderate degree of English self-efficacy (Genç et al., 2016). It was also shown that students considered themselves more effective at reading and speaking than they were at listening and writing. In their ideas regarding Turkish people's success in learning foreign languages and having a specific capacity to acquire foreign languages, high and low self-efficacious learners diverged. In addition, Genç et al. (2016) reported that English self-efficacy influences students' attitudes towards language learning.

Tılfarlıoğlu and Cinkara (2009) also aimed to analyze the self-efficacy beliefs of Turkish EFL students in a higher education institution, and their objective was to examine the relationship between the students' EFL self-efficacy level and their academic success in English. Students' age and gender were also studied to see how they interacted with their sense of efficacy. According to the results of the EFL self-efficacy survey, EFL students have a strong sense of efficacy in language learning activities. Self-efficacy was found to be a key component in the English language learning performance of students. This study demonstrated a substantial positive correlation ($r = 0.37$) between students' self-efficacy and their end-of-year EFL grades.

Furthermore, Demir (2018) carried out a quantitative analysis of the relationship between English self-efficacy beliefs, classroom anxiety, and the academic outcomes of students in preparatory schools. It also investigates the correlation between participants' achievement scores and several demographic characteristics. Demir (2018) discovered a negative relationship between anxiety in the foreign language classroom and academic performance, as well as a positive relationship between self-efficacy in receptive and productive abilities and performance. The data confirmed a

connection between self-efficacy views about productive and receptive skills and anxiety in foreign language classes (Demir, 2018).

Another study built on the premise that one's learning experiences shape their sense of self-efficacy looked at the impact of E-learning on participants' sense of English language competence through the use of repeated exposure to language-learning podcasts and task-based language learning activities (Başaran & Cabaroğlu, 2014). It centered on the self-efficacy beliefs of freshman university students in relation to their motivation and aspirations along with their self-efficacy beliefs in the listening, speaking, reading, and writing domains at the beginner, intermediate, and advanced levels (Başaran & Cabaroğlu, 2014). Before and after a 12-week podcast-based language learning course, the English Self-Efficacy Scale was administered to a convenience sample of 187 university students in this quasi-experimental study. The Wilcoxon test results revealed that participants' judgments of their listening comprehension, speaking, and reading abilities range significantly from one another. The perceptions of writing self-efficacy have also changed significantly. These results provide support for the idea that new technological applications can facilitate language acquisition. On the other hand, there was little change in the participants' self-efficacy in reading and comprehending stories of a higher level. Because the podcasts and related tasks covered by the program were on a basic level, and the length of the program did not allow participants to develop a high level of self-efficacy for advanced English abilities, it is possible that participants' self-efficacy perceptions of advanced level English skills did not improve (Başaran & Cabaroğlu, 2014).

As mentioned earlier, according to Bandura (1997), it is the way people perceive successful and unsuccessful experiences that shape self-efficacy beliefs. In line with this idea, Duran (2015) examined the self-efficacy beliefs of Turkish students in preparatory schools towards learning English as well as the relationship between causal attributions and self-efficacy beliefs. In addition to this, she investigated the learners' causal attributions for success and failure, as well as differences in attributional patterns between learners who were success-oriented and learners who were failure-oriented. As for the data collection instruments, three questionnaires were utilized respectively, Language Achievement Attribution Scale, Causal Dimension

Scale II, and Questionnaire of Self-efficacy. Surprisingly, 75.3 % of the individuals considered themselves unsuccessful (failure-oriented), as indicated by the researcher. The study's findings indicated that participants generally tend to blame external elements; that is, task difficulty for their performance. Participants who were more focused on success were shown to be more likely to attribute ability, whereas those who were more focused on failure were found to be more likely to attribute task difficulty (Duran, 2015). Students demonstrated strong self-efficacy for learning the language in general, and their self-efficacy views for receptive and productive skills were very similar. Additionally, the students with stronger self-efficacy ascribed more of their achievement to internal and personally controlled factors (Duran, 2015).

Recent research by İlbeği (2020) included 410 students from both public and private institutions. Reading skills had the highest level of self-efficacy in English among students, followed by listening, speaking, and writing abilities, according to İlbeği (2020), who examined the self-efficacy of students in preparatory programs and the impact of their personal characteristics on their self-efficacy in English by using the English Self-Efficacy Scale created by Hancı-Yanar and Bümen (2012). In addition, the researcher emphasized that gender, age, school type, employment position, housing, and monthly expenditure have no effect on total English self-efficacy although academic accomplishment, language proficiency, and residency do (İlbeği, 2020).

Besides, the flipped classroom model spawned blended learning, which reverses in- and out-of-class activities in order to benefit from technology, constructivism, collaborative learning, distant learning, and differentiated instruction (İyitoğlu, 2018). The quality and effectiveness of the flipped classroom model in enhancing students' academic achievement in English and its sub-skills, retention of that performance, attitudes toward English, and self-efficacy beliefs in the language were explored by İyitoğlu's (2018) mixed method study. The EFL Achievement Test, Attitudes Toward EFL, and Self-Efficacy Beliefs in EFL questionnaires were administered to 41 EFL students enrolled in a foreign language school in Turkey in two different classrooms that were randomly assigned as experimental ($N = 21$) and control ($N = 20$). In addition, qualitative data were collected via semi-controlled follow-up

interviews with nine students of varying success levels from the experimental group. The findings of his study indicated that flipped classroom instruction is a much more successful teaching strategy than conventional lecture-based instruction for boosting EFL performance, long-term retention of this performance, and improving its two strong predictors, attitudes toward and self-efficacy beliefs in EFL in higher education in Turkey. The students were asked how flipped classroom instruction altered their sense of efficacy. Students indicated that the flipped classroom boosted their confidence in their English skills, which is consistent with quantitative findings (İyitoğlu, 2018).

In another study, Güç (2019) found that students had a moderate level of self-efficacy in English in her study, which was carried out with the intention of revealing the level of self-efficacy of language learners and the relationship between their level of self-efficacy and their achievement in a Turkish higher education context. Furthermore, participants' proficiency level influenced their degree of self-efficacy; nevertheless, there was some fluctuation between the levels (Güç, 2019). In contrast to the majority of studies investigating the relationship between self-efficacy beliefs and achievement, she did not find any link between students' self-efficacy in English and their achievement in English in the preparatory class (Güç, 2019).

Şener and Erol (2017) also investigated high school students' motivational orientations and self-efficacy beliefs. According to the data analysis, the participants were rather motivated to study English as a foreign language. In addition, there was a noticeable gap between the students' instrumental and integrative motivations to learn English as a foreign language (EFL). It was also determined that there was no significant variation in motivation levels between male and female students. When it comes to the total mean self-efficacy score for students, it was found to be moderate level ($M = 3.88$). As a final note for Şener and Erol's study (2017), students' motivational orientations and self-efficacy beliefs were proven to have a favorable correlation.

Another study worth noting belongs to Güneri (2018) who conducted a study to determine how sources of self-efficacy beliefs, perceived instrumentality, and engagement influence students' self-efficacy beliefs and attitudes about language

classrooms in Turkish high schools. According to the results, there were substantial differences by gender, school type, and class level in the means of the students' opinions on the pertinent criteria, which varied from moderate to high. She also revealed that students' sources of self-efficacy beliefs, perceived instrumentality, and engagement affect their attitude and sense of self-efficacy in her study. The strongest predictor of their self-efficacy belief and attitude among the components of self-efficacy beliefs was determined to be mastery experiences (Güneri, 2018).

Considering all this evidence, it seems that self-efficacy beliefs have the potential to shape learners' beliefs regarding language learning (Genç et al., 2016), and even though self-efficacy views can be tenacious and difficult to change, they can be enhanced by providing students with suitable learning environments (Başaran & Cabaroğlu, 2014). Moreover, self-efficacy has a substantial influence on an individual's actual performance (Tılfarlıoğlu & Cinkara, 2009), classroom anxiety (Demir, 2018), achievement (Demir, 2018; Güç, 2019) and motivational orientations (Şener & Erol, 2017). Furthermore, it may be argued that sources of self-efficacy belief, perceived instrumentality, and engagement influence students' views about English classes and self-efficacy beliefs in English (Güneri, 2018). Considering everything that has been mentioned so far, one may assume that providing learners with innovative learning environments can strengthen their attitudes towards English and self-efficacy beliefs (İyitoğlu, 2018). Finally, it is clear that the majority of studies on self-efficacy beliefs, which were primarily quantitative in nature, were carried out in higher education institutions in Turkey.

2.4.2 International Studies on Self-Efficacy Beliefs

Under this heading, the research on self-efficacy beliefs that was conducted in international contexts will be discussed, together with the key findings, methodology, and instructional context chosen.

An increasing amount of research in the field of EFL/ESL learning has focused on topics pertinent to learners and their individual characteristics as a result of the shift in educational focus in recent decades from teacher-directed to learner-centered instruction (Rahimi & Abedini, 2009). Rahimi and Abedini's (2009) primary research question was whether there was a correlation between the self-efficacy of EFL learners

about listening comprehension and their listening competency. A group of 61 English language learners in their first year of college answered a self-efficacy questionnaire created by the author. Besides, the students' listening proficiency was measured and extracted using their responses to a listening test called the 'Listening Diagnostic Pre-test,' which was adapted from the paper-based Longman TOEFL. Listening comprehension self-efficacy was found to be substantially associated with listening proficiency in statistical analyses (Rahimi & Abedini, 2009).

In the investigation of second language acquisition, accounting for disparities in second language skill achievement is an important focus of discussion. Blumenthal (2014) argues that most accounts of language acquisition have originated from either cognitive or psychological perspectives, with an emphasis on the importance of the learner's social context, or from socio-cultural or critical stances. As noted by Blumenthal (2014), low-level learners' learning experiences have also been overlooked in research on heterogeneity in language learning. Blumenthal's (2014) study aimed to shed light on this topic by interviewing four English language learners (ELLs) from Mexico with low to intermediate English proficiency about their experiences and beliefs on their ability to use English. The significance of English language interlocutors, the participants' perceptions of their own skill levels, the learning barriers posed by structural factors, and the participants' experiences with and solutions to problems were identified as major themes in their accounts of learning and using English (Blumenthal, 2014). The results also revealed how students' self-efficacy and efficacy levels supported or impeded their ability to successfully engage in conversations with English speakers.

Chen (2007) investigated the effects of anxiety, perceived value of the English language and culture, and listening self-efficacy in English on the English listening performance of language learners. According to Chen's (2007) research, listening self-efficacy in English is a better predictor of listening performance than listening anxiety or perceived value of the language and culture. More importantly, it was revealed that the two most significant influences on students' self-evaluations of their English listening skills were mastery experience and social persuasion from teachers (Chen, 2007).

According to Soland and Sandilos (2021), ELLs frequently start school doing worse than their non-ELL peers due in part to the difficulties of learning a new language, and these achievement gaps can occasionally resolve slowly, if at all. Using multivariate models that jointly examined achievement and self-efficacy growth, their study assessed the links between essential cognitive stages for ELLs. Self-efficacy declined for all students despite improvements in math and reading, and ELL students had significantly lower levels of both accomplishment and self-efficacy. In addition, they suggested that ELLs' lower self-efficacy at the start of middle school is a contributing factor to their slower math and reading improvement. According to this study, these discrepancies may be closing more slowly than their counterparts since ELLs feel less confident in their academic abilities (Soland & Sandilos, 2021).

What's more, there are numerous published studies that discuss the impact of reading on students' academic performance in other subjects. Besides, a number of factors influence students' reading achievement. With this in mind, Osman et al. (2016) investigated the gender differences in EFL reading achievement among the students in Grade 4 and Grade 10 and the association between their achievement in reading and their reading self-efficacy beliefs. Their study also explored the variations in these beliefs based on gender and grade level, as well as the connection between the two. When it comes to the findings of Osman et al.'s (2016) study, it was unveiled that females outperformed boys in EFL reading achievement in both Grade 4 and Grade 10. Additionally, female students in both grades showed higher levels of reading self-efficacy beliefs for their success in reading EFL than male students did. They also unveiled that reading self-efficacy beliefs for EFL reading achievement were stronger students in Grade 4 than the ones in Grade 10. Additionally, a significant connection was shown between students' levels of self-efficacy for EFL reading and how well they performed on reading tests in both grades (Osman et al., 2016).

Hsieh and Kang (2010) examined the relationships between students' attributions, self-efficacy, and achievement in an EFL class in a Korean high school. Students who reported higher levels of self-efficacy linked a greater number of internal and personally controlled elements to their exam performance. This was in contrast to students who reported lower levels of self-efficacy, who assigned a smaller number of

such factors. Learners who had higher levels of self-efficacy formed stronger personal control attributions when they failed, in comparison to learners who had lower levels of self-efficacy (Hsieh & Kang, 2010).

Additionally, numerous studies on the function of non-cognitive skills including self-efficacy and self-regulation have been carried out in various academic settings. Korea has consistently been placed among the top countries sending students to study in American colleges (Institute of International Education, 2014, as cited in Kim et al., 2015), yet there is a disparity between what is taught in Korea and what is really used in the US when it comes to English language abilities (Kim, 2004; Seth, 2002). In Korea, most students study English using a grammar-translation method that emphasizes grammar and syntax rather than communication competence, and education is mostly exam-oriented (Kim, 2004). Considering this, it is not surprising that when studying in American institutions despite performing well on standardized English language examinations, the majority of Korean students have difficulty in speaking and listening (Kim et al., 2015). Most importantly, the scores that students receive on standardized tests do not accurately reflect their level of English language proficiency. In a study that was carried out by Kim et al. (2015), the researchers analyzed distinct patterns of self-efficacy beliefs that English as a Second Language (ESL) learners have for learning English by using latent profile analysis (LPA). The participants in this study were undergraduate students in Korea who had completed the English Self-Efficacy Questionnaire. The LPA results revealed three groups, each indicating a different level of self-efficacy: low, medium and high. Especially, when compared to the low self-efficacy profile, the high and medium self-efficacy profiles depict students who have devoted longer time studying English and are predominantly female. In terms of self-regulated learning techniques and language interpretation strategies, the low self-efficacy profile varied markedly from the medium and high self-efficacy profiles. The self-efficacy profiles of ESL learners discovered in this study can be utilized to customize instruction properly. In spite of previous studies suggesting that male students might outperform female students in language learning outcomes, language teachers are urged to increase male students' self-efficacy beliefs and encourage more male students to study a second/foreign language; this is because

significantly more male students were identified in the low self-efficacy profile in this study (Kim et al., 2015).

As stated previously, it is now widely accepted by a number of research studies that students who have strong academic self-efficacy are better able to control their learning (Elias et al., 2009). As a result, students who believe in their own abilities are more likely to complete their school and be prepared for a variety of professional opportunities (Bandura et al., 2001). Conversely, low academic self-efficacy leads to misbehavior, school dropouts, and academic failure (Bandura et al., 2001) and endangering their academic achievement. A study was undertaken by Elias et al. (2009) at disadvantaged schools in Malaysia's five regions to investigate their self-efficacy views in math and English language learning. The analysis indicated that at-risk students exhibit low self-efficacy in math and English. Self-efficacy in mathematics and English were found to have positive and substantial associations with accomplishment on the Lower Secondary Examination. Furthermore, in both English and mathematics, female students were found to have higher self-efficacy views than male students (Elias et al., 2009). More importantly, the researchers also validated the notion that students who believe in their skills to exert control over their academic performance obtain better academic success than those who have fewer efficacy beliefs in their academic endeavors.

Tabrizi and Saeidi (2015) examined the interrelationships between the self-efficacy, autonomy, and listening comprehension skills of 90 female intermediate-level EFL learners. After administering a standard language proficiency test to ensure the participants' homogeneity, the researchers used the Listening Self-efficacy Beliefs Questionnaire, Listening Autonomy Questionnaire, and Listening Proficiency Exam, respectively, to gather the necessary data on the three variables (i.e., self-efficacy, autonomy, and listening comprehension ability). The participants took a listening comprehension test to gauge their level of listening comprehension after completing the two self-report assessments. Tabrizi and Saeidi (2015) discovered through Pearson's Product-Moment Correlation Analysis that Iranian EFL learners' perceptions of their listening self-efficacy, listening autonomy, and listening comprehension abilities were all positively correlated.

The capacity to successfully convey one's views in writing is dependent on one's efficacy in this area—a skill that an individual will need throughout his or her whole learning path (Shah et al., 2011). In their study, Shah et al. (2011) investigated English language learners' writing self-efficacy, the self-efficacy of Malaysian secondary school students studying English, and the relationship between learners' writing skill and writing performance, as well as their writing self-efficacy. The analysis revealed that the students' self-efficacy in writing was at a medium level. Additionally, correlation analysis revealed a substantial positive relationship between writing performance and self-efficacy. This study expands our understanding of student self-efficacy, enabling teachers to develop useful teaching materials and instruct students in effective writing techniques, which in turn aid students in developing a thorough comprehension of the writing process and increasing their self-efficacy in the area of writing, enabling them to embark on a delightful, albeit unconsciously, lifelong learning journey (Shah et al., 2011).

On the other hand, Pajares and Johnson (1996) employed path analysis to examine the impact of writing self-efficacy, writing anxiety, and writing ability on the essay-writing performance of students in Grade 9. It was noted that gender played a role in 53 % of the variance in performance in a model that incorporated it (Pajares & Johnson, 1996). The results showed that students' opinions of self-efficacy and aptitude both had large direct effects on performance, and that self-efficacy had a strong direct impact on aptitude, which mostly mitigated the indirect effect of aptitude on performance (Pajares & Johnson, 1996). Another point worth mentioning is that although there were no differences in aptitude or performance between boys and girls, girls claimed weaker writing skills (Pajares & Johnson, 1996).

Heidari et al. (2012) conducted a quantitative study on the relationship between Iranian EFL juniors' self-efficacy beliefs who were studying English Translation and use of learning strategies. The students' self-efficacy beliefs and vocabulary learning techniques were determined using the self-efficacy and vocabulary learning strategies questionnaires. The results showed that students had a high level of self-efficacy, which was strongly correlated with their use of the four subcategories of vocabulary acquisition strategies generally and memory strategies specifically. Students who

reported utilizing vocabulary learning strategies regularly used them considerably more often than students who reported having low self-efficacy. Heidari et al. (2012) highlighted the significance of fostering learners' self-efficacy beliefs and their effect on positive learning experiences and outcomes.

In another quantitative study, Truong and Wang (2019) probed the self-efficacy views of Vietnamese first-year college students in relation to their English language ability and past learning experience by implementing the Questionnaire of Self-Efficacy. The findings of this study are consistent with Bandura's (1997) social cognitive theory and previous studies demonstrating that self-efficacy beliefs are largely derived from mastery experience. In particular, the findings showed that, even after adjusting for student background knowledge and prior learning experiences, there was a strong link between self-efficacy beliefs and English language proficiency. In addition, students in the south of Vietnam had greater self-efficacy than those in the north and center.

There is a strong need to learn more about what helps and what hinders young English language learners' (ELLs) progress in public schools, with a focus on ELLs' success in learning English (Wang & Pape, 2007). In Wang and Pape's (2007) case study, the researchers investigated how three Chinese boys perceived their ability to learn English in a range of settings, both at home and at school. Participants mentioned higher levels of self-efficacy when it came to completing listening and speaking exercises than reading and writing. Particularly, all of the participants claimed to have a restricted vocabulary and low self-efficacy in reading activities that required advanced vocabulary. Wang and Pape (2007) found strong correlations between participants' self-efficacy beliefs and a variety of variables, including interest, subject-matter expertise, self-perceptions of English proficiency, social persuasion, task difficulty level, attitude toward the English language and the English-speaking community, and the social and cultural context in which learning took place. Added to that, much of the research on second language (L2) learners' motivation has centered on their belief in their potential to succeed in gaining language competency (Kim & Shin, 2021). However, only a small amount of research has looked into whether learners' L2 self-efficacy is linked to integrative motivation or achievement in English

in a foreign language setting (Kim & Shin, 2021). Kim and Shin (2021) investigated whether integrative motivation modifies the relationship between self-efficacy and English proficiency. There was clear proof that self-efficacy directly boosted English achievement in the study that examined the relationship between self-efficacy and integrative motivation orientations. The effect of adolescent L2 learners' self-efficacy on integrative motivation indirectly boosted English achievement. Integrative motivation was connected with higher English achievement in adolescents with higher self-efficacy (Kim & Shin, 2021).

Additionally, extramural English (EE) activities (i.e., the activities done outside of the classroom) have been found to positively have an effect on language learning (Brevik, 2016; Sundqvist, 2011; Sundqvist & Sylvén, 2016; Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012). For instance, playing video games is one of the EE activities that students commonly partake in. Liverød (2022) investigated the association between English proficiency among gamers and non-gamers when playing video games at home and in the class, and the results implied that students' self-efficacy regarding utilizing the language might be favorably affected by playing a reasonable number of video games in English.

These studies provide significant insights into the significance of self-efficacy beliefs in the language learning process by examining its relationship between various concepts, including the learner's social environment and learners' learning experiences (Blumenthal, 2014); anxiety, perceived value of English language and culture (Chen, 2007); the difficulties of learning a new language, and these achievement gaps (Soland & Sandilos, 2021); achievement and their reading self-efficacy and the differences in these beliefs based on gender and grade level (Osman et al., 2016); learners' attributions (Hsieh & Kang, 2010); self-regulated learning techniques and language interpretation strategies (Kim et al., 2015); autonomy (Tabrizi & Saeidi, 2015); learning strategies (Heidari et al., 2012); their English language ability and past learning experience (Truong & Wang, 2019); their attainment of English language proficiency (Wang & Pape, 2007); the role of extramural activities in students' sense of efficacy (Liverød, 2022); and finally integrative motivation (Kim & Shin, 2021).

2.5 Self-Determination Theory

Over the last 40 years, self-determination theory (SDT) has evolved into a significant theory of human motivation (Gagne & Deci, 2014). Having been initially developed by Edward L. Deci and Richard M. Ryan, it has been expanded with the assistance of numerous other researchers from throughout the world, as noted by Gagne and Deci (2014). SDT's research is largely psychological in nature, and it distinguishes between different forms of motivation on a scale ranging from controlled to autonomous (Ryan & Deci, 2017). In addition, the theory is particularly interested in how social-contextual factors support or undermine individuals' capacity to survive by meeting their fundamental psychological requirements for competence, relatedness, and autonomy. SDT holds that fundamental psychological needs must be met in order to maintain psychological interest, growth, and wellbeing.

Regardless of their background, all students, according to SDT, have innate developmental tendencies and psychological requirements that serve as a driving force for their highest levels of academic engagement, positive social development, and personal wellbeing (Deci & Ryan, 1985; Ryan & Deci, 2000). Basic Psychological Need Theory (BPNT), one of the six mini-theories under Self-Determination Theory, has sparked a boom in the study of basic psychological needs (Vansteenkiste et al., 2020). Since the millennium, the number of empirical research on BPNT has risen rapidly, leading to theoretical improvements and expansions (Vansteenkiste et al., 2020).

The three core psychological needs of SDT (i.e., autonomy, competence, and relatedness) are viewed as objective facts in the same way that physical needs are. As suggested by Vansteenkiste et al. (2020), *autonomy* is a term used to describe a person's sense of will and willingness. The researchers claim that when individuals are happy, they have a sense of self-awareness, as though their actions, thoughts, and feelings are real and self-endorsed; on the other hand, they often feel pushed and conflicted as if they are being forced down an undesirable path when someone feels unhappy (Vansteenkiste et al., 2020). *Relatedness* is illustrated by these researchers as one's sense of connecting to and feeling relevant to others, and it is characterized as the sensation of warmth, connection, and care, whereas social alienation, loneliness,

and frustration with relatedness go hand in hand. Finally, Vansteenkiste et al. (2020) argue that *competence* is defined as a sense of mastery and efficacy that is satisfied as one effectively completes tasks and finds opportunities to put their knowledge and skills to use. These researchers also believe that a sensation of ineffectiveness or failure, as well as helplessness, is experienced when one is frustrated (Vansteenkiste et al., 2020).

2.6 Autonomy-Supportive Learning Climates

Self-determination theory serves as the theoretical foundation for autonomy-supportive teaching (Ryan & Deci, 2017). The key explanatory concept in SDT is the psychological need for autonomy, which is described as the demand to have individual control over one's activities (Reeve & Cheon, 2021); to put it another way, the psychological need for volition and self-approval at the outset and control over one's actions is known as autonomy. SDT framework proponents explored the contextual elements that could give the psychological impression that one's autonomy is being supported. For instance, as a pioneer of these studies, Deci et al. (1994) used a lab-based method to alter the existence vs. absence of three interpersonal conditions: the presence of explaining rationales, the ability to identify unpleasant feelings, and the reliance on non-controlling language. With the help of these studies, the term "*autonomy support*" emerged as an influential figure. According to SDT, individuals' interpersonal setting affects how autonomous or controlled they are (Black & Deci, 2000). Deci and Ryan (1985) described autonomy support as when someone in a position of authority (e.g., a teacher) adopts the viewpoint of the other (e.g., a student), acknowledges their feelings, and offers relevant information and opportunities for choice with a minimum amount of pressure and demands. Being student-centered in an educational context is essentially the same as being autonomy-supportive (Black & Deci, 2000). According to Reeve and Cheon (2021), the foundation of autonomy-supportive teaching is the teacher's fundamental attitude toward their students and the teacher's interpersonal tone during teacher-student exchanges.

Reeve (2006) also pointed out that students' active nature and autonomous strivings are sometimes bolstered by classroom settings, but they are also hampered by them. Interpersonal interactions, such as instructors and the interpersonal motivating

style they use during education have an impact on their active nature and autonomous strivings (Reeve, 2006). Additionally, Reeve (2006) noted that they are affected by the classroom opportunities (e.g., enjoyable activities, appropriate challenges), external factors (e.g., rewards, praise, feedback), and societal forces (e.g., goals, norms, prescriptions). Turning the attention towards the motivational style of a teacher, it can indeed be classified along a scale that ranges from very controlling to extremely autonomy-supportive (Deci et al., 1981; Reeve et al., 1999). According to Reeve and Jang (2006), students who have teachers who value their autonomy are more likely to feel that their academic success is in line with their own personal goals and beliefs. Since teachers are unable to directly provide students experiences of autonomy, they can only promote and support this experience by identifying students' inner sources of motivation and offering students the chance to use these resources in conjunction with academic goals (Reeve & Jang, 2006).

Adopting a student-centered mindset and an empathetic interpersonal tone is an essential component of autonomy-supportive teaching, which allows for the effective application of autonomy-supportive instructional actions to enhance intrinsic motivation and boost internalization (See Figure 2.3, Reeve & Cheon, 2021). The groundwork of autonomy-supportive teaching is taking the students' perspective, which comes from the teacher's student focus and tone of understanding; accordingly, taking a different perspective both prepares and allows the instructor to encourage students' intrinsic motivation and internalizations (Reeve & Cheon, 2021). Also, teachers encourage students to explore their particular interests while also presenting learning tasks in need-satisfying ways to enhance intrinsic motivation (Reeve & Cheon, 2021). A cluster of four interconnected acts of instruction is used by autonomy-supportive teachers to assist students in working through the internalization process. These acts of instruction include offering explanatory justifications, acknowledging and accepting negative emotions, using invitational language, and displaying patience (Reeve & Cheon, 2021). What autonomy-supportive instructors say and do to promote their students' autonomy and active involvement are summarized in the following methods of instruction (Reeve, 2006):

- Teachers that encourage their pupils' internal motivational resources look for ways to tailor the learning activities they provide to their learners' preferences, interests, enjoyment, feeling of challenge, competencies, and their decision-making processes. External regulators such as incentives, rewards, directions, deadlines, assignments, and compliance inquiries are a few examples that are frequently avoided.
- Autonomy-supportive teachers put a special effort to discover and clarify the use, value, importance, or other hidden personal utility within an undertaking that justifies the investment of effort.
- Students grumble and resist because classroom rules, requests, and academic agendas occasionally conflict with students' preferences. When instructors acknowledge and embrace such reactions, they demonstrate that they are aware of their students' viewpoints.
- They use informative and flexible statements rather than controlling ones during the lessons (Reeve, 2006).

In literature, there are various definitions regarding learning climate. The term "learning climate" refers to students' perceptions of to what extent their learning environment is student-centered (IMPACT Management Team & IMPACT Assessment Team, 2014a, as cited in Hemanth, 2015). The learning climate also describes the norms, expectations, values, group dynamics, and communication patterns that influence peer-to-peer (student-to-student) interactions and relationships in a specific classroom. Interpersonal inclusion, collaboration, powerful interpersonal bonds, balanced relationships, verbal encouragement, an emphasis on task mastery, and teamwork are all characteristics of a supportive climate, whereas social status, egocentrism, hierarchical connections, social comparison, social dominance, interpersonal conflict, normative ability hierarchies, and interpersonal rivalry are prioritized in a conflictive environment (Reeve & Cheon, 2021).

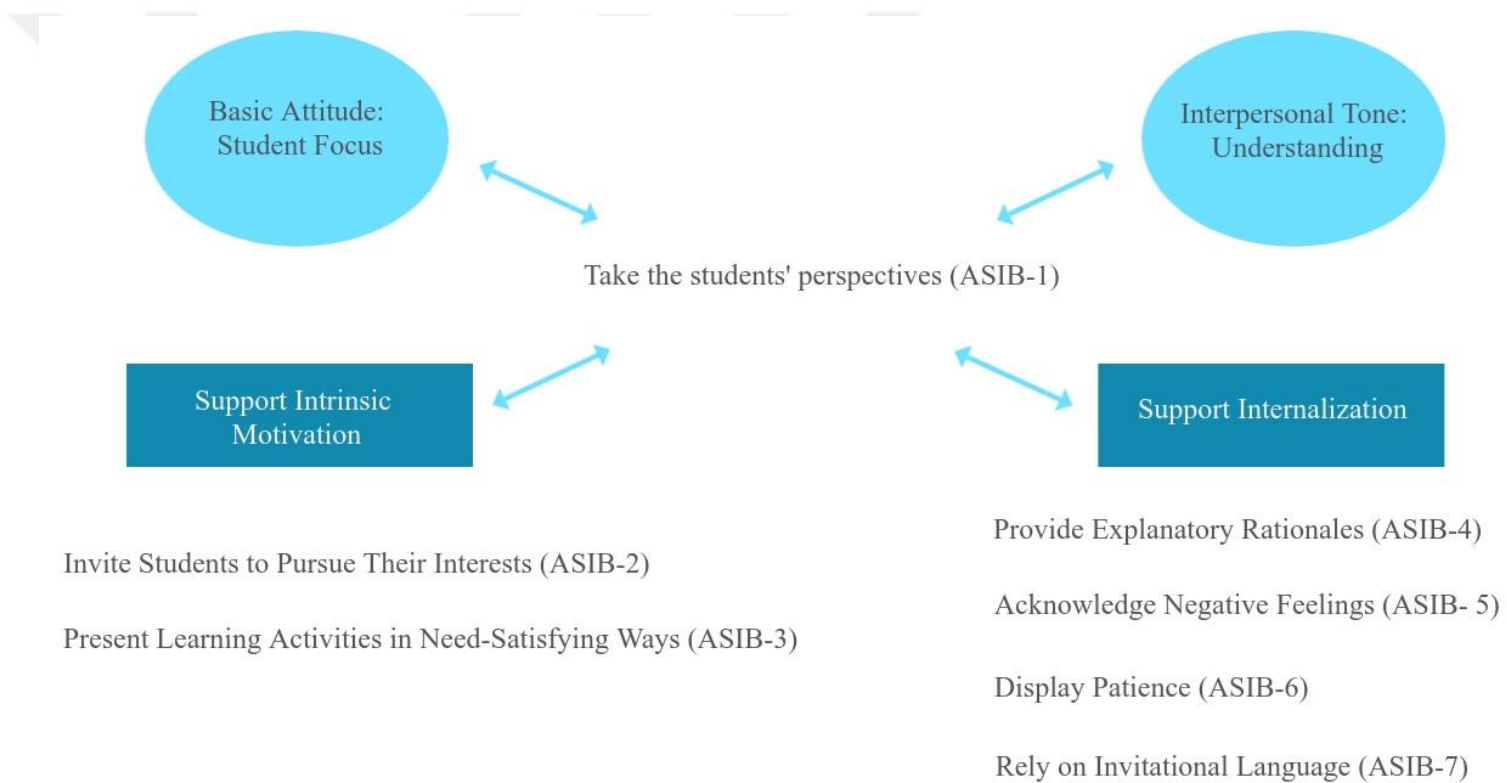


Figure 2. 3 Autonomy-Supportive Instructional Behaviors

Note. Figure 2.3 was taken from Reeve and Cheon (2021).

Further, the classroom environment reflects students' impressions of their academic experience (Reid & Radhakrishnan, 2003). This covers students' assessments of the class's rigor, interactions with their instructor and classmates, and participation in the class (Barr, 2016). Although each student will create their own perception of the climate in the classroom, there is also a communal, or collective impression among the students and the teacher; as a result, the classroom climate is an overall feeling that each student in the class shares (Fraser & Treagust, 1986). Because they have experienced a wide range of classroom settings and have had several opportunities to form impressions, students are often able to make sound decisions that shape the classroom climate (Fraser & Treagust, 1986).

Understanding the learning opportunities accessible to each student in a class relies heavily on students' perceptions of that learning climate (Fraser & Walberg, 1991). Because students eventually respond to what they believe to be meaningful, this paradigm proposes that evaluating how students view and interpret classroom instruction and the learning environment may lead to a greater knowledge and advancement of teaching and learning (Chávez, 1984; Schultz, 1979).

2.7 The Studies on Autonomy-Supportive Learning Climates

Evidently, learning involves more than just being exposed to knowledge. The language classroom is a complex context where a diverse set of students and language teachers interact psychologically and socially. Over the years, the socio-psychological environment, or classroom learning environment as it is now known, has been widely investigated (Dinçer, 2011).

2.7.1 Local Studies on Autonomy-Supportive Learning Climates

In this section, the local studies, which were carried out in Turkey, are illustrated. Instructors utilize a range of teaching strategies in the hopes of motivating students, and as suggested by Dinçer (2011), positive views of the learning environment which are linked to autonomy-supportive teacher behaviors may contribute to students' purposive engagement during instruction. To this end, Dinçer (2011) conducted an in-depth study of students enrolled in an English as a Foreign Language (EFL) speaking course to reveal their motivational orientations. He demonstrated the connections between students' intrinsic and extrinsic orientations, self-perceptions of competence, autonomy, learning climate, and

classroom engagement, and finally investigated the effects of students' perceptions of autonomy-supportive or -controlling learning climates on their perceived competence, autonomous regulation, and classroom engagement. Despite the discrepancies between quantitative and qualitative data findings, he discovered that the learning climate is autonomy-supportive, and more importantly the instructors motivate students in an autonomy-supportive manner by listening to them, giving them choices, understanding their feelings, and so on. He also noted that instructors' motivational techniques influence students' self-determined levels and involvement with the mediators, competence, and autonomy in an indirect manner. Surprisingly, students in the study reported that their teachers instruct in ways that encourage autonomy and that their learning environment promotes autonomy. On the other side, several students expressed dissatisfaction with autonomy-supportive behavior and voluntary engagement, suggesting that participation should be made mandatory, which would be a controlling teacher behavior (Dinçer, 2011).

In educational settings, the teacher is the principal person responsible for creating the learning environment, hence autonomy support that is offered by instructors is seen as a facilitator of learners' behaviors that demonstrate autonomy (Borg & Alshumaimeri 2019; Reeve & Jang, 2006; Young-Jones et al. 2014). However, it is fairly usual to face challenges with autonomy practice and support (Borg & Alshumaimeri, 2019; Roth et al., 2007; Nakata, 2011; Yasmin & Sohail, 2018; Yuan, 2017). In an effort to improve the planning of learning, Basri (2020) analyzed the factors that have a negative impact on both the implementation of autonomy and the support that instructors provide from the perspectives of both teacher educators and student teachers in a faculty of education in North Cyprus. To obtain qualitative data, Basri (2020) employed semi-structured interviews (TEs and STs), retrospective self-reporting diaries (TEs and STs), and group sessions with STs (during which they were given the opportunity to explore, discuss, and develop their own meaning frameworks around linked themes). The data indicate that the primary determinants involve teacher/learner backgrounds, disparities between teacher and learner aspirations, instructors' spoon-feeding attitudes, restricted teacher autonomy, and overcrowded classrooms. Although the instructors in Basri's (2020) study were found to be talented, responsible, and motivated, they were constrained in the support they could offer to their students if they were not

given the latitude to design their lectures in accordance with their own ideas and learner needs; furthermore, because of limited teacher autonomy, autonomy support was also constrained. Moreover, instructors' prior autonomous experiences as teachers or learners have an impact on how they approach their work and the autonomous prospects they present to their students (Borg & Alshumaimer, 2019; Kahraman, 2015; Vieira et al., 2008; Yuan, 2017). Teacher dispositions determine whether they use motivating or controlling teaching techniques (Reeve, 2009) as well as how they encourage learner autonomy (Cárdenas Ramos, 2006).

In a study conducted by Güvenç and Güvenç (2014), the researchers strived to determine how autonomy support and classroom management styles differ depending on the topic matter and expertise of the teachers. Having chosen a sample involving a total of 178 math and science teachers, the researchers administered Teacher Autonomy Support Scale and the Turkish version of Attitudes and Beliefs on Classroom Control (ABCC) Inventory were administered. The findings suggested that teachers' autonomy support was unaffected by their branches or seniority. Besides, the level of teachers' autonomy support was found to be at a moderate level. Another study having been conducted in Turkey aimed at investigating the autonomous orientations of English language teachers at a Turkish intensive language school and whether these attitudes differed depending on the gender of the teachers, their years of experience, and the graduated department (Bağcı & Aydın, 2021). With a mean score of +40.3 indicating that they were on the verge of being controlling, it was indicated that EFL instructors had a moderately autonomy-supportive perspective. As a consequence, even if language instructors are currently in the autonomy-supportive zone, there is a possibility that they will adopt a more controlling approach to their instruction. The only factor that affected teachers' opinions was gender; in their research, female teachers were thought to be more supportive. There were no major differences regarding teaching experience, graduation department, or autonomy orientations. More significantly, the instructors' remarks primarily criticized their own autonomy orientation scores and the Turkish school system's lack of autonomy support. Further, their perspectives revealed that they lacked a solid understanding of autonomy-supportive teaching and how to assist it for their students (Bağcı & Aydın, 2021).

2.7.2 International Studies on Autonomy-Supportive Learning Climates

The approaches taken by teachers might range from extremely autonomy-supportive to quite controlling; however, teachers frequently use controlling techniques, which are ineffective motivators, rather than autonomy-supportive ones (Boggiano et al., 1993). Controlling teachers generally create lesson plans in which they, not the students, define the students' concepts, emotions, and actions, eliminating the underlying causes of the students' actions (Young-Jones et al., 2014). The aim of these researchers' study was on basic verbal and behavioral cues that any instructor might employ to establish a better learning climate, increase motivation, and increase engagement. During a brief recorded lecture imitating the first day of class, a group of students taking an introductory psychology course were randomly allocated to either an autonomy-supportive or a controlling learning environment. The findings demonstrated that when professors employ autonomy-supportive language, even if just for a short period of time, students report higher levels of satisfaction with the learning environment, feelings of having more control over their learning, and more motivation to retake the course (Young-Jones et al., 2014). Other than that, when the teacher employed encouraging verbal language, the students in the study demonstrated better levels of competency and desire to put more effort. The supportive non-verbal language was occasionally shown to be beneficial; nonetheless, this illustrates that non-verbal language cannot generate a supportive learning climate on its own (Young-Jones et al., 2014).

According to Ryan and Deci (2000), directly controlling teacher behaviors (DCTB) do not have less than two sorts of impacts on students' behavioral engagement in learning. For instance, as directly controlling strategies weaken students' feeling of autonomy, they tend to hamper active engagement in learning that requires a lot of effort and perseverance. Besides, they may pretend to cooperate and demonstrate some sort of academic engagement; however, this engagement will be constrained and superficial. As pointed out by Ryan and Deci (2000), learners' willingness to put up effort and study only the areas requested by the teacher reflects this limited engagement style. To test the hypothesis that DCTB might arouse negative feelings of rage and apprehension, Roth et al. (2007) carried out a study with 319 students from Grade 4 and Grade 5 and their primary teachers. Their study supported the idea that DCTB has a detrimental impact on both girls'

and boys' emotions, motivational orientations, and engagement patterns. The findings also implied that anger and anxiety emotions operate as partial mediators of DCTB's negative impacts on students' academic motivation and engagement. According to the teacher reports, the negative relationship between directly controlling teacher behaviors and deep academic involvement is a particularly striking conclusion of this research.

By minimizing the significance of evaluative pressure and any intimidation in the classroom and developing students' beliefs of having a voice and a choice in the academic tasks they engage in, teachers can improve students' autonomy (Niemic & Ryan, 2009). Indeed, research suggests a connection between effective classroom outcomes and teaching strategies that foster student autonomy. Chirkov and Ryan (2001) compared two cultural contexts, one traditionally viewed as authoritarian or controlling and one traditionally viewed as democratic in terms of the effect of parental and teacher support for autonomy against control. High school students in both contexts were found to benefit from an increased inner motivation when they felt their teachers and parents supported their autonomy. Another crucial part of autonomy support that has been shown to encourage internalization comes from teachers giving their students a persuasive justification for why a task is worthwhile. As pointed out by Niemic and Ryan (2009), teachers may promote students' competence by offering optimally demanding learning activities, enabling students to evaluate and improve their academic skills. Likewise, teachers may give learners the essential tools and feedback in order to foster success and a sense of efficacy. One core premise is that students will only involve in and esteem things that they can comprehend and master; consequently, it is imperative that feedback focuses on students' efficacy rather than evaluation, offering valuable suggestions on how to excel in the tasks at hand (Niemic & Ryan, 2009).

Moreover, a live lecture experiment was carried out by Baker and Goodboy (2019) in two 50-minute college courses to modify the curriculum that fosters autonomy. 201 undergraduate students participated in this study. Some students attended a lecture in which the teacher provided them options over the content they studied and stressed the pertinence of the lecture and activities, whereas the remaining portion attended a lecture where the instructor did not offer them any alternatives and did not mention the significance. Students engaged in learning

activities during lectures and then reported on their intrinsic drive for learning, their focus and attention to the lecture, and their inclination to participate and share unfavorable remarks. As noted by Baker and Goodboy (2019), students became more intrinsically motivated as a result of autonomy-supportive instruction, which induced them to invest more time into completing the learning materials, preserve their attention, inform that they would play an active role in future classes with that teacher, and hold back from disseminating negative remarks.

Obviously, teacher beliefs may be conceived as "primers for action", which serve as the foundation for the practices and techniques being employed by the teacher in the classroom (Entwistle & Walker, 2000; Löfström & Poom-Valickis, 2013). Aside from views, teachers may have prospects about what should and should not be observed regarding student behavior and performance throughout their lesson (Good & Brophy, 2000). To illustrate, teachers' and students' opinions in Singapore schools were examined following an autonomy-supportive classroom intervention (Ng et al., 2015). The sample consists of 48 secondary school students (ages 14 to 16) and 3 teachers. Two three-hour sessions were arranged to train three instructors on autonomy-supportive instructional practices prior to the five-week intervention. In the light of findings collected by means of semi-structured interviews, it was highlighted that teachers ought to be attentive to their classroom instructional actions since they might affect students' perceptions, motivation, and learning. It was also noted in the study that when their teacher provided assistance for their learning process, students felt more confident in their abilities, and students appreciated friendly teachers who stepped in to support them when they needed it. The excerpts also mirrored teacher expectations for students' academic achievement and behavior. The expectations a teacher has for students' academic achievement can have a significant influence on students' actual achievement (Rist, 1970). To illustrate, if a teacher's judgment of a students' competence is true, that students' accomplishment can be at the desired level (Bohlmann & Weinstein, 2013). On the other hand, if a teacher's evaluation of students' ability is skewed or inaccurate, students may not obtain the desired academic achievement, which negatively impacts the students' beliefs or self-efficacy (Ng et al., 2015). Students' emotions and behaviors may be affected by teacher expectations. As a result, teachers can state their expectations explicitly at the start of the term, provide

instrumental support, and customize teaching approaches to the level of the students (Bohlmann & Weinstein, 2013).

There has also been an attempt to identify "ideal" teaching paradigms and compel instructors use them despite mixed results in terms of effectiveness (Bonem et al., 2020). Several scholars, however, contend that there are no universal approaches that ensure all students will attain the learning objectives; in other words, there is no golden teaching formula (Felder & Brent, 2016). Rather than focusing on whether a method is effective or not, teachers should focus on creating a positive environment for learning and selecting and executing strategies that promote student learning in their specific course. In a study done in a higher education setting, the effects of various course components (e.g., contact hours and active learning) are compared to the effects of a learning climate that supports student autonomy on learning and accomplishment (Bonem et al., 2020). Data across all student outcome variables showed that those in highly autonomy-supportive learning environments experienced a significant increase in satisfaction with students' fundamental psychological needs, student motivation, course evaluations, and academic performance, according to a large-scale, in-depth survey of over 14,000 students enrolled in courses from various disciplines, course levels, and instructors (Bonem et al., 2020). These findings show that the quality of student–instructor interactions is more significant to students than the specific strategies utilized by instructors.

In another study, Bonneville-Roussy et al. (2020) aimed at discovering how music performance teachers' teaching techniques impact their students' well-being in higher music education. Students and teachers were surveyed about their perceptions of teaching techniques, which were defined as more or less autonomy-supportive, as well as their degrees of well-being and students' future musical career plans. Bonneville-Roussy et al. (2020) indicated that teachers and students were largely in agreement that teachers give autonomous support to their students. Students' well-being was associated with teachers' conveyance of enthusiasm for music and autonomy-supportive behaviors, whilst controlling behaviors impeded well-being. Although students put their well-being at the forefront of their needs, qualitative findings revealed that music professors were unaware of or unprepared to address such issues (Bonneville-Roussy et al., 2020).

Based on SDT, external pressures are one of the main reasons instructors utilize controlling rather than autonomy-supportive practices in the classroom (Ryan & Brown, 2005), and this argument has been validated by a substantial amount of research. Roth et al. (2007), for instance, discovered that teachers who were more in charge of their classroom activities were less autonomy-supportive of their learners. In another study, Pelletier et al. (2002) conducted a study on high school teachers in Canada using a structural equation model, and they found that when instructors have less freedom in their classrooms and more external pressure from above (e.g., the need to adhere to a set curriculum or pressure to meet performance criteria), they are more likely to exert control over their students.

Reeve (2009) highlighted that though learners benefit academically and psychologically when teachers encourage their autonomy, teachers are typically controlling during instruction, which is a reoccurring conundrum in today's classrooms. Several variables impact whether and to what extent a teacher employs a controlling instructional style. External agents (e.g., school policies, administrators, parents, society expectations, or cultural norms) impose some of these pressures on the instructor, either subtly or overtly (Reeve, 2009). Other aspects originate from and are influenced by classroom dynamics (e.g., students' attitudes toward a learning activity and the moment-to-moment flow of what students say, do, and do not do) during instruction. Additional factors come from the teacher's own character traits and beliefs about what motivates students (Reeve, 2009).

As pointed out by motivation theory, autonomy support in the classroom in instruction paves the way for an extensive range of favorable learning outcomes, notably higher levels of intrinsic motivation and engagement (Griffin, 2016). The focus of Griffin's (2016) research was to see if perceived autonomy support and course-related intrinsic motivation can predict student ratings of instruction in college classes. The data were gathered from a sample of undergraduate students taking education-related courses. It was also found that the level of intrinsic motivation mediates the connection between autonomy support and instructional ratings, with higher levels of intrinsic motivation resulting in less predictive autonomy support and lower levels of intrinsic motivation resulting in higher levels of predictive autonomy support (Griffin, 2016). These results suggest that

implementing classroom activities that encourage students' sense of autonomy can boost students' positive attitudes toward school, as well as their motivation and achievement in class (Griffin, 2016).

As can be realized from the studies on learning climate, it is clear that investigating autonomy-supportive learning environments has attracted many researchers from various fields of expertise. There has always been an attempt to find the excellent recipe with an eye to achieve desirable outcomes at the end of the learning process; however, it may not be a realistic idea. Hence, teachers should focus on creating a positive classroom climate, selecting, and adopting strategies that boost student learning in a specific lesson, rather than concentrating on whether a method is effective or not (Bonem et al., 2020).

2.8 Learning Climate and Self-Efficacy in Connection to Achievement

Students study a variety of disciplines that add to their general education throughout their school years (Erturan-İlker et al., 2018). It is widely acknowledged that students would participate with vigor and delight in some areas, while putting out minimal effort and disengaging from classroom activities in others (Eccles et al., 1983; Gottfried, 1982; Smith & Fouad, 1999; Wigfield, et al., 1991, as cited in Erturan-İlker et al., 2018). Several lines of evidence point to the social-psychological characteristics of the relevant setting in which people participate as a cause of variance in human behavior and optimal functioning. In autonomy-supportive environments, learners' psychological needs, personal interests, and integrated values are supported (rather than overlooked or frustrated) by their instructors (Reeve, 2006). The majority of educational research that has been incorporated into the BPNT (Basic Psychological Need Theory) has concentrated on how autonomy-supportive the teacher-created environment is in terms of the essential social contextual elements that are thought to be important for psychological need satisfaction (Deci & Ryan, 2000; Reeve, 2009). Since students in autonomy-supportive classes experience a significant and substantial range of desirable academic outcomes, nurturing these inner motivational sources is advantageous in comparison to students in classrooms taught by controlling teachers (Reeve, 2006). Those who want to enhance academic achievement should not overlook the classroom atmosphere as a significant factor of academic achievement.

2.8.1 Local Studies on Learning Climate and Self-Efficacy in Connection to Achievement

Under this heading, the local studies centering on learning climate and self-efficacy beliefs in connection to achievement are mentioned with their key findings.

In a particularly insightful study conducted in a high school in Turkey, Dişlen-Dağgöl (2019) found that high school students had positive perceptions of their learning environment and their own language skills while remaining neutral on the majority of issues, which may be a sign of their unstructured perspectives on learning environment and language learning abilities. Further, autonomy-supportive learning climate and self-efficacy were shown to have a statistically significant correlation in the study.

Sharing similar objectives with Dişlen-Dağgöl's study (2019), in order to ascertain whether there is a statistically significant difference in self-efficacy beliefs based on perceived autonomy support, Kanadlı and Bağçeci (2015) examined the relationship between students' English reading-writing, speaking-listening, and self-efficacy beliefs in a higher education institution in Turkey. Perceived autonomy support and students' self-efficacy beliefs in English showed a strong and positive correlation, with a significant variation depending on perceived autonomy support levels. It was also found that instructors' autonomy support may contribute to students' self-efficacy in English (Kanadlı & Bağçeci, 2015).

Under the paradigm of SDT, Dinçer et al. (2012) researched the relationships between students' perceptions of the language learning climate and their speaking competence, course performance, and classroom engagement levels. A total of 55 Turkish EFL preparatory first-grade students were randomly chosen and requested to fill a four-section questionnaire that included a learning climate questionnaire, a perceived competence scale, an engagement question, and demographic questions (e.g., gender, age group, and most recent exam score). The findings uncovered that EFL students view their teachers as autonomy supportive. This implies that teachers allow students to select activities, appreciate their emotions, and support them, among other things. Furthermore, students believe that they are confident in their competence to communicate and they attain learning objectives. What's more, the majority of students participated in class activities voluntarily and received reasonably high marks on their most recent assessment in

an absolute evaluation system. The autonomy-supportive atmosphere is connected to perceived competence, course participation, and course achievement, according to the correlation analysis in their study.

Considering the close bond between self-efficacy and success, it is noteworthy to closely pay attention to the studies centering on the impacts of classroom climate on achievement. To exemplify, Özdemir and Rahimi (2013) conducted a study to discover the elements hindering student learning, factors increasing student involvement in activities, and factors contributing to academic success in a meaningful and productive learning climate. As suggested by the results, all participants concur that the classroom environment has a substantial impact on learning and believe that meaningful and productive learning can only occur when they are comfortable and stress-free (Özdemir & Rahimi, 2013). As a result, all of the participants think that the teachers' and classmates' attitudes towards learning affect its importance and productivity. As per the reactions of the students, they like to have a pleasant, constructive setting in which they feel calm and stress-free, as well as an environment that supports their learning. Particularly, teachers' attitudes play a prominent role in the learning climate. To elucidate, students in their study believe the most significant aspect in their learning and accomplishment to be a sincere, kind, pleasant, and tolerant teacher since it is the most motivating factor. As a result, they want their instructor to establish a positive rapport with them, and they understand that this can only be accomplished via effective communication.

There are both tangible and intangible factors in the classroom learning environment. To put it another way, it has psychological and psycho-social characteristics that affect students and their learning processes in addition to its physical structure (Kurt, 2019). In contrast to the belief that school success or learning outcomes could only be assessed by assessing academic accomplishment, Fraser and Treagust (1986) drew attention to the perceptions of both students and teachers of critical psycho-social dimensions of the learning environments. In a study investigating the relation between university students' impressions of the school climate, their willingness to communicate, and their self-efficacy beliefs in English, Kurt (2019) came to the conclusion that students perceived themselves extremely successful in English, had an overall positive impression of their learning

climate, were willing to communicate in English, and had a positive perception of their self-efficacy beliefs. Regarding the correlational analysis, Kurt (2019) also discovered that there is a significant and moderately favorable correlation between the students' self-efficacy beliefs in English and their willingness to communicate in English. More specifically, the student cohesion in classroom climate, which is related to student friendship, was found to be weakly and adversely connected with students' desire to interact. Furthermore, the learner centeredness feature of the classroom setting, which refers to individualization, was found to be weakly and positively connected with participants' self-efficacy beliefs (Kurt, 2019).

Yurtseven et al. (2014) also strived to see whether there is a way to model the link between motivational orientations, basic psychological needs, and academic accomplishment of high schoolers in English lessons. The findings backed up the hypothesized model, indicating that academic success in English was strongly linked to competence, autonomy, interest, and attitude. Even though autonomy and attitude towards English had a direct relation with academic performance, competence and interest were linked more indirectly.

Additionally, Boz et al. (2016) sought to determine how gender, self-efficacy, and learning environment perceptions of students influence their performance in a Chemistry course. 365 high schoolers, ranging in age from 14 to 19, from three separate schools in the same district took part in the study. The researchers created and tested a structural equation model. The analysis of the model validation demonstrated that self-efficacy beliefs in chemistry, students' views of constructivist learning environments (as measured by chemistry-self efficacy), and gender were all strongly associated with chemistry performance. In addition, the results demonstrated that students' chemistry self-efficacy beliefs impacted the correlation between their evaluations of their learning environment and their chemistry success.

In a different study, Baltay-Şahiner (2018) examined the relationship between 7th graders' sources of self-efficacy and how they perceived their teachers' motivational support for them in science classes. While teachers' autonomy support, competence support, and relatedness support were explored as sources of motivational support, mastery experience, vicarious experience, verbal persuasion, and emotional arousal were investigated as sources of self-efficacy. According to

the findings, perceived teacher motivational support was favorably connected with sources of science self-efficacy. Gender differences were not significant for mastery experience, emotional arousal, teacher autonomy, or teacher relatedness support; however, they were significant for vicarious experience, verbal persuasion, and teacher competence support discovered that the motivational support of the teacher was not directly linked to the students' achievement in science lessons. On the other hand, Sungur and Güngören (2009) revealed a direct relationship between students' perceptions of their classroom and their teachers' support for autonomy, engaging activities, mastery evaluation, and science performance. Since the perception of the learning environment was closely related to autonomy support, the relationship between self-efficacy and motivating beliefs, and the relationship between the use of strategies and science accomplishment, they discovered strong connections in their conceptual model.

The evidence portrayed in this section suggests that there is a limited amount of study on the relationship between self-efficacy beliefs, learning climate and achievement in language learning in Turkey. Altogether, these findings support the assumption that students in autonomy-supportive classrooms experience a broader range of positive academic outcomes than those in classrooms taught by controlling teachers; consequently, it is good to cultivate these internal motivational resources (Reeve, 2006).

2.8.2 International Studies on Learning Climate and Self-Efficacy in Connection to Achievement

Major international studies on learning climate and self-efficacy beliefs in connection to achievement are discussed in this section.

Daemi et al. (2017) carried out a study to find out whether there was a link between the classroom climate and the academic self-efficacy of EFL students studying in Iran Language Institutes. Aligned with this end, 200 advanced EFL students (146 females and 54 males) participated in this study by completing both the What is Happening in This Class? (WIHIC) survey, which comprises of seven questionnaires that measure the classroom learning environment, including Student Cohesiveness, Teacher Support, Involvement, Investigation, Task Orientation, Cooperation, and Equity and also the Self-Efficacy for Learning Form (SELF-A) to assess their academic self-efficacy. The Spearman rank-order correlation analysis

showed that the classroom climate of EFL students had a substantial influence on their self-efficacy (Daemi et al., 2017).

O'Reilly (2014) examined the correlation between students' views of classroom autonomy and intrinsic motivation, as well as learning outcomes as assessed by grade point average (GPA). The variables had a positive correlation, strengthening the claim that the psychosocial variable of perceived autonomy support might be leveraged to maintain intrinsic motivation and improve learning outcomes over time. It was recognized in this intense academic foreign language program that learners who had considerably higher perceived autonomy-support in their learning environment had better academic performance (O'Reilly, 2014).

According to the existing research, speaking skills are associated with a multitude of elements, and a thorough examination can offer a more complete understanding of this language skill, as well as make a substantial contribution to teaching and learning in this multifaceted domain (Asakereh & Dehghannezhad, 2015). According to these researchers, individual and contextual factors (e.g., teaching and learning methods, classroom setting, so on and so forth) can have an impact on student engagement; students' satisfaction with the classroom environment may indicate the use of effective teaching techniques and tools. The researchers also claim that in a non-supportive atmosphere, students may get disheartened and alienated. Thus, it was suggested in this study that considering the fact that speaking skill was regarded as a much more challenging skill to be acquired by the students, providing a supportive learning climate bears quite an importance.

McMahon et al. (2009) investigated classroom environment (i.e., satisfaction, cohesiveness, tension, task difficulty, and competition) and school belonging in relation to self-efficacy in language arts, math, and science in an ethnically diverse setting, taking prior self-efficacy into account. When all classroom and school environmental factors were combined, stronger language arts self-efficacy was linked to greater pleasure, school belonging, and less conflict. Higher self-efficacy in language arts was linked to more pleasant and helpful classroom environments as well as a sense of belonging at school (McMahon et al., 2009).

Asakereh and Dehghannezhad (2015) studied the association between student satisfaction with speaking lessons, speaking skills, self-efficacy beliefs, and

speaking performance in their study. The final speaking skills scores of the participants were obtained from their teachers and used as a measure of their achievement in speaking abilities. 100 first-year undergraduate English language majors from Iran participated in the study. According to Pearson correlation analyses, there were significant positive relationships between speaking skills achievement and student satisfaction with speaking classes and speaking skills self-efficacy beliefs, with the latter being more significant. Furthermore, it was revealed a substantial positive link between student satisfaction with speaking lessons and self-efficacy beliefs in speaking skills. Multiple regression analyses uncovered that peaked self-efficacy beliefs were a substantially greater predictor of Iranian EFL students' speaking skills performance than the other independent factors in the research. Another significant point worth highlighting is that the instructor's feedback and appraisal in language courses can be either positive or negative persuasion. As a result, speaking teachers should seek to convince children by offering them with positive and constructive feedback, which leads to an increase in their self-efficacy in speaking (Asakereh & Dehghannezhad, 2015).

In another study, Zedan and Bitar (2014) sought to explore the relationship between students' perceptions of the classroom climate prevailing in the mathematics lesson. The dimension of teacher support and math self-efficacy were shown to be significantly positively correlated, and there was also evidence of a weaker positive link between this variable and academic success. This indicates that a student's math self-efficacy increases in proportion to the degree to which his or her teachers are encouraging and concerned about the student's development and accomplishments (Zedan & Bitar, 2014). Additionally, it was pointed out that the dimensions of class climate in the mathematics lesson predicted self-efficacy in mathematics ($F = 107.76, p = .000$), according to the regression analysis in the study which explained 50 % of the variance in it.

On the other hand, Hanke's (2013) cross-national study focused primarily on comparing the academic efficacy, classroom learning environment, and attitudes towards math in mathematics courses in Hong Kong and the United States. This study also sought to determine if there were any associations between students' attitudes about math and academic efficacy and how they perceived the learning environment in the mathematics classroom. Using simple correlation and multiple

regression analysis, it was determined how the learning environment in the mathematics classroom and the attitudes of the students towards math and academic efficacy were perceived by the students. Hanke (2013) unearthed that a statistically significant and positive relationship emerged between the learning climate and students' views towards mathematics/academic self-efficacy.

Carr's (2014) major objective is to explore whether students' opinions of their math classroom atmosphere are connected to their self-efficacy in the subject, which in turn influences their math success. It was expected that a relationship would exist between the classroom atmosphere and student self-efficacy, and that this relationship would affect how well students performed in math. 83 high schoolers from a public suburban school outside of Boston took part in the study. The findings underscored that mastery goal structure, which was established to have a substantial link with student self-efficacy, was the most critical feature of classroom climate that contributed to this relationship (Carr, 2014). On the other hand, self-efficacy and achievement were shown to have a strong connection although boys had more self-efficacy while girls had higher achievement (Carr, 2014).

The objectives of Chetty's study (2017) are (a) to see if students' self-efficacy, goal mastery, and strategic learning have decreased or increased in the present classroom atmosphere, (b) to determine if the present classroom climate improves or lowers self-efficacy, (c) to have a better understanding of the student-instructor interaction in the existing classroom atmosphere in terms of mathematics success. According to the findings, the degree of math accomplishment rises in direct proportion to efforts to foster learning environments for the subject through goal setting, appropriate challenges, and empathy. Warmth, friendliness, respect, empathy, and caring are qualities that teachers should strive to cultivate in their interactions with students in order to increase student mathematical self-efficacy (Chetty, 2017).

In a large-scale study, Dorman (2001) sought to find a correlation between academic self-efficacy and the learning environment of math lessons in secondary education. As aligned with this end, simple and multiple correlation analysis demonstrated the classroom environment to be significantly associated with academic efficacy. In their study conducted in three higher education institutions in

the United Arab Emirates, Afari et al. (2013) validated that academic self-efficacy and enjoyment of mathematics classes were both influenced by teacher support and personal relevance. Furthermore, enhancing academic self-efficacy can be achieved through increasing personal relevance and pleasure of mathematics classes, since students' perceptions of personal relevance aided their academic efficacy, which increased their pleasure of mathematics. To clarify, it was pointed out in the study that students having a positive perception of their own relevance also tended to have confidence in their academic abilities (Afari et al., 2013).

Having set out to portray classroom learning environments and teachers' behaviors in 12 different Korean schools, Kim et al. (2010) explored links between students' attitudes towards science and their perceptions of the classroom environment. They revealed that students' perceptions of the learning environment and instructors' interpersonal behavior suggested that students should have more teacher assistance and engagement in the teaching/learning process, as well as greater cooperation with teachers. They suggested that teachers' behavior should be modified to be more helpful, pleasant, and understanding in order to adapt to the needs of their students. Black and Deci (2000) used the Self-Determination theory to examine how students' perceptions of their instructors' autonomy support and their course-specific self-regulation affected their ability to modify and succeed academically in a college-level organic chemistry course. It was found out that students who entered for more autonomous (vs. controlled) reasons had high levels of perceived competence and engagement, low levels of fear, and grade-focused performance objectives in a college-level organic chemistry course (Black & Deci, 2000). In addition, over the course of the semester, students' evaluations of their instructors' autonomy support predicted the gains in autonomous self-regulation, perceived competence, interest/enjoyment, and reductions in apprehension. Furthermore, while differences in students' initial levels of autonomous self-regulation mitigated this effect, autonomy support was significantly related to academic achievement for students with low levels of autonomous self-regulation, but not for students with high levels of autonomous self-regulation (Black & Deci, 2000).

Each of these studies point the following remarks; namely learning climate bears importance in increasing in autonomous self-regulation, perceived

competence, and interest/enjoyment (Black & Deci, 2000), decreasing their anxiety (Black & Deci, 2000), boosting their confidence in their abilities (Afari, et al., 2013), course achievement (Black & Deci, 2000; Carr, 2014; Chetty, 2017; Zedan & Bitar, 2014), encouraging greater satisfaction and school belonging (McMahon et al., 2009), and most importantly nurturing their self-efficacy beliefs (Afari, et al., 2013; Carr, 2014; Chetty, 2017; Daemi, et al., 2017; Dorman, 2001; Hanke, 2013; McMahon et al., 2009; Zedan & Bitar, 2014). In the light of the aforementioned studies, it may be inferred that learning climate, self-efficacy beliefs, and achievement may all be interrelated. Finally, given the paucity of research on the relationship between autonomy-supportive learning climate and self-efficacy beliefs in connection to achievement in the domain of English language learning not merely in local context but also in international settings, it seems to be essential to add substantial and significant insight through novel studies on this subject matter.

3. METHODOLOGY

This chapter portrays the research questions, the research design, the research context, data collection instruments, the procedures of data collection, and the data analysis of the study.

3.1 Research Questions

The objective of this research was to provide answers to the following questions:

1. To what extent do high school students feel confident in reading, writing, speaking, and listening skills in English?
2. To what extent do high school students feel successful in English?
3. How do high school students perceive their learning climate?
4. Is there a relationship between
 - a. high school students' self-efficacy beliefs in English and their perceptions of autonomy-supportive learning climate,
 - b. high school students' self-efficacy beliefs and their perceived achievement in English,
 - c. high school students' perceptions of their autonomy-supportive learning climate and their perceived achievement in English,
 - d. high school students' self-efficacy beliefs in English, their perceptions of autonomy-supportive learning climate, and their perceived achievement in English?
5. Do self-efficacy beliefs in English have predictive power on perceived achievement through autonomy support in the classroom?
6. Does autonomy support in the classroom have predictive power on perceived achievement through self-efficacy beliefs in English?
7. To what extent do high school students feel confident in reading, writing, speaking, and listening skills in English according to high school students and English teachers?
8. What are the factors that affect high school students' self-efficacy beliefs in English and their perceived success and failure in English according to high school students and English teachers?
9. How do English teachers support autonomy in their classroom according to high school students and English teachers?

3.2 Research Design

This current research adopted the mixed method research design with eye to investigate high school students' self-efficacy beliefs in English, determine their perceptions of an autonomy-supportive learning environment, and ascertain whether there is a relationship between language learners' self-efficacy beliefs and autonomy-supportive learning environments through the opinions of students attending high schools and English teachers employed at high schools. Over the years, several definitions of mixed methods have arisen, taking into account different aspects of methodologies, research procedures, research purposes, and philosophical underpinnings (Creswell & Plano Clark, 2018). To explain thoroughly what mixed method research design really is, Creswell and Plano Clark (2018) focused on the fundamental characteristics of this design. In a mixed-method study, the researcher carefully gathers and analyzes both qualitative and quantitative data in response to the research questions and hypotheses, integrates (or mixes) the two types of data and their findings, organizes these procedures into specific research designs that provide the justification and steps for carrying out the study, and frames these procedures within theory and philosophy (Creswell & Plano Clark, 2018).

The rationale behind adopting a mixed method design for this current study can be described with the following points. More evidence can be gathered via a mixed methods study than from either quantitative or qualitative studies conducted separately (Creswell & Plano Clark, 2018). They also stated that by gathering and combining (or integrating) multiple types of data pertaining to the same phenomenon, the mixed method design allows the researchers to enhance their investigations. In other words, data obtained from many sources will, in the first place, better ensure a range of varied viewpoints for analysis and portrayal.

Besides, Saldaña (2011) stated that in a mixed method study, the researcher purposefully and strategically incorporates the gathering and analysis of both qualitative and quantitative data. He also notes that the use of an additional method can be used to overcome the shortcomings of one data collection technique. He points out that it is expected that the methodological and epistemological benefits of each paradigm can cooperate to confirm or more strongly support the findings, or to show complimentary or even opposing results. Finally, multiple data-

gathering techniques (and sources) improve a study's validity and reliability through a process known as triangulation, which typically involves using at least three different points of view (Saldaña, 2011).

Creswell (2015, p.542) maintains that there are six different kinds of mixed methods designs, and they could develop (and possibly change) throughout the course of a project or a study. He indicates that the three fundamental designs of every mixed-method project are the convergent design, the explanatory sequential design, and the exploratory sequential design; more complex designs include the experimental design, the social justice design, and the multistage assessment design.

The current investigation fell into the category of “*a convergent (or parallel or concurrent) mixed methods design*”, which is additionally known as *a convergent design*, and it entails the simultaneous collection of quantitative and qualitative data, their fusion, comparison, and justification of any inconsistencies in the results. (Creswell, 2015). This strategy is justified by the fact that, one data collection method offers strengths to counterbalance the limitations of the other, and that gathering both quantitative and qualitative data leads to a more thorough understanding of a study subject; furthermore, it is predicated on the fundamental tenet that qualitative (open-ended) and quantitative (closed-ended) data contribute distinct findings to an investigation and can be used to cross-validate one another. (Creswell, 2015).

The objective of the current inquiry was to determine whether this study's quantitative and qualitative findings are converging and producing outcomes that are similar. It was viewed that both quantitative and qualitative data equally and considered them to be sources of information. Since semi-structured interviews and questionnaires bear the equal importance for this study, the quantitative and qualitative data were gathered concurrently for this investigation. The data was pooled, the results were assessed, and the differences and resemblances in the results were discussed once the quantitative and qualitative analysis had been completed.

3.3 Research Context & Participants

The research sample of the present inquiry is the English teachers and high school students in state-run high schools in a city in the Black Sea region of Turkey. As suggested by Fraenkel et al. (2012), it is frequently very difficult (and

occasionally impossible) to choose either a random or a systematic non-random sample and in these circumstances, a researcher may employ convenience sampling, which is a collection of people who are (conveniently) available for research. Considering this, out of 20 schools, 10 high schools were selected as a research sample. One of the non-random sampling methods, known as the convenience sampling method, was adopted in this investigation. A total number of 820 students partook in the present study's quantitative phase. Besides, 15 students and 11 English teachers in state-run high schools participated in the qualitative stage. The students enrolled in Anatolian High School, Social Science High School, Science High School, and Imam Hatip High School in the city, and English teachers employed in the aforementioned institutions were recruited for the current study.

3.3.1 Demographics of Participants of Quantitative Phase

The gender distribution of the high schoolers who participated in the quantitative phase of the current investigation is shown in Table 3.1. In contrast to the 46.3 % of male students ($N = 380$), 53.7 % of these students ($N = 440$) were female. There were roughly equal numbers of male and female participants. Figure 3.1 illustrates the frequency and percentage breakdown of high school students by gender.

Table 3. 1 Gender Distribution of Students in Quantitative Phase

Gender	Number	Percentage
Female	440	53.7 %
Male	380	46.3 %
Total	820	100 %

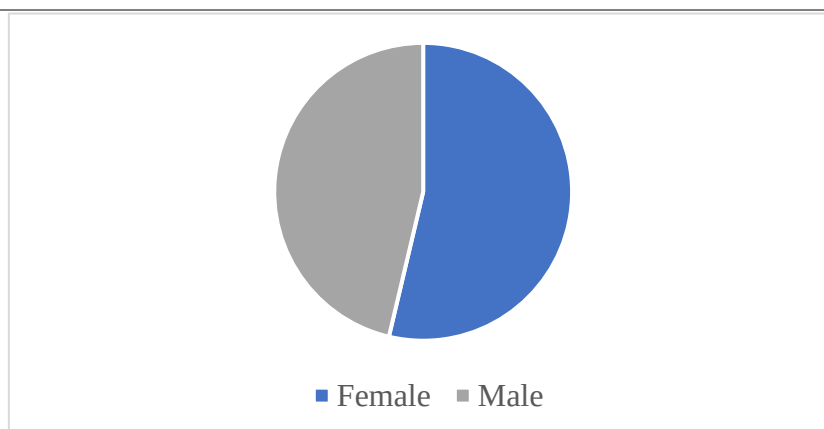


Figure 3. 1 Gender Distribution of Students in Quantitative Phase

Table 3.2 illustrates the age distribution of the high schoolers who partook in the quantitative part of the investigation. The age range of students varies between 13 and 19. The mean score of the participants' ages was 15.15 ($SD = 1.25$). Figure 3.2 illustrates the frequency and percentage breakdown of high school students by age.

Table 3. 2 Age Distribution of Students in Quantitative Phase

Age	Number	Percentage
13	21	2.6 %
14	173	21.1 %
15	219	26.7 %
16	187	22.8 %
17	182	22.2 %
18	36	4.4 %
19	2	0.2 %
Total	820	100 %

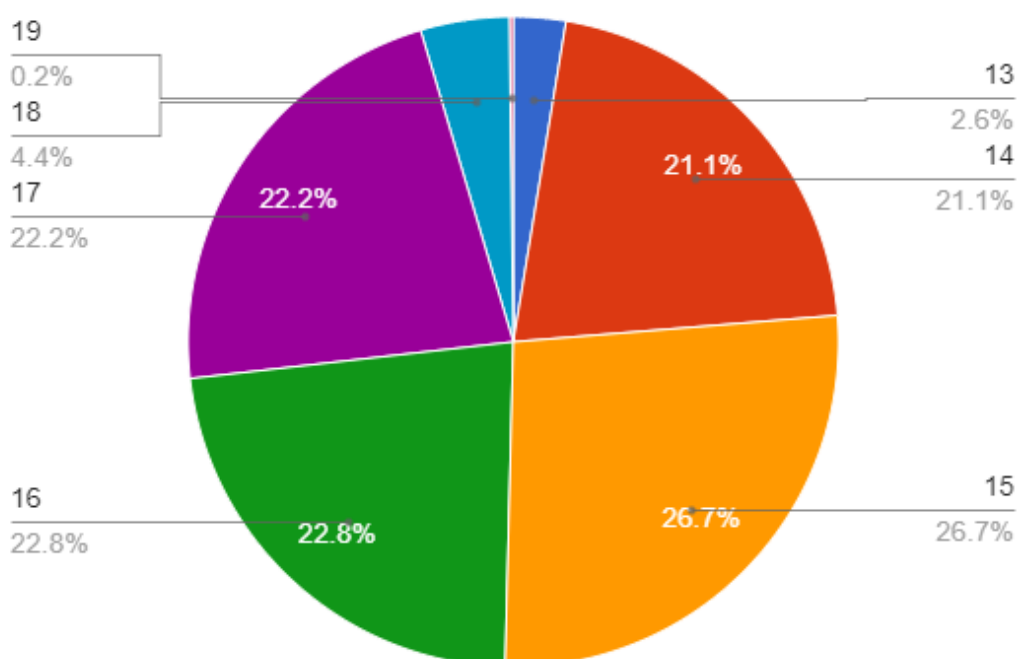


Figure 3. 2 Age Distribution of Students in Quantitative Phase

The high school students that participated in the quantitative portion of the study are listed by grade level in Table 3.3. Each grade level has a different number

of students, as shown in Table 3.3: Those in 9th grade ($N = 266$, 32.4 %), 10th grade ($N = 222$, 27.1 %), 11th grade ($N = 218$, 26.6 %), and 12th grade ($N = 114$, 13.9 %). The frequency and percentage distribution of high school students by grade level appear in Figure 3.3.

Table 3. 3 Grade Level of Students in Quantitative Phase

Grade Level	Number	Percentage
Grade 9	266	32.4 %
Grade 10	222	27.1 %
Grade 11	218	26.6 %
Grade 12	114	13.9 %
Total	820	100 %

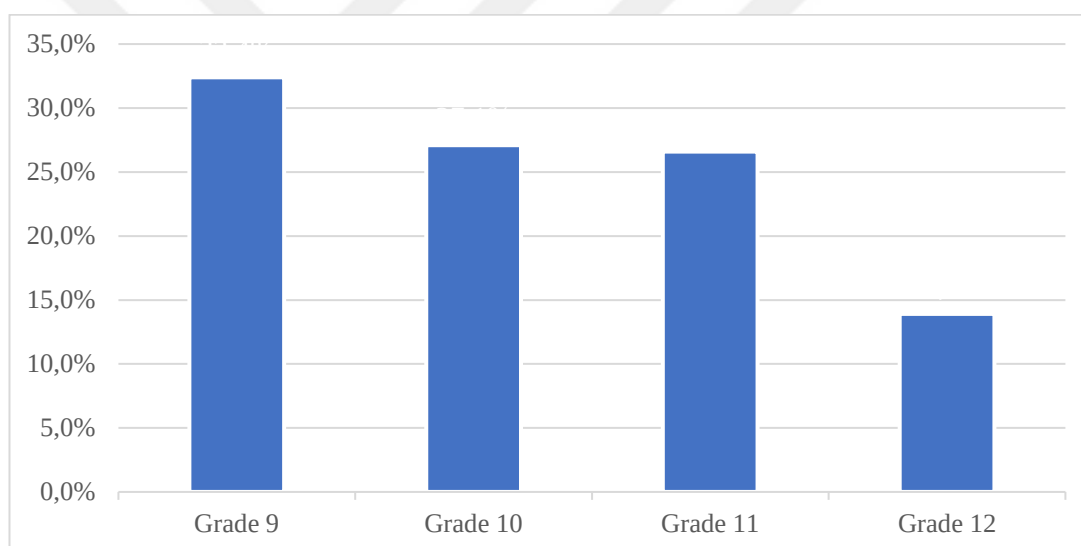
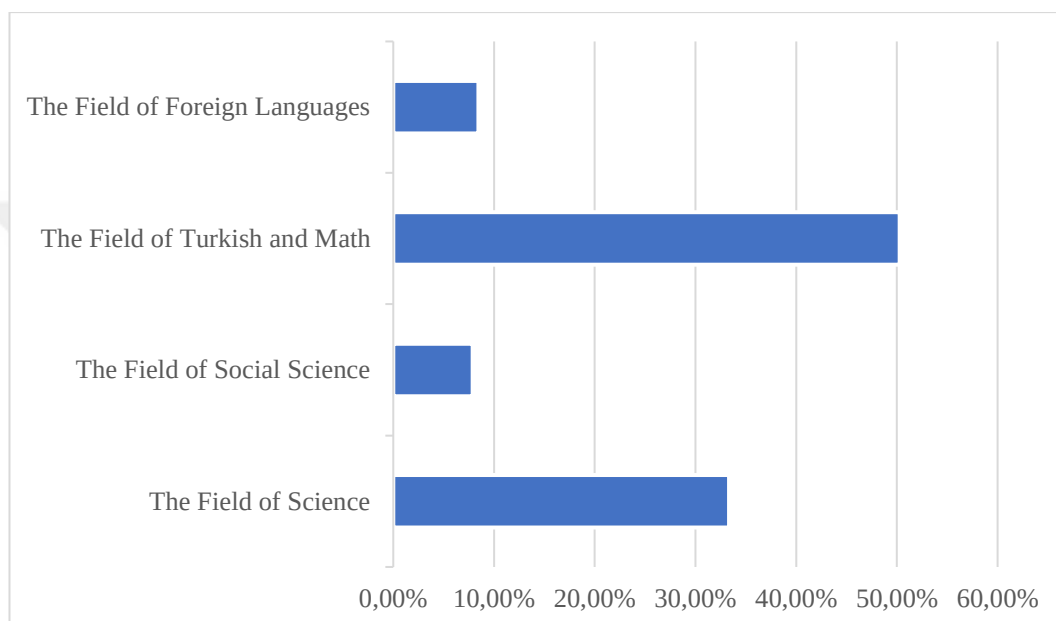


Figure 3. 3 Grade Level of Students in Quantitative Phase

Table 3.4 displays the distribution of high school students according to their fields. As can be seen in Table 3.4, 50.29 % of the participants ($N = 172$) studies at the field of Turkish and Math, whereas the remaining participants attend the field of Science ($N = 114$, 33.33 %), the field of Foreign Languages ($N = 29$, 8.47 %), and the field of Social Science ($N = 27$, 7.89 %), respectively. The frequency and percentage distribution of high school students by their fields appear in Figure 3.4.

Table 3. 4 Field of Students in Quantitative Phase

Fields	Number	Percentage
The Field of Science	114	33.33 %
The Field of Social Science	27	7.89 %
The Field of Turkish and Math	172	50.29 %
The Field of Foreign Languages	29	8.47 %
Total	342	100 %

**Figure 3. 4** Field of Students in Quantitative Phase

3.3.2 Demographics of Participants of Qualitative Phase

Within the framework of this study, semi-structured interviews were conducted both with the students and English teachers. 11 English teachers in total participated in the qualitative phase of this study on a voluntary basis. As shown in Table 3.5, there was only one male English teacher among the total participants. Additionally, the schools where they work and the grade level they teach at vary across the teacher respondents. There were six participants for teacher interviews in Anatolian High Schools. The remainder of the group works in Imam Hatip High School ($N = 1$), Science High School ($N = 2$), and Social Science High School ($N = 2$). All the teachers that were interviewed had a significant amount of teaching experience. Their years of professional experience ranged from 11 to 31 years.

Table 3. 5 Demographic Information of English Teachers in Qualitative Phase

Participant	Gender	Type of schools	Grade Levels	Years of Experience
T1	Female	Anatolian High School	11- 12	25 years
T2	Male	Anatolian High School	10- 12	24 years
T3	Female	Imam Hatip High School	9- 10- 11	11 years
T4	Female	Science High School	10-11-12	12 years
T5	Female	Social Science High School	9-10-12	16 years
T6	Female	Social Science High School	9-10-11-12	31 years
T7	Female	Anatolian High School	10-11-12	23 years
T8	Female	Anatolian High School	9-10-11-12	17 years
T9	Female	Science High School	9-10-11-12	20 years
T10	Female	Anatolian High School	12	21 years
T11	Female	Anatolian High School	10-12	19 years

Table 3.6, on the other hand, presents the demographic data from the student respondents in the qualitative phase of the current inquiry, including their gender, age, grade level, and type of school they attend. Semi-structured interviews were conducted with a total number of 15 students. Participation was voluntary. Out of 15, nine of the student interviewees were female while six of them were male. Their age range was between 14 and 18. Furthermore, the participants were in 9th Grade ($N = 2$), 10th Grade ($N = 5$), 11th Grade ($N = 5$), and 12th Grade ($N = 3$). Their profile varies according to the type of high school they attend. There were students enrolled in Anatolian High Schools ($N = 8$), Social Science High School ($N = 3$), and Imam Hatip High School ($N = 4$).

Table 3. 6 Demographic Information of Students in Qualitative Phase

Participant	Gender	Age	Grade Level	Type of schools
S1	Male	15	10 th Grade	Anatolian High School
S2	Female	15	9 th Grade	Social Science High School
S3	Female	18	12 th Grade	Social Science High School
S4	Female	14	10 th Grade	Anatolian High School
S5	Female	16	10 th Grade	Social Science High School

Table Continued.

S6	Female	17	12 th Grade	Anatolian High School
S7	Male	16	10 th Grade	Anatolian High School
S8	Male	16	10 th Grade	Imam Hatip High School
S9	Female	17	11 th Grade	Anatolian High School
S10	Male	17	11 th Grade	Imam Hatip High School
S11	Female	18	12 th Grade	Anatolian High School
S12	Male	17	11 th Grade	Imam Hatip High School
S13	Male	17	11 th Grade	Imam Hatip High School
S14	Female	16	9 th Grade	Anatolian High School
S15	Female	17	11 th Grade	Anatolian High School

Table 3.7 illustrates demographic information of students by their fields in the qualitative stage. There were three students in the field of Turkish and Math, two students in the field of Science, two students in the field of Foreign Languages, and only one student in the field of Social Science. 9th and 10th graders were not included in Table 3.7 since the students in public high schools choose their fields when they are in Grade 11.

Table 3. 7 Demographic Information of Students by Their Fields in Qualitative Phase

Participant	Grade Level	Fields
S3	12 th Grade	The Field of Turkish and Math
S6	12 th Grade	The Field of Turkish and Math
S9	11 th Grade	The Field of Science
S10	11 th Grade	The Field of Science
S11	12 th Grade	The Field of Foreign Languages
S12	11 th Grade	The Field of Social Science
S13	11 th Grade	The Field of Turkish and Math
S15	11 th Grade	The Field of Foreign Languages

3.4 Data Collection Instruments

Within the scope of the present investigation, questionnaires and semi-structured interviews were utilized in order to obtain both quantitative and qualitative data. The data collection instruments were summarized below.

3.4.1 Demographic Information Survey

To better understand certain background characteristics of the participants, like their age, grade, school type, and field, the researcher formulated a Demographic Information Survey (See Appendix 1).

3.4.2 English Self-Efficacy Scale (ESES)

In this inquiry, the English Self-Efficacy Scale was administered to ascertain the self-efficacy beliefs of students learning English (See Appendix 2). The scale was developed to help determine high school students' self-efficacy beliefs about English by Hancı-Yanar and Bümen (2012). Exploratory factor analysis was performed by the researchers with the maximum likelihood method on the data obtained from the trial application of the prepared draft scale, and it was seen that the items with an eigenvalue above 1.00 were collected in four dimensions. These dimensions explain 61.41 % of the total variance. To test the model that the scale has four dimensions, a confirmatory factor analysis was conducted. Consequently, it was concluded that the models of the items of the English self-efficacy scale with the structures related to the four subscales are appropriate. The Cronbach's alpha coefficient is 0.97. These results are 0.92 for the dimension of Reading, 0.88 for the dimension of Writing, 0.93 for the dimension of Listening, and 0.92 for the dimension of Speaking. Within this current study, the reliability analysis of English Self-Efficacy Scale was conducted. The reliability analysis revealed that the Cronbach's alpha coefficient was 0.97.

English Self-Efficacy Scale utilized in the current study is a five-point Likert scale and the students were asked to respond to 34 items by stating whether they are 'Not at All Satisfied', 'Slightly Satisfied', 'Moderately Satisfied', 'Very Satisfied', 'Completely Satisfied'. The weight point of each point assigned to each item was coded as: 1= 'Not at All Satisfied', 2= 'Slightly Satisfied', 3= 'Moderately Satisfied', 4= 'Very Satisfied', 5= 'Completely Satisfied'. The high score obtained from the scale was accepted as strong beliefs in English language skills.

Table 3. 8 Dimensions of English Self-Efficacy Scale

Sections	Focus	Number of Items
Dimension 1	Reading	8
Dimension 2	Writing	10
Dimension 3	Listening	10
Dimension 4	Speaking	6

3.4.3 Learning Climate Questionnaire (LCQ)

In the Learning Climate Questionnaire (LCQ), there is a long form with 15 items (Kanadlı & Bağçeci, 2016). The questionnaire is frequently applied to specialized learning environments, such as a particular class, at the college or graduate school level. It is common knowledge that there are various ways that instructors interact with their students. Items on this questionnaire are focused on how students felt about their instructors.

LCQ was originally created by William and Deci (1996). The adaptation of the scale to the Turkish context was done by Kanadlı and Bağçeci (2016). Within the scope of this study, the Turkish version of LCQ was administered to eliminate language-related problems (See Appendix 3). The Pearson correlation coefficient between the English form and the Turkish form was calculated by performing the correlation analysis for the linguistic equivalence of the scale. As a result of the correlation analysis, a high level of positive and significant correlation was found between the English form and the Turkish form of the scale ($r = 0.92$, $p < 0.01$). Kanadlı and Bağçeci (2016) performed both exploratory factor analysis and confirmatory factor analysis. The questionnaire had the same one-factored structure and 15 items as the original form, according to the explanatory factor analysis. Besides, the confirmatory factor analysis indicated an adequate fit to the data, yielding a one-factored structure.

Kanadlı and Bağçeci (2016) calculated the reliability of the Learning Climate Questionnaire using Cronbach's Alpha and Test-retest methods. The analysis determined that the alpha coefficient of the scale was 0.89. The Learning Climate Questionnaire's reliability analysis was carried out as part of the current study. The reliability analysis revealed that the Cronbach's alpha coefficient was 0.95. A high level of positive and significant correlation was found between the two

applications ($r = .81, p < 0.01$) with test-retest reliability; that is, LCQ is a valid and reliable scale. LCQ utilized in the current study is a seven-point Likert scale and the students were asked to answer 15 items by stating whether they are ‘Strongly Disagree’, ‘Disagree’, ‘Somewhat disagree’, ‘Neutral’, ‘Somewhat Agree’, ‘Agree’, and ‘Strongly Agree’. The weighted point of each point assigned to each item was coded as 1= ‘Strongly Disagree’, 2= ‘Disagree’, 3= ‘Somewhat disagree’, 4= ‘Neutral’, 5= ‘Somewhat Agree’, 6= ‘Agree’ and 7= ‘Strongly Agree’. The high score obtained from the scale represents higher perceived support for autonomy.

3.4.4 Semi-Structured Interviews

An interview is a useful tool for getting people to share their perspectives, feelings, ideas, values, attitudes, and beliefs about their social experiences and personal lives, in addition to providing factual information about their lives (Saldaña, 2011). The styles of interviews can range from highly structured, with a set of planned and specific questions to be asked of each participant in a specific order, to unstructured, with nothing more than a generic list of subjects for potential inquiry (Saldaña, 2011). The interviewer can use this tool to their advantage by asking the respondent to elaborate on any particularly significant or illuminating replies and by clarifying any ambiguous questions (Fraenkel et al., 2012). What’s more, it seems reasonable to question the need for interviews if data have previously been gathered and analyzed by questionnaires (Carruthers, 1990). Triangulation is a defense for this two-pronged technique for collecting data (Carruthers, 1990). The process of using many methods or data sources in qualitative research to develop a comprehensive picture of events is known as "triangulation" (Carruthers, 1990).

Keeping this in mind, one-to-one semi-structured interviews were conducted both with the students and the English teachers in the present study. The participation was on a voluntary basis and participants in the interviews were made aware at the outset that they might end the session at any time if they felt uncomfortable. The participants gave their oral consent at the beginning of the session after being notified that the interviews would be recorded. The interviews were carried out in Turkish. The interview questions were formed by the researcher by reviewing the existing literature which served as a guide (Bandura et al., 1996; Basri, 2020; Black & Deci, 2000; Barr, 2016; Carr, 2014; Dişlen-Dağgöl, 2019; Deci et al., 1994; Deci et al., 1981; Mercer et al., 2012; Pajares, 1996; Pajares &

Johnson, 1996; Reeve, 2006; Reeve et al., 1999; Reeve & Cheon, 2021; Ryan & Deci, 2000; Schunk, 1989; Tılfarlıoğlu & Cinkara, 2009; Williams et al., 2016; Zimmerman, 2000). Interview protocol with the students was piloted with two students studying at a public high school and teacher interview protocol was piloted with one English teacher employed in a public high school to enable the revision of any poorly phrased or perplexing questions and increase the process's validity. The questions were then examined by two experts with PhDs in the field of English Language Teaching and Experimental Psychology. The interview protocols were revised accordingly in light of the pilot tests and expert feedback.

3.4.4.1 Semi-Structured Interviews with Students

The students' interview protocol consists of four parts and 18 main questions with two sub-questions (See Appendix 4). In the first part, there were four questions related to their demographic information such as their age, school, grade level, etc. The second part consists of five questions regarding their self-efficacy beliefs and the sources of their self-efficacy beliefs. When it comes to the third part, it covers three questions about their attributions of success and failure in English. The final part comprises eight questions covering their autonomy-supportive learning climate.

3.4.4.2 Semi-Structured Interviews with English Teachers

English teachers' interview protocol consists of four parts and 17 questions (See Appendix 5). Three questions pertaining to their demographic data, such as their place of employment, years of experience, etc., were included in the first section. The second section consists of eight questions regarding their autonomy-supportive practices in their classrooms. Three questions regarding the students' beliefs about their self-efficacy in English are covered in the third section. Three questions covering their students' perceptions of success and failure in English make up the final section.

3.4.5 Students' Achievement Scores

As proposed by the Ministry of National Education (MoNE), students' success in a specific course is determined by written exams, practice exams, performance studies, and projects, which are based on the learning outcomes of the curriculum in public high schools in Turkey (MoNE, 2013). Exam questions are formed based on the general and specific objectives specified in the curricula.

Appropriate measurement tools are used in terms of validity, reliability, and practicality in assessing students' success. Answer keys, rubrics, or checklists are prepared and used according to the characteristics of the measurement tool. Regardless of the number of lessons per week, it is essential to conduct at least two exams from the course. The English exams consist of four sections, which are reading, writing, listening, and speaking. As a proxy for their perceived achievement in English lessons, the students were also asked to report the scores of their most recent English exam.

3.6 Data Collection

Before commencing the study, the researcher contacted via email to obtain the necessary permissions for the use of the English Self-Efficacy Questionnaire (Hancı-Yanar & Bümen, 2012) and the Learning Climate Questionnaire (Kanadlı & Bağçeci, 2016), which were selected as quantitative data collection tools. The ethical approval (Protocol Number: 2021/ 244) located in Bolu Abant İzzet Baysal University was then received in June 2020. The provincial directorate of national education's approval located in the context of the study was gained after the ethical committee approval.

The participants of the research were selected from voluntary students who attend 10 public high schools and English teachers, who are the other participants of the study, were also selected on a voluntary basis. Questionnaires and semi-structured interviews were utilized to gather both quantitative and qualitative data for the current investigation. The data were collected during the 2021-2022 academic year. The response rate of both questionnaires was 14.48 %.

The duration of the surveys to be applied to the students was determined as 20 minutes in total and the surveys were shared online via Google Forms. The questionnaires were delivered to the students through the school principals, using communication tools such as e-mail and WhatsApp after the necessary permissions were obtained. On the other hand, the duration of the semi-structured interviews with the volunteer participants, which were used as a qualitative data collection tool, was determined as 40 minutes and these interviews were conducted via Zoom and one-to-one basis. The cameras were off during the interviews in order to protect the participants' identities. Audio recordings of the interviews were taken and access to the recordings belonged to the researcher. The participants were informed

that except for research purposes, audio recordings will not be used outside the scope of the research and all information obtained during the research and their personal details remain confidential. Code numbers were used to ensure confidentiality.

3.7 Data Analysis

The quantitative and qualitative data analysis were summarized below

3.7.1 Quantitative Data Analysis

To analyze the quantitative data obtained through LCQ and ESES, the Statistical Package for Social Science (SPSS) 25.0 and the PROCESS Macro in SPSS were utilized.

Research Question 1 (*To what extent do high school students feel confident in reading, writing, speaking, and listening skills in English?*), Research Question 2 (*To what extent do high school students feel successful in English?*), Research Question 3 (*How do high school students perceive their learning climate?*), and the demographic information were analyzed through descriptive statistics. The summary frequencies including the mean, minimum and maximum scores, standard deviation were calculated to describe and present data. Additionally, the values of skewness and kurtosis were determined to assess the distribution's characteristics and to determine whether the data fit the normal curve (George & Mallery, 2011). According to tests of normality, the data conforms to the normal curve of distribution.

In addition to descriptive statistics, Pearson Product Moment Correlation Analysis was run in order to analyze Research Question 4 (*Is there a relationship between high school students' self-efficacy beliefs in English and their perceptions of autonomy-supportive learning climate; high school students' self-efficacy beliefs and their perceived achievement in English; high school students' perceptions of their autonomy-supportive learning climate and their perceived achievement in English; high school students' self-efficacy beliefs in English, their perceptions of autonomy-supportive learning climate, and their perceived achievement in English?*) since the data obtained through the scales is a normal distribution.

Finally, as Örs-Özdil (2017) states, finding correlations between variables and making predictions about how they will function in the future is one of the most crucial goals of the researchers. More specifically, investigating how the variables

function can help individuals better grasp how the variables relate to one another and how these interactions are created. Rather than focusing on whether there is a relationship between the variables, the majority of researchers instead ask how a causal effect occurs; accordingly, some models are created and evaluated to determine how the independent variable affects the dependent variable (Örs-Özdil, 2017). Hayes (2009) suggested that the term "mediation" refers to a chain of events where one or more independent variables are thought to have an impact on one or more dependent variables through a third independent variable (s); additionally, the fundamental goal of mediation analysis is to show the existence of a third variable and the relationship between two variables. In the most basic scenario, the term "mediation" is used to describe the process by which an independent variable (X) influences a dependent variable (Y) via a third mediating variable (M) (Abu-Bader & Jones, 2021). When there are indirect effects, the variable that establishes the connection between the variables is known as the mediator variable, and it is claimed that the third variable has a mediating influence between the first two variables (MacKinnon et al., 2007). The most widely used informal labels for mediation effect magnitude are complete, perfect, and partial mediation (Mathieu & Taylor, 2006). As suggested by Preacher and Kelly (2011), if c' is not statistically significantly different from zero, a researcher may assert that a mediation effect is *perfect* or *complete*, meaning that perfect mediation exists even while there is insufficient information to show that it does not.

Utilizing the PROCESS Macro in SPSS, two models were formed to execute a simple mediation analysis (Hayes's Model 4) to answer Research Question 5 (*Do self-efficacy beliefs in English have predictive power on perceived achievement through autonomy support in the classroom?*) and Research 6 (*Does autonomy support in the classroom have predictive power on perceived achievement through self-efficacy beliefs in English?*). Self-efficacy is an appraisal of competence that people use to do a task successfully and that combines goals, behaviors, and external influences (Bandura, 1977). Self-efficacy is essential for students to evaluate their own abilities positively and fulfill the criteria of the academic context. Academic self-efficacy, then, is linked to students' awareness of contextual opportunities and constraints without resulting loss of motivation or enthusiasm. Considering this, it is expected that self-efficacy in English indicates a predictor

effect on achievement through autonomy-supportive learning climate as shown in the first hypothesized model in Figure 3.5.

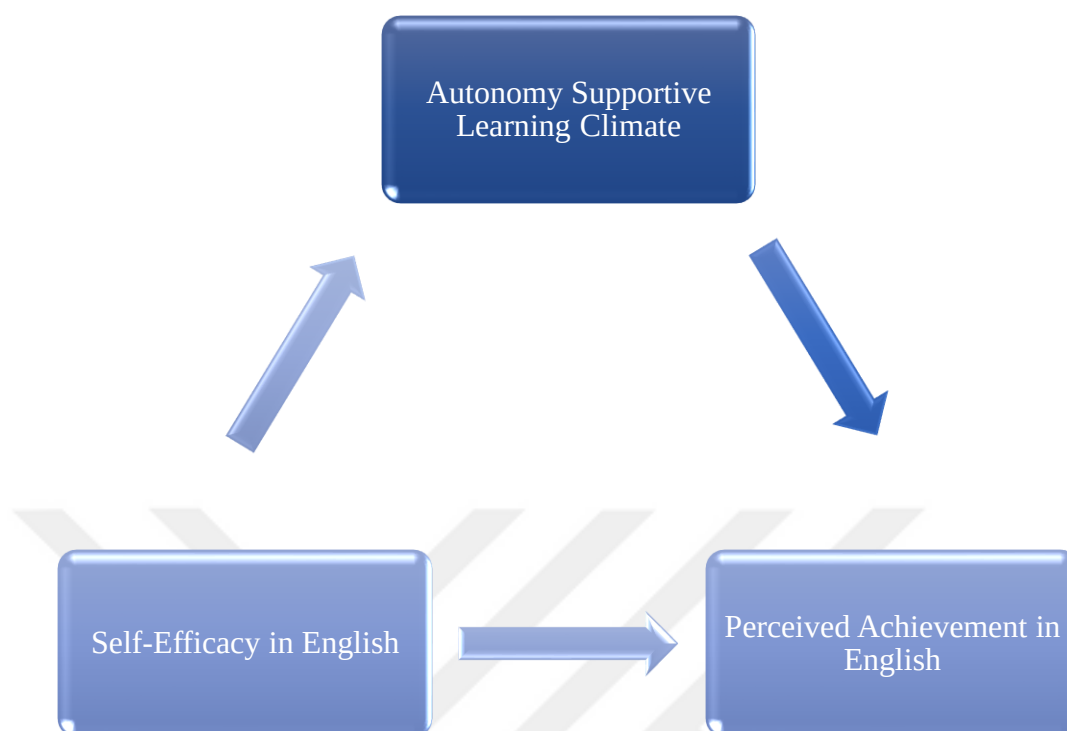


Figure 3. 5 The Hypothesized Mediation Model 1

Besides, some studies showed that teachers are able to produce these desirable educational and developmental outcomes because they work to engage students and meet their psychological needs (for autonomy, competence, and relationships) while they are learning (Reeve & Jang, 2006; Sierens et al., 2009). Numerous studies have shown that teacher-student relationships built on autonomy support can lead to higher levels of learning, positive affect, accomplishment, and behavior persistence, among many other benefits (Buff et al., 2011; Reeve, 2009). In light of these findings, it is expected that autonomy-supportive learning climate shows a predictive effect on achievement through self-efficacy in English as illustrated in the second hypothesized model in Figure 3.6.

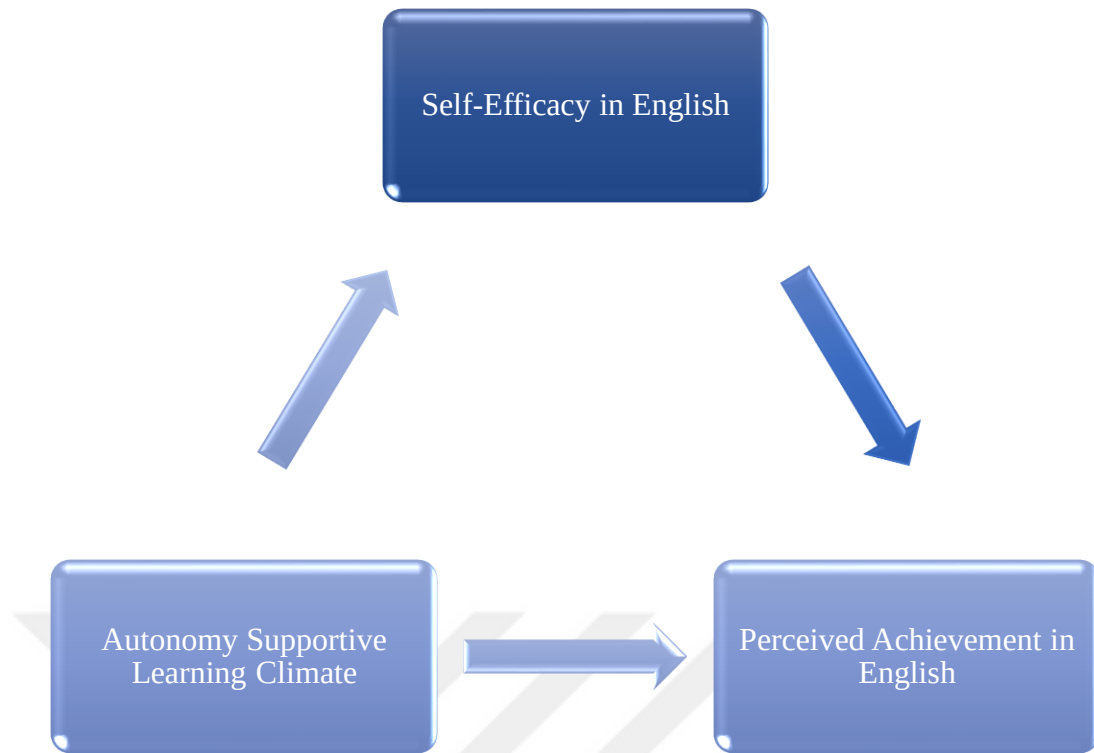


Figure 3. 6 The Hypothesized Mediation Model 2

3.7.2 Qualitative Data Analysis

Software called NVivo was used to examine the qualitative information gathered from semi-structured interviews. The following procedures outlined by Creswell (2015) were used while analyzing qualitative data. The recordings were first transcribed into textual words with the help of an automated transcription service. Since the interviews were conducted in Turkish, the qualitative data was then translated into English. The researcher was also the translator and it was concentrated on producing accurate, reliable, and meaningful data through translation processes. Next, the researcher engaged herself in the details and tried to obtain a sense of the overall interviews before dividing them into sections based on the research questions. The transcripts were read carefully; later, the data was color-coded according to the research questions. Moreover, vivid quotations from the participants were also marked to further illustrate the themes in the section which reports qualitative data. After coding of the entire data, the codes were checked for duplication and overlap, the similar codes were grouped into groups and then given conceptual labels. Besides, data was examined in search of contradictory evidence that contradicts a theme and does not support or corroborate

the themes. When it was determined the main themes and no additional material was not added to the list of themes or to the details for existing themes, the saturation of themes was achieved. Finally, the researcher went over the data and developed a bigger interpretation about the phenomenon based on personal observations and parallels with previous studies.

3.8. Trustworthiness of the Study

Lincoln and Guba's (1985, as cited in Creswell, 2015) approach to validity was used to describe the validity of the present investigation. To triangulate the findings, the researcher reconciled information from different participants (e.g., English teachers and high school students), categories of data (e.g., qualitative and quantitative), or data collection methods (e.g., exam scores, questionnaires and interviews) and evaluated each source of information for evidence to support a theme. In this way, with the help of the information drawn from different sources of information, individuals, or procedures the accuracy and credibility of the findings were validated. By describing the context of a study and providing thorough descriptions of the techniques, transferability (external validity) from one environment to another were also established. Finally, detailed methodological descriptions of the procedures enabled the researcher to achieve dependability (reliability) of the study (Creswell, 2015).

4. RESULTS

The results of the high school students' self-efficacy beliefs in English, perceptions of autonomy support in their learning climate, and their perceived achievement in English are presented in this chapter. The outcomes of the quantitative data from the ESES, LCQ, and Achievement Scores are first illustrated. The last section describes the qualitative information that was acquired through semi-structured interviews with English teachers and students in public high schools.

4.1 Quantitative Findings

4.1.1 To What Extent Do High School Students Feel Confident in Reading, Writing, Speaking, and Listening Skills in English?

Skewness and Kurtosis statistical parameters were evaluated to determine whether the data were normally distributed (George & Mallery, 2011). The normality analysis of the ESES, LCQ, and student exam scores are displayed in Table 4.1. Kurtosis defines the weight of the distribution tails, whereas skewness generally measures the distribution's symmetry (George & Mallery, 2011, p.114). The distribution of data in the present study was found to be normally distributed, as shown in Table 4.1. For the majority of statistical uses, values for skewness and kurtosis are deemed a near-normal data distribution if they fall within ± 1.0 (George & Mallery, 2011).

Table 4. 1 Normality Statistics for Learning Climate Questionnaire (LCQ), English Self-Efficacy Scale (ESES), and English Exam Scores

	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
Learning Climate Questionnaire (LCQ)	820	-,796	,085	-,093	,171
English Self-Efficacy Scale (ESES)	820	,067	,085	-,574	,171
English Exam Scores	820	-,463	,085	-,350	,171
Valid N (listwise)	820				

The students were given the English Self-Efficacy Scale, a 34-item instrument with Likert-style items indicating whether they are "Not at All Satisfied," "Slightly Satisfied," "Moderately Satisfied," "Very Satisfied," or "Completely Satisfied." Each item was given a weight point, with denoting 1 "Not at All Satisfied," 2 "Slightly Satisfied," 3 "Moderately Satisfied," 4 "Very Satisfied," and 5 "Completely Satisfied." The high score on the scale was taken as evidence of a strong belief in English language skills.

Table 4. 2 Descriptive Statistics of High School Students' Self-Efficacy in Reading

Reading Self-Efficacy	N	Min.	Max.	Mean	Std. Deviation
R1: I can comprehend texts written in English.	820	1	5	3.38	1.13
R2: I can comprehend important points in academic texts written in English.	820	1	5	2.89	1.13
R3: I can visualize what I read in a text.	820	1	5	3.64	1.15
R4: I can identify the main idea or theme of a text in English.	820	1	5	3.30	1.20
R5: I can respond to questions in a text in English.	820	1	5	3.44	1.14
R6: When reading an English text, I can guess the unknown words.	820	1	5	3.09	1.18
R7: In a text in English, I can find the information I am seeking for with ease.	820	1	5	3.19	1.20
R8: I am certain I'll do well on the reading section of the exam.	820	1	5	3.38	1.29
Total	820			3.28	1.18

Within the scope of Research Question 1, the high school students' English self-efficacy levels in reading were examined. Table 4.2 shows the descriptive statistics of high school students' self-efficacy in reading. According to Table 4.2, the mean score of the responses related to reading self-efficacy was 3.28 ($SD = 1.18$), which indicates that high school students were neutral in terms of self-

efficacy beliefs in their reading skills. Item 3 (*I can visualize what I read in a text*) got the highest score ($M = 3.64$, $SD = 1.15$), whereas the lowest score belongs to Item 2 (*I can comprehend important points in academic texts written in English*) ($M = 2.89$, $SD = 1.13$).

Table 4. 3 Descriptive Statistics of High School Students' Self-Efficacy in Writing

Writing Self-Efficacy	N	Min.	Max.	Mean	Std. Deviation
W1: I am able to compose a solid paragraph or essay.	820	1	5	2.45	1.21
W2: When I write an English paragraph or essay, I can follow the proper grammatical standards.	820	1	5	2.43	1.18
W3: I can use correct punctuation when writing in English.	820	1	5	3.10	1.30
W4: When I write in English, I can thoroughly and concisely convey my ideas.	820	1	5	2.74	1.17
W5: I strive to find a solution rather than give up when I cannot write something in English.	820	1	5	3.22	1.36
W6: I can emphasize key ideas when writing in English.	820	1	5	2.84	1.24
W7: I can rewrite an English text in my own sentences.	820	1	5	2.67	1.26
W8: I can use English in everyday situations (curriculum vitae, application form, complaint letter, etc.)	820	1	5	2.84	1.31
W9: I can identify my errors after writing anything in English.	820	1	5	2.95	1.21
W10: I require assistance with writing-related tasks.	820	1	5	3.01	1.24
Total	820			2.82	1.25

Table 4.3 displays the descriptive statistics on high school students' self-efficacy in writing. The average response score for questions about writing self-efficacy was 2.82 ($SD = 1.25$), indicating that they did not have complete confidence in their writing skills.

Item 2 (*When I write an English paragraph or essay, I can follow the proper grammatical standards*) obtained the lowest score ($M = 2.43$, $SD = 1.18$), while Item 5 (*I strive to find a solution rather than give up when I cannot write something in English*) received the highest score ($M = 3.22$, $SD = 1.36$).

Table 4. 4 Descriptive Statistics of High School Students' Self-Efficacy in Listening

Listening Self-Efficacy	N	Min.	Max.	Mean	Std. Deviation
L1: I can follow spoken English.	820	1	5	3.24	1.16
L2: I can glean its major point from the English discourse I am listening to.	820	1	5	3.01	1.22
L3: Listening to a sentence, I can perceive emotional stresses.	820	1	5	3.18	1.20
L4: When I listen to an English dialogue, I can deduce the meaning of unknown words.	820	1	5	2.95	1.18
L5: I can respond to inquiries regarding what I hear after listening to an English speech	820	1	5	3.00	1.20
L6: I can comprehend what is being said when I watch TV shows or movies in English.	820	1	5	3.12	1.20
L7: I can tell the difference between the formal and informal language used in speeches.	820	1	5	3.18	1.32
L8: When I listen to a text in English, I can write the words exactly as I hear them.	820	1	5	3.09	1.18
L9: I can follow a brief exchange of English between two persons.	820	1	5	3.57	1.20
L10: I am confident that I will do well on the listening sections of the exams.	820	1	5	3.13	1.32
Total	820			3.14	1.22

Table 4.4 shows that high school students' self-efficacy beliefs in listening were moderately high on average ($M = 3.14$, $SD = 1.22$). The majority of the participants claimed to be able to follow a brief conversation of English between two people ($M = 3.57$, $SD = 1.20$). Besides, Item 4 (*When I listen to an English dialogue, I can deduce the meaning of unknown words*) received the lowest score ($M = 2.95$, $SD = 1.18$).

Table 4. 5 Descriptive Statistics of High School Students' Self-Efficacy in Speaking

Speaking Self-Efficacy	N	Min.	Max.	Mean	Std. Deviation
S1: I can fulfill my daily needs by using English (imagine you are traveling, location-direction seeking, shopping, etc.).	820	1	5	3.23	1.27
S2: I can communicate in English in an interview. (Applying for a job, getting into college, etc.)	820	1	5	2.63	1.21
S3: Depending on the circumstance and the objective, I can speak English formally or informally.	820	1	5	2.80	1.21
S4: I am able to respond to questions addressed in English.	820	1	5	3.25	1.18
S5: If someone has trouble understanding what I am saying, I can paraphrase it.	820	1	5	3.04	1.24
S6: I can communicate in English in a manner that a native speaker can comprehend.	820	1	5	2.69	1.26
Total	820			2.94	1.23

Students' levels of speaking self-efficacy were also assessed. The descriptive statistics of high school students' self-efficacy in speaking are shown in Table 4.5. According to the descriptive statistics results, the mean score for responses linked to speaking self-efficacy beliefs was 2.94 ($SD = 1.23$), which indicates high school students have relatively low confidence in their speaking abilities. Item 4 (*I am able to respond to questions addressed in English*) scored the highest ($M = 3.25$, $SD = 1.18$), while Item 2 (*I can*

communicate in English during an interview. For instance, applying for a job, getting into college, etc.) received the lowest ($M = 2.63$, $SD = 1.21$).

Table 4. 6 Summary of Descriptive Statistics of ESES Dimensions and ESES

	N	Min.	Max.	Mean	Std. Deviation
Reading	820	1	5	3.28	1.18
Writing	820	1	5	2.82	1.25
Listening	820	1	5	3.14	1.22
Speaking	820	1	5	2.94	1.23
ESES	820	1	5	3.04	1.22
Total	820				

Table 4.6 displays the descriptive results of the English Self-Efficacy Scale and its dimensions. As can be understood from Table 4.6, their self-efficacy beliefs in English were moderately high on average ($M = 3.04$, $SD = 1.22$). Put it differently, the students are not quite satisfied with their overall command of the English language. When it is compared to other language skills, their responses to the items in the Reading Dimension showed the highest mean score ($M = 3.28$, $SD = 1.18$); however, the mean score of the writing dimension was the lowest ($M = 2.82$, $SD = 1.25$). In other words, students feel more confident in their reading skill, but they do not feel competent enough in their writing skills. On the other hand, the Listening Dimension has the second-highest mean score in this category. Finally, the Speaking Dimension's mean score was also low ($M = 2.94$, $SD = 1.23$). From this, it can be inferred that students were dissatisfied with their speaking skills.

4.1.2 To What Extent Do High School Students Feel Successful in English?

Within the scope of Research Question 2 (*To what extent do high school students feel successful in English?*), the students were prompted to provide the results of their most recent English exam.

Table 4. 7 Descriptive Statistics of High School Students' English Exam Scores

	N	Min.	Max.	Mean	Std. Deviation
English Exam Scores	820	8,0	100,0	70,806	20,05
	820				

As displayed in Table 4.7, the mean score of high school students' English exam scores was 70.8 ($SD = 20.05$). The frequency and percentage distribution of high school students by English exam results are shown in Table 4.8. Compared to 14.5 % of the students who received extremely low grades on their English exams ($N = 119$), 29.8 % of the students received very high scores on their English exams ($N = 244$). As can be understood from Table 4.8, more than half of the participants have high and very high achievement scores in English ($N = 464$, 56.6 %). The categorization of exam scores was taken from the regulation of the Ministry of National Education (MoNE) on secondary education institutions (MoNE, 2013).

Table 4. 8 Frequencies of High School Students' English Exam Scores

Exam Scores	Frequency	Percent	Valid Percent	Cumulative Percent
0-49.90 (Very Low)	119	14.5	14.5	14.5
50-59.99 (Low)	115	14.0	14.0	28.5
60-69.99 (Medium)	122	14.9	14.9	43.4
70-84.99 (High)	220	26.8	26.8	70.2
85-100 (Very High)	244	29.8	29.8	100.0
Total	820	100.0	100.0	

4.1.3 How Do High School Students Perceive Their Learning Climate?

The Learning Climate Questionnaire (LCQ) was administered to determine how students felt about their English instructors. The students were asked to respond to 15 items on the seven-point Likert scale by selecting one of the following options: "Strongly Disagree," "Disagree," "Somewhat disagree," "Neutral," "Somewhat Agree," "Agree," or "Strongly Agree." Each item's weighted point was coded as follows: 1 = "Strongly Disagree," 2 = "Disagree," 3 = "Somewhat Disagree," 4 = "Neutral," 5 = "Somewhat Agree," 6 = "Agree," and 7 = "Strongly Agree." The high score on the scale indicates a higher perception of autonomy support.

Table 4. 9 Descriptive Statistics of Learning Climate Questionnaire

Items	N	Min.	Max.	Mean	Std. Deviation
LCQ 1: I believe that my teacher provided me with choices and possibilities.	820	1	7	5.02	1.79
LCQ 2: I feel my teacher has comprehended me.	820	1	7	4.91	1.89
LCQ 3: I can be open and sincere with my teacher during the lesson.	820	1	7	5.05	1.99
LCQ 4: My teacher exhibits faith in my capacity to complete the lesson successfully.	820	1	7	4.70	1.96
LCQ 5: My teacher accepts my negative feelings about the lesson.	820	1	7	4.53	1.84
LCQ 6: My teacher makes me understand the objectives of the lesson and what I need to do to achieve these objectives.	820	1	7	5.07	1.81
LCQ 7: My teacher encourages me to ask questions in class.	820	1	7	5.00	1.92
LCQ 8: My teacher has my full confidence.	820	1	7	4.87	1.94
LCQ 9: My teacher answers my questions carefully and fully.	820	1	7	5.31	1.86
LCQ 10: My teacher cares about how I want to do things in any subject.	820	1	7	4.90	1.91
LCQ 11: My teacher has a great understanding of how others feel.	820	1	7	4.77	1.91
LCQ 12: I think my teacher cares about me as an individual	820	1	7	5.06	1.92

Table continued.					
LCQ 13: I do not think my teacher talks to me in a very good way.	820	1	4	1.98	1.06
LCQ 14: My teacher always tries to comprehend my viewpoints before offering a fresh approach.	820	1	7	4.71	1.84
LCQ 15: I think I can share my feelings with my teacher.	820	1	7	4.63	2.09
Total	820			4.70	1.85

According to Table 4.9, the mean score of LCQ was 4.70 ($SD = 1.85$) and it suggested that the students did not have negative feelings regarding their learning climate, and they perceived a moderate level of autonomy support from their teachers in their English lessons. It can be concluded that their learning environment fostered autonomy to a certain degree.

High school students concurred that their English teachers offered options in their classes ($M = 5.02$, $SD = 1.79$), and explained the lesson objectives and what needed to be done to accomplish them ($M = 5.07$, $SD = 1.81$). Additionally, the majority of them thought that their English teachers welcomed their questions in class ($M = 5.00$, $SD = 1.92$) and fully addressed them ($M = 5.31$, $SD = 1.86$). In addition, they perceived that their learning climate was pleasant and sincere ($M = 5.05$, $SD = 1.99$), and their teachers seemed to genuinely care about them as individuals ($M = 5.06$, $SD = 1.92$). In comparison to 15.4 % of the students who remained neutral, 62.9 % of the students thought that their teachers understood them ($M = 4.91$, $SD = 1.89$). In contrast to the 25.7 % who disagreed, 56.7 % of them felt that their instructors had faith in their abilities to succeed in the course ($M = 4.70$, $SD = 1.96$). However, 25.1 % of the students stayed neutral, noting that their teachers recognized their displeasure with the lesson ($M = 4.53$, $SD = 1.84$). More than half of the students reported that their instructor had their whole faith ($M = 4.87$, $SD = 1.94$) and paid attention to how they prefer to complete tasks ($M = 4.90$, $SD = 1.91$). 59.1 % of the students agreed that their instructors were excellent at managing people's emotions even though 19.1 % of them remained neutral ($M = 4.77$, $SD = 1.91$).

While 22 % of the students stayed neutral, more than half of the students agreed that their instructors tried to understand how they see things before offering a novel approach ($M = 4.71$, $SD = 1.84$). 27.2 % of them did not feel comfortable talking about their emotions with their teacher; however, 56 % of them believed the opposite ($M = 4.63$, $SD = 2.09$). Furthermore, 86.3 % of the students disagreed that the way their teachers spoke to them made them feel uncomfortable ($M = 1.98$, $SD = 1.06$). Overall, the findings indicated that the students were satisfied with their learning climate. They did not frequently express unfavorable judgments and dissatisfaction regarding their learning climate despite preferring to remain neutral on the majority of issues.

4.1.4 The Relationship between High School Students' Self-Efficacy Beliefs in English and Their Perception of Autonomy-Supportive Learning Climate

To analyze the statistical association or link between two continuous variables, it is necessary to know the strength of the correlation or association as well as the direction of the relationship; this is accomplished by calculating the Pearson's correlation coefficient (Pallant, 2020). To determine whether there is a relationship between high school students' self-efficacy beliefs in English and their perception of autonomy-supportive learning climate, Pearson Product-Moment Correlation was conducted since the data has a normal distribution.

Table 4. 10 Pearson Correlation Analysis of Learning Climate and English Self-Efficacy

		English Self-Efficacy	Learning Climate
English Self-Efficacy	Pearson Correlation	1	.25**
	Sig. (2-tailed)		.00
	N	820	820
Learning Climate	Pearson Correlation	.25**	1
	Sig. (2-tailed)	.00	
	N	820	820
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.10 demonstrates the Pearson Correlation Analysis of Learning Climate and English Self-Efficacy. The results indicate a significant positive correlation between high school students' English self-efficacy beliefs and their perception of their learning climate ($r(818) = .25, p = .00$). Since the correlation between aforementioned variables is statistically significant and positive, these two variables increase and decrease in the same direction despite the relationship being at a low level.

4.1.5 The Relationship between High School Students' Self-Efficacy Beliefs and Their Perceived Achievement in English

Since the data has a normal distribution, Pearson Product-Moment Correlation was used to investigate whether there is a relationship between high school students' self-efficacy beliefs and their perceived achievement in English.

Table 4. 11 Pearson Correlation Analysis of English Self-Efficacy and Perceived Achievement in English

		English Self-Efficacy	Perceived Achievement in English
English Self-Efficacy	Pearson Correlation	1	.54**
	Sig. (2-tailed)		.00
	N	820	820
Perceived Achievement in English	Pearson Correlation	.54**	1
	Sig. (2-tailed)	.00	
	N	820	820
**. Correlation is significant at the 0.01 level (2-tailed).			

As indicated in Table 4.11, the results of the Pearson Correlation Analysis of high school students' perceived achievement in English lessons and their self-efficacy beliefs revealed a significant positive correlation between high school students' English self-efficacy beliefs and their perceived success in English lessons ($r(818) = .54, p = .00$). The correlation between these two variables is statistically significant and positive, thus even though the link is at a moderate level, it increases and decreases in the same direction.

4.1.6 The Relationship between High School Students' Perceptions of Their Autonomy-Supportive Learning Climate and Their Perceived Achievement in English

To ascertain whether there is a relationship between students' perceptions of their autonomy-supportive learning climate and their perceived achievement in English, Pearson Product-Moment Correlation was utilized. As illustrated in Table 4.12, the results reveal a significant positive correlation between high school students' perceptions of their autonomy-supportive learning climate and their perceived success in English ($r(818) = .18, p = .00$). The association between these two variables is at low level and statistically significant.

Table 4. 12 Pearson Correlation Analysis of Students' Perceptions of Their Autonomy-Supportive Learning Climate and Their Perceived Achievement in English

		Perceived Achievement in English	Learning Climate
Perceived Achievement in English	Pearson Correlation	1	.18**
	Sig. (2-tailed)		.00
	N	820	820
Learning Climate	Pearson Correlation	.18**	1
	Sig. (2-tailed)	.00	
	N	820	820
**. Correlation is significant at the 0.01 level (2-tailed).			

4.1.7 The Relationship between High School Students' Self-Efficacy Beliefs in English, Their Perceptions of Autonomy-Supportive Learning Climate, and Their Perceived Achievement in English

Pearson Product-Moment Correlation was conducted with eye to examine whether there is an association between high students' perceptions of their autonomy-supportive learning climate, their self-efficacy beliefs, and their perceived achievement in English. In general, there is a statistically significant and positive correlation between these three variables. The results pointed out that the strongest correlation is between students' self-efficacy beliefs and their perceived achievement in English lessons among these three variables ($r(818) = .54, p = .00$). The second strongest relationship is between high schoolers' perceptions of their autonomy-supportive learning climate and self-efficacy beliefs in English ($r(818) = .25, p = .00$). On the other hand, the weakest association is between their perceptions of learning climate and their perceived success in English lessons ($r(818) = .18, p = .00$).

Table 4. 13 Pearson Correlation Analysis of Students' Perceptions of Their Autonomy-Supportive Learning Climate, Their Self-Efficacy Beliefs and Their Perceived Achievement in English

		Perceived Achievement in English	English Self-Efficacy	Learning Climate
Perceived Achievement in English	Pearson Correlation	1	.54**	.18**
	Sig. (2-tailed)		.00	.00
	N	820	820	820
English Self-Efficacy	Pearson Correlation	.54**	1	.25**
	Sig. (2-tailed)	.000		.00
	N	820	820	820
Learning Climate	Pearson Correlation	.18**	.25**	1
	Sig. (2-tailed)	.000	.00	
N		820	820	820

4.1.8 The Predictive Power of Self-Efficacy Beliefs in English on Perceived Achievement through Autonomy Support in the Classroom

Within the scope of Research Question 5 (*Do self-efficacy beliefs in English have predictive power on perceived achievement through autonomy support in the classroom?*), the present study also assessed the mediating role of autonomy-support in the learning climate in the predictive power of self-efficacy on perceived achievement in English. Using the PROCESS Macro in SPSS, the data were analyzed with Model 4, Hayes's (2017) simple mediation model. Besides, the mediation effect of autonomy support in the classroom was calculated by the confidence intervals achieved through Bootstrap method. The analysis indicated that self-efficacy in English predicted the perceived achievement in English significantly ($\beta = .53$, CI [.0216, .0269], $t = 17.85$, $p = .00$, % 95). Besides, it was observed that self-efficacy in English predicted autonomy-support in the learning climate significantly ($\beta = .25$, % 95 CI [.1324, .2281], $t = 7.395$, $p = .00$). It was also revealed that the self-efficacy in English explains 6 % of ($R^2 = .06$) autonomy-support in the learning climate. Table 4.14 describes the summary of the first mediation analysis.

Table 4. 14 The Summary of Mediation Analysis 1

Variable	B	95 % CI	SE B	β	R^2
Self-Efficacy in English	.02	[.0216, .0269]	.00	.52**	.28
Autonomy-Support in the Learning Climate	.00	[-.0011, -.0065]	.00	.04	

The mediating variable (i.e., Autonomy-Support in the Learning Climate) was added to the first hypothesized mediation model. When the mediator was added to the model, it was found that the effect of self-efficacy in English on perceived achievement in English was significant ($\beta = .52$, 95 % CI [.0210, .0265], $t = 16.95$, $p = .00$); however, the effect of autonomy-support in the learning climate on perceived achievement in English was not significant ($\beta = .04$, 95 % CI [-.0011, .0065], $t = 1.38$, $p = .16$).

Since this relationship was not significant, it was concluded that autonomy-support in the learning climate did not have a significant mediating role in the relationship between self-efficacy in English and perceived achievement in English (Effect = .0005, 95% CI [-.0003, .0013]. Table 4.15 portrays the effects sizes of self-efficacy in English and autonomy-support in the learning climate on perceived achievement in English.

Table 4. 15 Effects Sizes of Self-Efficacy in English and Autonomy-Support in the Learning Climate on Perceived Achievement in English

	Variable	Effect	SE B	t	LLCI	ULCI
Total Effect	Self-Efficacy in English	.02	.00	17.85**	.0216	.0269
Direct effect (c path)	Self-Efficacy in English	.02	.00	16.95	.0210	.0265
Indirect effect (c' path)	Autonomy-Support in the Learning Climate	.00	.00		-.0003	.0013

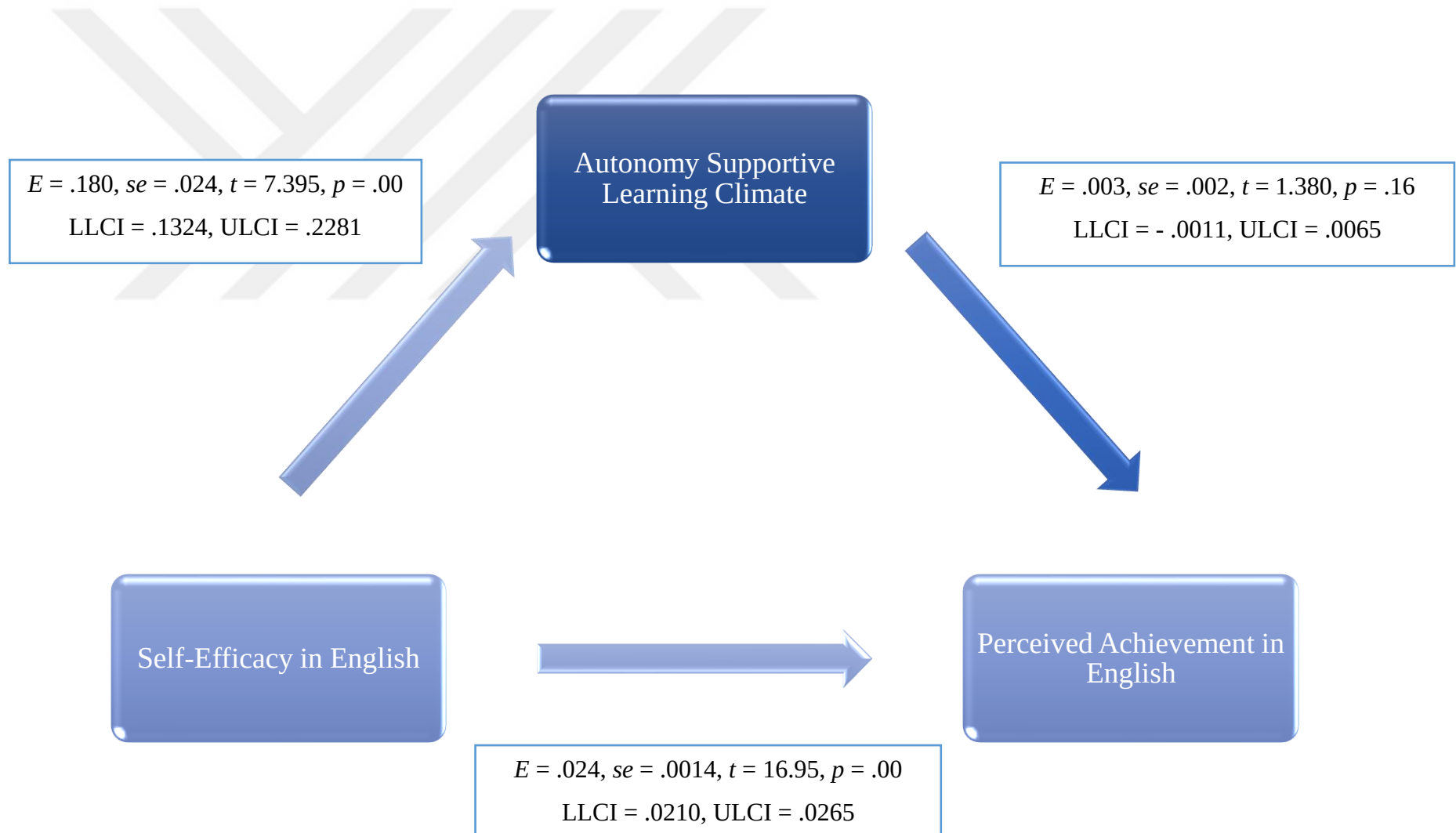


Figure 4. 1 The First Simple Mediation Model

4.1.9 The Predictive Power of Autonomy Support in the Classroom on Perceived Achievement through Self-Efficacy Beliefs in English

Within the scope of Research Question 6 (*Does autonomy support in the classroom have predictive power on perceived achievement through self-efficacy beliefs in English?*), it was aimed to test the mediating role of self-efficacy in English in the relationship between autonomy support in the classroom and the students' perceived achievement in English. Utilizing the PROCESS Macro in SPSS, the data were analyzed with Model 4, Hayes's (2017) simple mediation model. Besides, the mediation effect of self-efficacy in English was calculated by the confidence intervals achieved through Bootstrap method. The analysis demonstrated that the autonomy- supportive learning climate predicted self-efficacy in English significantly and positively ($\beta = .25$, 95 % CI [.1324, .2281], $t = 7.395$, $p = .00$). Autonomy- support explains about 6 % ($R^2 = .06$) of the variation in self-efficacy in English. Table 4.16 describes the summary of mediation analysis 2.

Table 4. 16 The Summary of Mediation Analysis 2

Variable	B	95 % CI	SE B	β	R^2
Autonomy-Support	.00	[-.0011, .0065]	.00	.04	.28
Self- efficacy in English	.02	[.0210, .0265]	.00	.52**	

It was revealed that autonomy-support in the learning climate predicted perceived achievement in English ($\beta = .17$, 95 % CI [.0067, .0153], $t = 5.00$, $p = .00$).The mediating variable (i.e., Self-Efficacy in English) was added the second hypothesized mediation model. When the mediator was added to the model, it was found that the effect of autonomy support on perceived achievement in English was not significant ($\beta = .003$, 95 % CI [-.0011, .0065], $t = 1.380$, $p = .17$); however, the effect of self-efficacy in English on perceived achievement in English was found to be significant ($\beta = .024$, 95 % CI [.0210, .0265], $t = 16.946$, $p = .00$).

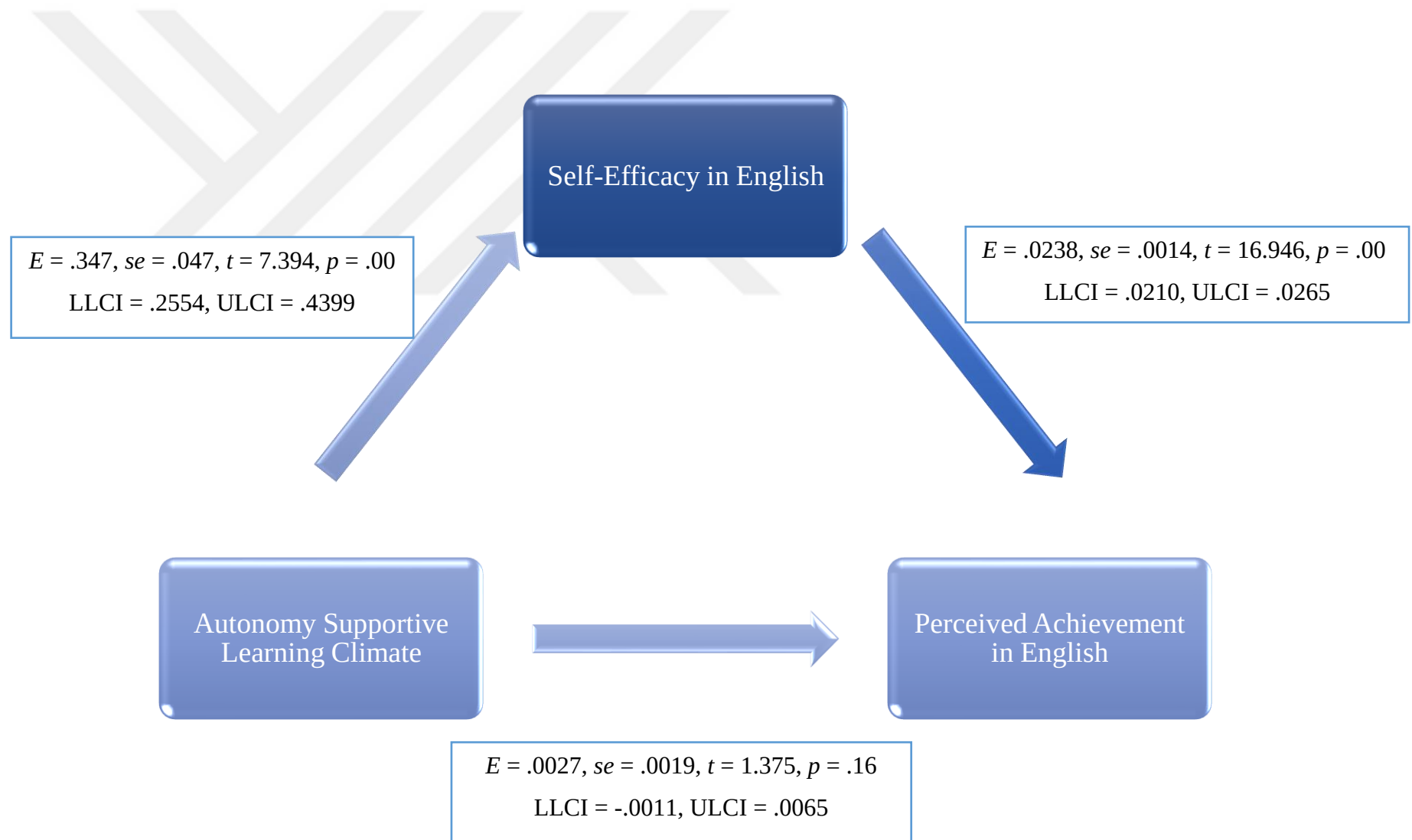


Figure 4. 2 The Second Simple Mediation Model

Since this relationship was significant, it was concluded that self-efficacy in English has a mediating role in the relationship between autonomy support in the learning climate and perceived achievement in English (Effect = .0083, 95 % CI [.0059, .0107]. Table 4.17 demonstrates the effect size measures of autonomy-support in the learning climate and self-efficacy in English on perceived achievement in English.

Table 4. 17 Effects Sizes of Autonomy-Support in the Learning Climate and Self-Efficacy in English on Perceived Achievement in English

	Variable	Effect	SE B	t	LLCI	ULCI
Total Effect	Autonomy Support	.01	.00	5.00**	.0067	.0153
Direct effect (c path)	Autonomy Support	.00	.00	1.38	-.0011	.0065
Indirect effect (c' path)	Self-Efficacy in English	.01	.00		.0059	.0107

4.2 Qualitative Findings

4.2.1 Students' Interview Results

4.2.1.1 Self -Efficacy Beliefs in English

As stated earlier, semi-structured interviews were conducted with 15 high school students from different schools and grade levels. When students were asked whether they believe in their capabilities when completing a task in English within the scope of Research Question 7 (*To what extent do high school students feel confident in reading, writing, speaking, and listening skills in English according to high school students and English teachers?*), nearly all of them reported that they believed they could succeed in English because they had confidence in their own abilities. However, S9 and S10 noted that they felt neutral regarding their skills in English. S10 provided the following justification when asked why he did not feel confident speaking English:

I do not put enough effort to succeed in English. Maybe I can be successful in speaking, but I believe I need more practice. Frankly, the activities provided at school do not reflect real-life situations. In the setting of actual life, we can hear many accents and grammatical constructions. To be

honest, just because a person gets high grades in exams, I do not think they have a good command for English. [S10]

The majority of high school students in the qualitative phase stated that they could succeed in reading skills in English. Furthermore, almost half of them feel confident in their listening, writing, and speaking skills. One of the students who feels confident in his language skills pointed out:

I can talk to foreigners on social media and communicate easily with them. Also, I can understand what the speakers say during the listening task in our English lessons. I feel confident in English because the more I see what I can do, or the more I fall for it, the more confidence I gain. [S1]

Related to another point worth mentioning regarding students' perception of their self-efficacy beliefs, most of them stated that they had difficulty in their speaking skills compared to the other language skills. The reasons for their low level of self-efficacy beliefs in certain language skills derived from their language related problems and most importantly affective issues. For instance, S13 said that he did not have enough lexical knowledge to express himself and the restricted vocabulary knowledge limited his speaking skills. Also, the other students reported that they had a tense atmosphere in their classes because of their classmates, not their English instructors. They also added that their friends always laughed at them when they made a simple mistake, and this discouraged them from taking part in their classroom activities. One of the students made the following relevant comment:

Sometimes I do not want to make mistakes while talking in English, so sometimes I get nervous. Because I was born and raised in England, I feel like people think that I should not make mistakes. I think this tension may result from my classmates' approach to that, they always say that you were born there, then how do you make a mistake? [S15]

Another problematic language skill among these participants was listening. The reasons for their low level of self-efficacy beliefs in listening vary. Four students did not believe they could succeed in listening tasks because different accents, the pace of speakers, and vocabulary made it difficult for them to follow what the speakers said.

In conclusion, some students' level of self-efficacy in writing was also low. Three students said that they did not have the words, the language structures, and the creativity to form a text, and combining their grammar and vocabulary knowledge in a text intimidated them.

4.2.1.2 Sources of Sense of Efficacy in English

To answer Research Question 8 (*What are the factors that affect high school students' self-efficacy beliefs in English and their perceived success and failure in English according to high school students and English teachers?*), the students were asked what factors affect their sense of efficacy in English, and their responses were discussed below:

4.2.1.2.1 Effort

Among 15 students, only one student studying in the field of Turkish and Mathematics reported that he could not try to improve his language skills since he did not have enough time to concentrate on his language-learning journey due to his busy schedule at his school. However, the rest of the students stated that they used different strategies to improve their language competency through watching movies and TV series in English, listening to English songs, singing along to the songs, making foreign friends via social media, talking to themselves, taking language courses, reading in English, consulting their English instructors about how to improve their weaknesses in English, and so forth. Their extensive effort to improve themselves in English boosted their sense of efficacy in their language skills since they were practicing regularly and compensating for their weaknesses. S2 made the following comment:

I am quite aware of the importance of learning a foreign language. It is clear that knowing a language will give me the jump on my future career and educational life. Therefore, I always put so much effort into eliminating my weaknesses and problems in English. I feel my teacher is always by my side when I have trouble in our lessons. I prefer asking her how to find a way to solve my problems aside from my own efforts. [S2]

4.2.1.2.2 Experience of Success

Failures reduce self-efficacy whereas successes strengthen it, especially if they occur before a strong sense of efficacy has been created (Bandura, 1997). S12 said that he always played online video games with foreign people, and he could

speak English easily with them in the game. He also noted that when he watched TV series in English or listening and singing along to the songs in English, he did not have difficulty in understanding what the people said or pronouncing the words correctly while doing these activities. He added that when he saw he could do these tasks without having a problem, he felt confident in English and he could succeed in English. His remarks are consistent with a strong sense of self-efficacy in English. His remarks were given as in the following:

I watch a lot of TV series and movies. Also, I play video games so much and there are real strangers in these video games and I can talk to strangers without having any difficulty in understanding them and talking to them. Well, I believe I can pronounce the words very well. These are very effective for me. [S12]

On the other hand, S10 who said he did not have a strong sense of efficacy in English pointed out that he had difficulty in matching the classroom tasks with his real-life experiences. He believed that this mismatch made him unsuccessful in learning English. He also added that he could easily complete classroom activities; however, when it comes to his everyday life, he could not interact with other people without any difficulty. This discouraged him to be successful in building a strong sense of efficacy in English. S10 explained why he did not have a strong self-efficacy in English below:

For example, I can do the activities in our books but while interacting with the other people who speak English, I feel tense and incompetent because the way they speak or the way they use the language is so much more different than the things we do in our lessons. [S10]

4.2.1.2.3 Teachers' and Classmates' Influence

As suggested by Bandura (1997), the only way that people can learn about their potential is through active experience, but this is not the only way. Vicarious experiences, which are mediated by modeled attainments, have an impact on efficacy assessments to some extent (Bandura, 1997). However, there are not always absolute standards of competence for most tasks; therefore, people must evaluate their capacities in comparison to others' accomplishments (Bandura, 1997). Bandura (1997) suggested that more frequently than not, people gauge their progress against specific associates in related circumstances, such as coworkers,

classmates, adversaries, or individuals in different contexts who are pursuing comparable goals. Some of the participants pointed out that their classmates had an influence in their perception of their capabilities, which has a dual impact on the growth of self-efficacy beliefs. Comparing themselves with their peers who can do well and cannot do well in English, they evaluated their talents in the language skills. They usually compared themselves with their successful classmates and modeled their strategies to build their knowledge and boost their confidence. Their success in language learning motivated them to invest in their language acquisition to catch up with them. They reported that seeing others struggling when they can do well in certain tasks made them feel confident in their abilities in English. Aside from that, S8 remarked that it can be frustrating, upsetting, and demoralizing to watch others succeed while he was struggling. Finally, they stated that their English instructors sometimes shared their experiences of struggle in language learning when they were at their age, and this made them feel they were not the only ones struggling when learning a foreign language. S8 remarked:

Learning English can be difficult sometimes. For example, sometimes I have difficulty in understanding some of the tasks or completing them. In those cases, our teacher says “when I was your age, I also faced so many problems and difficulties when learning English. It is normal. It is a process. I did it and you can do this too.” Her words make me feel relieved. I feel I’m not the only one. [S8]

4.2.1.2.4 Social Persuasion

Among 15 participants, the most cited factor in boosting students’ sense of efficacy in English was their English instructors. The personal character of their teachers, the close bond with them, their field expertise, their effort to build their success in English through various classroom tasks, and their feedback on their performances and abilities were one of the influential points that made them believe in their capabilities. For instance, S2 studying in Grade 9 reported that her teacher was aware of her outstanding performance in classroom tasks and always gave her constructive and realistic feedback and additional activities to improve herself in speaking and listening, which were problematic skills areas for her.

Besides, she also remarked that her teachers’ sincere attitude enabled her to develop a positive attitude towards English. Another student in Grade 9 said that

her teachers' comments on her language development expanded her knowledge regarding her strengths and weaknesses in English and motivated her to invest in her language development. Moreover, S12 believed that her close bond with her English instructor and her teacher's positive and embracing approach and field expertise boosted her self-efficacy beliefs in English. Similar to S12, S5 highlighted that her speaking teacher also really impressed her when she spoke, and the way she approached her and the way she used her facial expressions while chatting with her encouraged her to talk. Besides, S1 noted:

Well, I used to be shy about speaking when I was a little younger, but later on, when my teacher somehow told me that there was nothing wrong with the way I spoke English and we did not have any difference in the classroom, we all had more or the less the same level of speaking ability; frankly, it made me more confident. Little by little, I realized I started to speak up more in our lessons. [S1]

Additionally, some of the participants pointed out that their family also had an effect on their sense of efficacy in English, and their constant positive comments and support increased their confidence in their language capabilities. S15 stated the following comment:

My family, for example, gave me a lot of guidance in English. For example, when I came to Turkey at the age of 5, I forgot how to speak English. My mother helped me a lot in this matter, you know, to improve my English. She signed me up for language courses starting from the first grade until now, it was very effective. [S15]

Another example for social persuasion from the teachers and family members was stated below:

For example, they say we know your English is very good, you can fall for it. When it is hard, they say you can do it if you try more. These comments motivate me a little more. This increases my motivation and self-confidence a little more. The comments made by my teachers also support me because his professional job is already teaching English. Therefore, I can correct myself taking into account the comments he makes about my strengths and weaknesses. [S7]

Finally, one student noted that her peers' encouragement boosted her confidence in English since they always highlighted her exceptional ability in English. Another student, on the other hand, felt nervous because of her classmates' negative comments about her speaking skills.

4.2.1.2.5 Interest

Another highly cited source of the sense of efficacy in English was students' interest in the target language. Most of them highlighted their great enthusiasm to learn English basing this interest on various reasons, including their English teachers' attitudes and field of expertise, their desire to study abroad, their curiosity about American and British culture, their will to understand their favorite songs, TV series, and movies, their future career plans and so forth. They stated that they indeed adored learning English; therefore, they felt the need to put so much more effort to excel in their language skills.

4.2.1.2.6 Classroom Activities and Tasks

Only three students said that their English teachers' in-class assignments and activities had a significant impact on how competent they felt in using English. Two of them claimed that their instructors gave them practical exercises, allowing them to feel more at ease when conversing with foreigners, playing online games, watching movies, listening to songs in English, reading in English, and in other situations where they utilize English in daily life. Since they were exposed to those activities, they were able to understand various accents, common vocabulary, and linguistic structures. Another student, on the other hand, described how his self-efficacy beliefs in English were negatively impacted by the disconnect between classroom activities and real-life experiences. S8 made the following remarks:

The situations we experience are so much different from what we do in our English lessons. Because the activities are very much like they were produced for that course. I mean, a person outside doesn't talk like that. When that happens, speaking is interrupted in real life. I feel like I sound like a robot. [S8]

4.2.1.2.7 Attending English Preparation School

One student in Grade 12 expressed that attending a prep school in her school was a great advantage for her to feel more confident in her abilities in English. As

can be inferred from her comments, her teacher at the English prep school provided them with a program that enhanced their four English skills by offering practical training in both spoken and written English. They were able to concentrate on their language learning since they got English classes for 20 hours a week without the distraction of the other courses. One student commented as follows:

We had 20 hours of English in a week. Our teacher was very creative and talented in teaching English. We learned a lot throughout the prep year. I always feel very lucky to have that kind of language education. We used to have grammar-based and exam-based English lessons when I was in secondary school. However, when I started Social Science High school, I felt that now I started to learn English. [S3]

4.2.1.2.8 Living Abroad

According to S15, learning English from a very early age in an English-speaking setting was a very influential factor in building her sense of efficacy in English. At the same time, she pointed out that this can be a disadvantage for her because of her current peers in her classroom. Living abroad sometimes could have a debilitating effect on her perception of language skills since it raised her peers' expectations regarding her performance in English, she said. She added that they harshly criticized her when she made a simple mistake and from time to time, she felt doubt about her performance in English because of this.

4.2.1.3 Attributions of Perceived Success and Failure in English from the Perspectives of the Students

As a part of Research Question 8 (*What are the factors that affect high school students' self-efficacy beliefs in English and their perceived success and failure in English according to high school students and English teachers?*), students were also questioned regarding their perception of their level of English success during the interviews. To understand whether their self-efficacy in English and autonomy-supportive learning climate play a role in their success and failure, the students were asked which factors can be behind their success and failure in English. Their responses indicated that 11 out of 15 students were content with their performance in English and believed they could do well in English, whereas three of them believed that they were somewhat successful in English and could achieve more desirable outcomes in English if they managed to invest in their language

development. Only one of them believed she could not do well in English. She indicated:

For example, I got 80 out of 100 on my last English exam, but this did not make me happy. I feel that I am lacking in certain topics. I do not know. That's why I've been feeling a bit lacking in self-confidence in English lately. I don't find my performance very good. [S9]

4.2.1.3.1 Perceived Reasons for Success in English

The reasons for doing well in English are listed in Table 4.18. As can be realized from Table 4.18, the vast majority of students thought their English teachers played a significant role in their success in English.

Table 4. 18 Perceived Reasons for Success in English

Teachers' Attitude	Watching Movies
Teachers' Field Expertise	Songs
Teachers' Informative Feedback	Video Games
Effective Instruction	Social Media
Classroom Activities	Online Speaking Courses
Positive Classroom Climate	Family Support
Effort	Attending English Preparation Class
Interest	Career Plans
Inner Motivation	Living Abroad
Self-Efficacy	Practice and Revision

They were inspired to learn English and actively participate in class activities by their English instructors' kind and sincere attitude towards them. In addition, one of the most frequently reported causes of their success in English is the subject matter expertise of their instructors.

Additionally, they noted that after they finished an activity, their teachers gave them constructive feedback on the best and worst aspects of their work. Some of the students claimed that their teachers fostered a relaxed, anxiety-free environment for them in the classroom. They were able to express themselves freely and participate in the activities because of the relaxed and sincere ambience. Two comments made by the students are as follows:

I have a very good relationship with my English teacher, and I can say that having a warm and close relationship with her contributes to my success. Because, for example, our teacher is always very patient and tolerant of us, so even if such a person is not successful, her effort and support make someone want to study harder and learn more thanks to the motivation she provides. [S14]

In a positive environment, you are not afraid of making mistakes or you know that when you are missing something, your friend will help you and your teacher will help you. [S13]

Other students associated their successful performance in English with the movies they watch, the songs they listen to, the video games they play, regular revision and practice, online speaking courses, and the social media sites they use for language learning. Another group of students linked their success to personal factors; that is, their interest in learning a language, the effort to improve themselves, their inner motivation, their sense of efficacy in their abilities, and their future career aspirations.

What's more, some of the students expressed that their family members' constant support and guidance enabled them to achieve desirable outcomes in English. Finally, living abroad for a certain amount of time and attending English preparation classes enabled the students to be exposed to the target language extensively; as a result, they improved their language skills; therefore, they stated they found themselves successful in English in general.

If I had not had this kind of language education in my prep class and had not come across such a wonderful English teacher, I would not have succeeded in English, I think. No matter how I tried to expose myself to English in my daily life, I don't think I would do well. Because when I think of a friend of mine who did not attend English prep class does not have the same level of English as me even if she spends time on social media and watches TV series in the same way as I do. [S5]

4.2.1.3.2 Perceived Reasons for Failure in English

The explanations for not performing well in English are shown in Table 4.19. Only 4 students were dissatisfied with their English skills.

Table 4. 19 Perceived Reasons for Failure in English

Course Overload
No revision
Insufficient effort
Pandemic
Lack of English-Speaking Environment
Crowded classroom
Grammar-based activities
Classroom climate
Shyness

When asked why they had trouble with English, they all said that they felt overburdened from taking so many other classes and lacked the time to concentrate on their language studies and review what they had learned in class. Additionally, they stated that their inability to put out the effort necessary to develop themselves once more due to the overload of other courses prevented them from performing effectively. Some participants viewed crowded classes, grammar-focused exercises, and a lack of English-speaking environments as contributing factors to failure. Some comments are given below:

For example, I think that if I make any mistakes due to my personal mood, it will seem very big in the eyes of people. In short, this occurs because of the environment, and the students in my class. [S9]

There is no place where I can be exposed to English or an area where I can practice my English aside from our English lessons. The classroom is very crowded. That's why I don't get a chance to talk. We don't do a lot of speaking activities or activities in which we can practice English. I think my teacher is doing his best, so I think there is a problem with me, I do not do my best. He wants me to read or something. I sometimes avoid participating. [S12]

Finally, one student pointed out that pandemic has a negative influence on her success in English.

For example, when we were in Grade 11, we had online English lessons due to pandemics. This really had a huge impact on my failure, because it can

be said that it was completely wasted. In fact, although our teacher tried very hard, she tried very hard for us, but that was completely up to me. I lost my concentration. I did not do anything for English during the pandemic.
[S11]

4.2.1.4 Autonomy-Supportive Learning Climate

To unveil how English teachers support autonomy in their classroom according to high school students, the students were asked what roles their English teachers adopt in their lessons, whether their teachers care about their interests, needs, feelings and priorities when their teachers plan their lessons, whether their teachers take perspective of them regarding classroom activities, how their teachers react their dissatisfaction concerning their lessons or classroom activities, how their teachers communicate with them and motivate them. Their remarks were discussed below:

4.2.1.4.1 Teachers' Role

Reeve (2006) explains how social elements, such as the attitudes of the teachers and the motivational orientations of teachers affect students' behavior and moods; furthermore, to understand students' motivation and feelings, the classroom atmosphere the instructor creates is crucial. As a result, it is essential to grasp the teacher's position in order to comprehend students' actions. When students were asked about their English teachers' roles adopted in their English lessons, the vast majority of learners reported that their teachers served as coaches and counselors who offer direction and advice, help students simplify concepts and activities, and genuinely care about them as persons. S2 described her English teachers' role in their lessons as in the following:

It seems to me that she is an excellent mentor. Our instructor is very friendly. Because of this, I feel quite at ease talking to her and conversing with her, and I also don't worry that she'll be upset if I mess up in class. She seems to be a teacher who understands how to interact with us on all levels. [S2]

4.2.1.4.2 Caring about Students' Interests, Needs, Feelings and Priorities

The great majority of high schoolers in the current study believed that their English teachers usually plan their lessons by adopting an open and adaptable attitude towards their students. It was revealed that their English instructors had a student-focused attitude; that is, they were interested in what their students were

thinking and desiring, and they were willing to adapt the lesson to better suit their students' preferences, interests, needs, and emotions. S1 and S9 made the following remarks:

When we do not have a problem with the curriculum, he asks us, for example, there is a game called Kahoot, you must have heard. Sometimes, we want to play it, and our English teacher directly asks us if we want to play it, and when we want it, she mostly doesn't reject our suggestions. [S1]

For example, there is an activity that we love very much. After the grammar rules were taught, let's say we learned the Perfect Tense. After learning Perfect Tense, she wants us to write a song by using structures and sentences with Perfect Tense. We compose that song, and we present it to our friends in the class. For example, this was very good from a practical point of view. [S9]

However, three of them felt that their teachers were not always sensitive to their interests and preferences when planning and conducting their English lessons. It was found out that this was because of their teachers' busy schedules and institutional constraints. Even if they felt their teachers could not take into account their interests, feelings, and preferences in their lessons due to the aforementioned limitations, they believed that if their teachers had sufficient time and power, they would do it for them.

4.2.1.4.3 Taking the Perspectives of Students

Another evidence of the autonomy-supportive motivational orientation of a teacher is to take the perspectives of students. When the participants were asked whether their English teachers ask their opinions regarding classroom tasks and activities after they share their own agenda, some of them reported that their English teachers did not intend to solicit their remarks after sharing their lesson agenda. This was due to several different factors. For instance, one of them offered an explanation for this by asserting that his classmates were not really interested in learning English, were not willing to participate in activities, and were not willing to offer suggestions in this regard, so their teacher did not prefer to take their perspectives into account for the activities. S4 suggested:

To be honest, in our class, there are just 5 students who have interest in English but the rest of the class do not have any interest in English; therefore, they are not eager to participate in any of the activities that we do in our English lessons. They prefer doing nothing just sitting still. At first, our teacher tried to ask their opinions about what we can do or how we can do in order to integrate them into the activities but they resisted, I mean, they are not willing to speak up to express what they want. They don't love English. [S4]

Another student mentioned that there was a time limit on their sessions; as a result, her teacher opted to organize and decide what needed to be done in the lesson by herself. Following this, they were asked whether they wished their suggestions should be considered; surprisingly, some of them said that it was right not to be asked about their opinions since they thought that their classroom environment was somewhat biased towards English and the less activity they did, the happier they would be.

Additionally, students were inquired whether their teacher asked for feedback regarding their ideas and concerns about the lesson materials, activities, and so forth. It was revealed that obtaining feedback from the students on these points was a common practice adopted by their teachers for several students. A small portion of them stated that this kind of practice was rarely done by their teachers.

4.2.1.4.4 Teachers' Reaction towards Students' Dissatisfaction in Class

As highlighted by Reeve and Cheon (2021), teachers frequently urge students to complete tasks during lessons that they may find tedious and trivial, and students often perceive requests from teachers as random or pointless tedious work when they do not understand or appreciate the reasons behind the request. It was asked how their English teachers react to their dissatisfaction concerning their lessons. A great majority of them stated that their teachers almost always tried to explain the rationale behind the activities and tasks, simplify the content to match their proficiency level in English, alter the way they present the material, and offer solution-oriented suggestions and different options. Finally, it was uncovered that their teachers reacted to their students' negative comments and dissatisfaction with their lessons positively and sensibly. S13 pointed out:

Our teacher says these are sometimes necessary when we tell some of them are boring, and he continues to teach the lesson. He also says “In the future, we will need this in the following situation, for example, we are doing this dialogue activity because when you go to the airport, you need these expressions. For example, you will learn how to talk to the officer. You will learn how to buy a bus ticket. These are very important to communicate with other people.” [S13]

4.2.1.4.5 Teachers’ Communication Style

Students highlighted that they felt comfortable enough to express their discomfort in the lessons to their English teachers since they usually adopted an embracing and understanding attitude towards them. Nearly all of the students expressed satisfaction with the manner in which their teachers interacted with them. They said that their teachers had mild, calm, understanding, and sincere language. Their remarks are illustrated in the following:

I can see her as a figure that I think I can share when I have any problems. [S2]

Thanks to her, even if we have completely different opinions, we can listen to each other respectfully in or outside the classroom and express why we think so. And this is a very comforting thing for the students. [S5]

Totally embracing. She is a very cheerful person. So, there’s no way you can talk to her for five minutes and not take heart. It’s like we’re holding on to her a little bit anyway. She always tries to encourage us and always increases our energy. She is a really energetic person. [S11]

I can say that she communicates calmly because she is understanding and patient with us. When I share something with her, I can feel that she listens to me very closely. [S14]

On the other hand, some students stated that their teachers interact with them in a way where the rules and where the distance between the teacher and the student were clear-cut, and they felt that there was a line that should not be crossed.

4.2.1.4.6 Teachers’ Motivational Strategies

Since learning a new language requires extensive effort and time, the learners’ motivation may fluctuate. When students were asked about how their English instructors motivate them to get back on track to learning English again, it

was revealed that their teachers enabled them to focus on their future career plans and the importance of a second language in order to have an outstanding career. Also, they tried to understand their students' problems and adversities they faced and explain how they managed to overcome these adversities when they were learning English at their ages. S12 made the following comment:

I feel relieved when I hear from my English teacher that this is normal or that she has experienced such things before, as a motivation. [S12]

Adapting the course content and lesson materials according to their level and diversifying the lesson content with interesting and engaging activities were another highly cited motivational strategy adopted by their English teachers. Another student remarked:

Her goal is not only to do the activities from the book but also to shape many things according to our profile, which makes me very happy. Besides, seeing that she perceives me as an individual makes me happy and I can hold on tighter. [S6]

When they had trouble with pronunciation, reading, writing, grammar, and so forth, they usually chipped in to assist them to express themselves without using harsh or negative comments or attitudes. The students also commonly mentioned motivational speeches. S11's remarks were noted below:

If I talk about her relationship with me individually, she reflects to me that no matter how hard I fall, if I try to work a little harder or when I regain my motivation, I can really succeed. [S11]

However, the most highly noted response was their teachers' positive and energetic attitude and the anxiety-free cheerful climate they created in their English lessons. Students reported that their teachers' sincere and energetic mood made them motivated and felt positive too. Given that some of the students believed that having a close relationship with their teacher and knowing that their thoughts and concerns were acknowledged and taken into account by their teachers could help to motivate them to invest more time in their language learning. Furthermore, it was revealed that providing conditional incentives was used by some of the teachers in order to increase motivation. S15 gave an example for how her English teacher motivated her and her classmates:

So, she was doing something, for example, she did an activity. There were three people in groups, I think we prepared dialogues ourselves. The teacher said that she had a prize for the group that did the best and the fastest. I remember everyone had a lot of fun when they heard that. [S15]

Finally, students claimed that not only the realistic and positive feedback but also their teachers' encouragement made them feel better and believe that they had the power to succeed in English if they put in sufficient effort and time.

4.2.2 English Teachers' Interview Results

4.2.2.1 Self -Efficacy Beliefs in English

When English teachers were asked whether their students believe in their abilities when completing a task in English within the scope of Research Question 7 (*To what extent do high school students feel confident in reading, writing, speaking, and listening skills in English according to high school students and English teachers?*), the analysis of the teachers' comments revealed that only six students out of a total of 30 students expressed a desire to study English and make an investment in their language development. The vast majority of English teachers claimed that their students lacked self-confidence and lacked belief in their ability to succeed in English. They claimed that more than half of the students in their classes had doubts about their English-language proficiency, and that the degree of efficacy varied depending on the skill areas. Speaking and listening, as opposed to reading and writing, were the skills for which their students had the most trouble, according to the English teachers in the current inquiry. Reading, on the other hand, was reportedly one of the language abilities in which the students felt the most secure. Another intriguing finding from their comments is that even English learners who excelled in the language still struggled with feelings of vulnerability and inadequacy and lacked confidence in their abilities. In these situations, the teachers indicated that they made an effort to inspire them and make clear mention of their strengths in the language. They emphasized the fact that their students did not persist and work hard to excel in English. When presented with a challenge or adversity, students tended to give up rather than put up the effort necessary to succeed in English. From the teachers' perspectives, the students who showed the most desire and persistence in studying English, meanwhile, made up a very small

percentage of the class, and they typically excelled in the majority of the language skills.

4.2.2.2 Sources of Sense of Efficacy in English

To answer Research Question 8 (*What are the factors that affect high school students' self-efficacy beliefs in English and their perceived success and failure in English according to high school students and English teachers?*), the English teachers were also asked what factors affect their students' sense of efficacy in English, and their responses were illustrated below:

With the exception of their English classes and the video games they played in their free time, T10 observed that students lacked an environment conducive to using English. She said that the majority of the children had test-based language instruction in middle school, where they memorized words and concentrated on language structures for the high school entrance exam. As a result of the lack of practice, this made the students feel insecure.

The task difficulty level, which has an impact on students' perceptions of their own talents, was another factor contributing to their sense of efficacy. T11 made a point by stating that as task complexity rises, students' self-assurance in their capacity declines:

They start to lose their confidence in English over time since they initially regard the work as being simple but then it becomes increasingly challenging. [T11]

Besides, peers' influence can be very influential in boosting and lowering self-efficacy in English. For instance, the teachers pointed out that the students could not be sure of their skills and felt vulnerable and insecure due to the fear of being criticized and mocked by their peers in their learning environment. It was revealed that negative emotions like fear, anxiety, nervousness, and worry led to self-doubt. This finding is consistent with students' responses.

It was suggested that lack of support and encouragement from the family led to self-doubt in students and their abilities in English. It was also claimed that students with a low sense of efficacy in English did not have any enthusiasm or interest in English; therefore, they tended to give up very quickly rather than improve themselves in English.

The highly cited source of the sense of efficacy in English was English teachers' influence. The teachers stated that they had the potential to both nurture and weaken students' beliefs about their abilities in English. The teachers thought that the positive experiences with their previous teachers motivated the students to realize their potential in succeeding in English, whereas the negative experiences with their teachers had a debilitating effect on their perceptions of self-efficacy. They tried to understand why they did not feel confident in English to come up with a solution to build positive beliefs towards English. One of them shared her experience:

My students said that very little practice of speaking, or listening was done in their English lessons when they were in secondary school, primary school, so they cannot express themselves comfortably by speaking. There are many people who say that they can't find the necessary words, structures to build a statement while speaking or listening. The ones who feel confident in English say that they are provided with a comfortable speaking environment, and they did various activities to improve four skills. However, these students are the students who came from private schools. I mean, they were not the ones who went to public school. [T11]

Also, three of the teachers underscored that their attitude towards students, showing patience to them, and building strong relationships might be powerful factors in influencing students' self-efficacy in English. Aside from affective support, the instructional strategies the teachers utilized in their lessons were seen as important as well. Keeping this in mind, they tended to give much more importance to these points, as can be realized from the following comment:

Now, I think the biggest factor affecting those beliefs is the course and the teacher, you know, the classroom environment. Because if he has a negative belief, if he does not have a belief that he will achieve success, the only person who can make the student give up on that belief is the most alive being, namely the teacher, I think he is the most important figure here. That is the teacher's approach to him. And I think the approaches, methods, and techniques he uses will have a significant impact on his beliefs. [T2]

Among 11 teachers, only one of them remarked that the students with a high level of sense of efficacy usually associated their strong beliefs in their language

skills with the effort they show in improving themselves through watching movies, listening to songs in English, etc. outside the classroom.

To conclude, English teachers participating in the current study's qualitative phase outlined various factors that can be influential in nurturing and weakening their students' sense of efficacy in English. Table 4.20 portrays the summary of their responses regarding the sources of their students' sense of efficacy in English.

Table 4. 20 The Sources of Students' Self-Efficacy in English from Teachers' Viewpoints

Using English in Everyday Life
Task Difficulty
Exam Based Language Education
Peers' Influence
Negative Emotions
Encouragement From Parents
Interest
Experiences with Learners' Previous Teachers
Teachers' Attitudes towards Students
Teacher -Student Relationship
Encouragement from the Teacher
Instructional Strategies
Students' Effort
Extracurricular Activities
Learning Environment

4.2.2.3 Students' Perceived Success and Failure in English from the Perspective of English Teachers

As a part of Research Question 8 (*What are the factors that affect high school students' self-efficacy beliefs in English and their perceived success and failure in English according to high school students and English teachers?*), the English teachers were also asked what factors affect their students' perceived success and failure in English. In a classroom, a student's performance on tests can be good or bad, and Darom and Bar-Tal (1981) implied that the teacher investigates potential explanations for the student's performance. A teacher's expectations for

the students' future performance may be influenced by the reasons they use to explain the outcome and students' achievement behavior may then be affected by the teacher's expectations (Rosenthal & Jacobson, 1968). In accordance with this argument, students' success and failure in English were investigated from the perspective of English teachers as well.

4.2.2.3.1 Perceived Reasons for Students' Success in English from the Perspectives of English Teachers

Table 4.21 presents the students' perceived reasons of success in English from the viewpoints of English teachers.

Table 4. 21 Perceived Reasons for Success in English from the Perspectives of English Teachers

Teachers
Teacher-Student Relationship
Students' Effort
Video games
Watching Movies & TV Series in English
Interest in English
Language Courses
Classroom activities
Background in English
Career Aspirations
Exposure to English

The English teachers noted that teacher impact was the most frequent factor in students' progress in English. It has been proposed that students' personal relationships with their teachers and their true friendliness helped them develop positive attitudes and interests for English. In line with this notion, they held that the students' high levels of interest, which were fostered by the teachers, boosted their motivation, engagement, and proficiency in English. In addition, it was made clear that most of the students attributed their success in English to the many tasks and activities they were given by their English teachers in the classroom. T6 made the following comment:

I think that students who have good rapport with the teacher are more interested, that is, they force themselves in different ways in order to get in the good graces of their teachers. [T6]

It also pointed out that students' own efforts made them successful in English. According to them, their students believed that if they had put so much effort and done extra work to improve their English, they would be successful in English.

When it comes to another influential factor mentioned by the teachers, it was remarked that students practiced their English through video games. Since the students are able to communicate with various people around the world and the language of the games is mostly English, the exposure to the target language contributes to their success in English, according to the English teachers. Besides, it was claimed that watching movies and TV series in English had a powerful effect on students' success as being similar to video games.

It was also highlighted that students' career aspirations drove them to study harder to be successful in English; accordingly, most of them attended language courses to get extra support aside from their teachers at their schools. The teachers also linked their students' success in English to their enthusiasm and interest. The other factors were their language background, which was developed by their previous teachers, and exposure to English both inside and outside the classroom.

4.2.2.3.2 Perceived Reasons for Students' Failure in English from the Perspectives of English Teachers

Table 4.22 lists the students' perceived reasons for failing as seen through the eyes of English teachers.

Table 4. 22 Perceived Reasons for Failure in English from the Perspectives of English Teachers

Teachers
Lack of Revision
Lack of Interest
Absence of Need to Learn English
Overloaded High School Curriculum
Lack of Language Knowledge
Classroom Climate

<i>Table continued.</i>
Learned Helplessness
Lack of Motivation
Grammar-Based Language Teaching
Lack of Confidence

The teachers thought that their students blamed their failure in English on their English teachers, particularly the prior teachers they had in primary and secondary school. Additionally, it was noticed that their success was hampered by the intense emphasis placed on grammatical structures. Additionally, it was argued that their other courses and overloaded curricula led to their failure in English because they did not revise. Some of the teachers claimed that their students' lack of prior English knowledge made it difficult for them to advance in the language. One of the teachers made the following point:

They attribute their failures more to the overburdened curriculum in high school. They say that there are too many lessons, too many lessons for us to study. Here in the field of science, they have physics, chemistry, biology, mathematics, etc. They say they failed because their other lessons were so heavy that they didn't have enough time. Others may say that they don't need English, so they don't revise or study. [T2]

Other causes of failure mentioned by the teachers were primarily internal, such as a lack of enthusiasm, confidence, motivation, and learned helplessness in English. Additionally, they emphasized that students did not recognize the value in studying a foreign language and as a result did not participate actively and meaningfully in class activities. Finally, it was discovered that their failure in English was caused by their lack of feeling respected, accepted, and supported by their teachers in their learning environment. T1 also noted:

They sometimes mention their prior teachers, their experiences with them. They say that they used to be so afraid of their earlier teachers; therefore, they stepped back and stayed silent during their lessons. [T1]

4.2.2.4 Autonomy- Support Practices of English Teachers

To reveal how English teachers support autonomy in their classroom, the English teachers were asked what roles they adopt in their lessons, whether they care about their students' interests, needs, feelings and priorities when planning

their lessons, whether they take perspective of their students regarding classroom activities, how they react their students' dissatisfaction concerning the lessons or classroom activities, how they communicate with their students and motivate them. Their responses were portrayed below:

4.2.2.4.1 Teachers' Role

When asked about the roles they played in their English lessons, it was evident that English teachers saw themselves as counselors, facilitators, and coaches. It was stated that their teaching methodology was primarily focused on the needs of the students. They felt that it would be inappropriate to insist on their teaching agenda and not give their students a say in their classes given the characteristics and ages of their learners. One of the teachers indicated:

I think the new generation students should be approached as advisor teachers. When you approach as a leader, you move away from them. If you insist on controlling them and disregarding their feelings, they have a negative attitude in the lesson this time. [T3]

A low minority of them, meanwhile, claimed that they liked taking the lead in their classes to develop a solid structure in their classrooms and provide their students with a more supportive learning environment. Typically, their students expected their teachers to make the decisions regarding what has to be done and to tailor the class to the requirements and preferences of each student. In other words, the teachers thought that they should be the only ones in charge of the classroom.

Finally, the teachers thought that they should be the only ones in charge of the classroom. Additionally, some of them recommended that they change their behaviors from controlling to autonomy-supportive, or vice versa, depending on the grade level and motivational level of their students, and during their lessons to improve the mood in the classroom, facilitate a more positive interaction with their students, and accomplish their educational objectives.

Now I have different approaches in different classes. I can say that I exhibit a more authoritarian, more leading, and somewhat more authoritarian structure in Grade 9 and Grade 10, but at the same time, I try to act as a consultant. The reason for this is to create discipline in these classes because a good beginning makes a good ending. I've experienced this for years. If we keep it tight starting from the bottom up, after a year or a year

and a half, if we continue in the same class, which we usually do, there is no need to be controlling or authoritarian. However, I always approach more flexible to 11th Graders and 12th Graders. [T7]

4.2.2.4.2 Caring about Students' Interests, Needs, Feelings and Priorities

The great majority of the teachers suggested that they tried to be student-centered and considered their learners' needs, interests, feelings, and learning preferences in their lessons. While preparing their lesson plan, they ask themselves whether the activity will attract the attention of the students, whether it will increase their motivation, whether they will enjoy it or not. Additionally, they suggested that they did not have the flexibility to design and offer a lesson that was entirely shaped by their learners' interests and feelings since the English teachers were employed at state-run high schools and were supposed to follow the curriculum and the course books assigned by the Ministry of National Education (MoNE). To overcome this constraint, they said that they went through the curriculum, the objectives, and the activities in their textbooks and generally preferred the ones that were suitable for the level, motivation, age range, and interests of the students over these activities. When they came across certain tasks that did not match their students, they tried to offer additional activities suiting the objectives of their lesson and choose the most appropriate ones by measuring and weighing students' interests, motivation, and other emotions and interests.

Furthermore, the English teachers remarked that their biggest handicap was that there was no classroom community where students of roughly the same level came together in an English lesson different from other courses. Considering these level differences, they noted that the main goal was to plan engaging activities, tailor the curriculum and make each student happy. As can be realized from the following comments, even if they were experienced teachers, they sometimes had difficulty attracting their learners' attention through their activity choice and instructional style, and so forth.

I try to prepare engaging lessons as much as I can, that is, to attract the children in different ways without boring them, but we are human too, so we can't always prepare as well as we would like. So, then I sometimes say, I wish I had done this a little more like that. But we also come across these kinds of situations because of the time constraint. [T6]

Sometimes I may not be successful, but of course, I ask myself how I can get their attention. At least, I think a lot about how I can motivate them. Sometimes I succeed, sometimes I fail. [T9]

4.2.2.4.3 Taking the Perspectives of Students

Another behavior adopted by autonomy-supportive teachers is asking their students' opinions and ideas about the classroom tasks and the course of the lesson. It was unveiled that taking the perspectives of their learners was not a common behavior adopted by English teachers. The teachers said that they usually did not ask their learners' opinions directly and most of the time the lesson went as they planned to implement their instructional agenda. A relevant remark was given below:

The limited time is an obstacle, of course, considering that there are units that need to be taught, this limits us a bit. Besides, we have 4 hours a week. We used to have 10 hours of English in a week. At those times, I used to take care to do a lot of activities, to ask for the ideas of our students in a way that would ensure their participation and make it more enjoyable. Because progressing in the way the student wants makes the teacher very comfortable and facilitates the flow of the lesson. The student understands what they have learned and begins to enjoy the lesson. It is very important to do your lesson in the way they want. [T8]

Another teacher expressed her disappointment about her learners' unwillingness to suggest an idea for their lessons even if she generally tries to give their learners a voice to express what they want to do in their lessons and how they want to do it in their lessons.

T11 stated that when she asked the students what to do, they usually stated that they did not know what to do. However, when she offered an option, they found it more appropriate to choose from among those options since they do not come to her with so many requests right now. Four of the teachers indicated that they generally strived to ask their learners' opinions and implement their requests in their classrooms.

In addition, the English teachers were asked whether they received feedback regarding course materials, activities, and their students' concerns. They mentioned that they periodically asked students about their opinions and feelings regarding the

course material, requested their feedback on the lesson, paid close attention to their requests and preferences, welcomed questions, provided opportunities for students to express their preferences, and started teacher-student interactions to fully understand students' concerns. Some of the relevant comments were illustrated below:

So, I think they express their concerns and wishes very easily and openly. I believe they feel extremely comfortable when interacting with me. They will definitely say what they want from me. Let's say sometimes we do writing exercises in class. Even then, my students openly express that they find the activity boring or amusing or whether they want to write it or not. I do not think there is anyone who cannot speak up about it because they know you care about their opinions. [T8]

I also consider the needs and desires of the students because it is to them that we hope to be of value. Like I said, learning probably would not happen if they do not find it enjoyable. I believe that the work we perform is useless when they do not learn anything at all. [T11]

They can get bored while studying grammar topics. We try to focus more on activities such as speaking, not activities such as reading, listening, writing because they can get bored while handling grammar. Since we know this, we try to spend a little less time with grammar after they also pointed out their dissatisfaction with it. [T4]

T5, on the other hand, indicated that if her learners' feedback really made sense, she valued it and tried to put it into practice. However, she also added that when extreme things sometimes came out, she did not take them very seriously.

4.2.2.4.4 Teachers' Reaction towards Students' Dissatisfaction in Class

Sometimes students may not realize the rationale behind the activities and the tasks in their lessons and express their concerns, thoughts, beliefs, and discontent about them. The English teachers were asked about how they handled these comments made by the students in their lessons. Table 4.23 summarizes the instructional behaviors of English teachers in response to their students' negative feedback and beliefs towards their English lesson.

Table 4. 23 Instructional Behaviors of English Teachers

Explain the subtle utility driving a teacher's request
Adjourn the task to a convenient time
Highlight the importance of knowing a foreign language
Simplify the content and the activities to better suit learners' proficiency level
Adjust their instructional agenda according to students' learning preferences
Give rewards and incentives to convince them to participate in lesson activities
Encourage cooperation between motivated students and less motivated ones
Develop a close relationship with students
Acknowledge their students that their ideas and they as individuals are valued
Use a tone welcoming negative thoughts and feelings

It was revealed that the English teachers utilized various strategies and techniques to nurture their learners' inner motivational sources and assist them to achieve their academic pursuits effectively. The most highly cited instructional behavior was to give a logical explanation to their learners by explaining the subtle utility driving their requests from their students. T1 made the following point:

We discuss whether or not this task is necessary and whether it will be effective for them going forward. You may think it's superfluous right now, but we're attempting to inspire them by using phrases like "this will be helpful to you in the future" and "you may come across in the future." When explaining the rationale behind why we do the task, they frequently grasp how crucial it is. [T1]

Another point worth mentioning is that English teachers mostly simplify the content and the activities in their lessons to encourage participation and enable their learners to feel that they can succeed in learning English. Also, they strived to include the types of activities that their students liked most. For instance, they remarked that if their learners loved technological tools, they would incorporate them more into their materials, or the teachers diminished the number of activities that their students usually got bored with.

The majority of the English teachers in this study noted that they attempted to convince their students that learning a foreign language would benefit them in their future careers or higher education. One of them said that her language learners were aware of the importance of learning English; however, they put English

lessons on the back burner when they were in Grade 12. Another teacher explained to their students why learning English can be important for them. The following remark illustrates this point:

I usually tell them that look at the academic articles, nearly all of them were written in English, all universities have English preparation schools. I also say that language always comes to the fore in all graduate student admissions. I always say that being a bilingual person is so important in today's world. [T11]

Furthermore, the teachers preferred postponing their instructional agenda to another convenient time that better fit learners' moods when they believed that students were not motivated on that particular day by giving the impression that the topic needed to be addressed.

Nearly all of the teachers reported that their goals were to make their students feel comfortable and valued in their learning climate; therefore, they attempted to acknowledge their negative feelings and beliefs and move them in a more positive direction by developing a close relationship with their students and using a tone welcoming negative thoughts and feelings. Only one teacher reported that she used rewards and incentives to nurture motivation and increase the participation of her learner in the English lessons:

For example, this year, I gave them an award like this, I asked them whether they have ever been to the zoo in their life. They said no. I asked whether they wished to go to a zoo. They said yes. Then, I said that I would take them, but if they completed the tasks and things needed to be done, we would go. And I really took them to see Darica Zoo. [T7]

Another strategy mentioned by a teacher was to place motivated and less motivated students in the same group in order to promote cooperation. Since the students shared the work with their classmates, she thought that the teamwork helped them avoid feeling threatened and promoted effective functioning in English lessons.

4.2.2.4.5 Teachers' Communication Style

All the English teachers reported that they preferred using a sincere, humanistic, positive, friendly, and respectful tone while interacting with their students. They remarked that their students expected a positive learning climate and

felt that they were valued in their learning environment. They preferred breaking down the barriers with their students rather than putting up thick walls between them and their learners to encourage them to reach their teacher when they needed any assistance, and they found it extremely useful to increase their motivation, engagement, and achievement. A relevant comment was given below:

I try to avoid portraying a harsh teacher. I make an effort to be a patient and understanding instructor at all times. [T3]

The English teachers also indicated that they used humor as a motivational tool. As understood from their responses, most of them stated that they recognized and valued the intrinsic motivational potential inside students' thoughts, feelings, and beliefs by embracing students' ways of thinking, feeling, and behavior. Examples of some of the teachers' comments are given below.

I visualize myself in the ninth grade as if I'm in a ninth-grade classroom. I share interesting and amusing instances from my life. We as teachers then become their peers. Then, we may discuss a lot of things with them since we truly consider ourselves equals. It is absolutely lovely. There was a point when I considered how to communicate with my students who were the same age with my own child who I found difficult to establish a good communication with. [T8]

Students transform into adults during these times. You must have a basic understanding of it. Of course, there are many things that can help with this, but I can only advise being patient and calm. [T2]

4.2.2.4.6 Teachers' Motivating Style

The English teachers' responses to the question dealing with how they encourage their students revealed two distinct types of motivation: extrinsic and intrinsic (Dörnyei, 1994). In T11's case, she claimed that she tried to show her learners' progress and how they excelled in the skill area they had difficulty in at first over the year with vivid examples. She believed that her learners' mastery experiences in English motivated them more; therefore, she preferred reminding them of their progress with realistic feedback on their work. Besides, she underscored that her learners sometimes might be reluctant to ask for help when they faced adversities or obstacles in her lessons due to her negative past experiences with their previous English teachers who caused the fear of being

judged. In order to overcome this, she remarked that she tried to portray a helpful and understanding teacher so that her students could feel comfortable enough to ask for help when they needed it. In other words, she pointed out that she gave paramount importance to building a good rapport with her students.

It was also frequently stated by the teachers that providing engaging and interesting activities to students was what motivated students. They believed that students need their time in school to be engaging, enjoyable, fulfilling, and purposeful considering that students are required to spend more than 40 hours a week in an environment where they feel dull. To eliminate the struggle in such situations, thus many teachers reported that they work hard to make their classes engaging. However, their responses indicated that limited time and the requirements of the curriculum sometimes can be a hindering factor to implement their teacher-made, interesting, and engaging activities. For instance, T3 stated that her students adored competitive activities; therefore, she gave wide coverage to these games. It was also claimed that simplifying the content motivated them. T4 also pointed out that allowing her learners to move forward at their own pace of learning is favorable. Besides, she highlighted that instead of ignoring them in the classroom, she attempted to give more voice to them. The relevant remarks were noted below:

There can be some unmotivated students in my classes who have low proficiency levels compared to their classmates. To motivate them, we assign homework appropriate for their level of English as being different from their classmates' assignments. We offer choices in the selection of homework. I also try to provide assistance to those students so that they can catch up with the rest of their classmates. [T4]

We may not be able to give everyone the same homework. From time to time, we also try to give homework on a simpler level. Or, instead of insisting those students on speaking up when talking about a challenging subject in the classroom, we allow them to answer simpler questions so that they can be motivated, they see that they can do it right, they can answer, or if there is group work, we try to increase their motivation by giving them tasks that they can do in the group. [T2]

On the other hand, T8 underlined that students' attitudes often turned into prejudices against foreign language learning at the beginning of the year and they were actually working on persuading them about the necessity and importance of learning a foreign language. That is, she welcomed negative comments, feelings, and beliefs towards the lesson and tried to gradually alter their negative beliefs to positive ones by encouraging them to see their abilities and stating that mistakes are part of learning.

Let's say that when there is not a very correct usage in terms of language, I say feel comfortable when I correct you or your mistake. I always encourage them to produce, speak and write as much as possible. We are constantly motivating children. I think this is very helpful too. In other words, there is a prejudice against language learning. Of course, children are aware of the disadvantages of learning English in a foreign language setting. They think that they cannot learn, and they feel they are more disadvantaged than people in other multinational countries. Besides, they believe they don't have a chance to practice English. As a result, they do not feel the need to speak or learn a foreign language. We accept the reality of this. But we try to point out the difficulties they may experience in the future if they don't learn English, especially if they have a job in this global world. I just make them believe they can do it. [T8]

They also stressed the significance of confidence in learning a new language; accordingly, they made numerous attempts to increase their self-esteem. Aside from that, most of the teachers reported that if there were very serious problems, then they preferred to have a private meeting with their students. T2 explained how he coped with these problems.

Increasing the student's motivation in the language is something related to the student's interest. The higher the interest or the better the exposure, the higher their motivation already starts. Therefore, you do not have much work to do but negative experiences are based on the past. It changes the students' point of view towards the course. Their level of motivation can be extremely low. We try to work specifically for these students. [T2]

Teachers typically assign additional sources and encourage students to use English in their daily lives as part of an effort to foster their enthusiasm. Almost all

of them thought that the tasks and activities would not be sufficient to grasp the target language. As a result, they enabled them to read books in English, watch movies and TV shows in English, and become familiar with the local culture. In reality, the key problem they wanted to draw attention to is changing learners' perspectives; in other words, viewing English as a pastime rather than a compulsory subject can be a helpful way to get rid of unpleasant emotions.

The teachers also noted strategy training as another typical method. In this way, they reasoned, students could overcome the challenges they encounter when learning English without constantly requiring support from their teachers. In this situation, the students were also motivated by rewards and incentives. As can be understood from the responses, it is clear that teachers mostly inspire their students; in other words, students in this situation viewed teachers as the main source of motivation.

4.2.2.5 The Difficulties English Teachers Face in Their Classrooms

The teachers also reported the problems they face in their classrooms. Most of them stated that the heterogeneity of their learners' proficiency level in their classroom hindered them from fulfilling the objectives of their lesson. They strived to attract the attention of low achievers by simplifying the content; however, this sometimes causes boredom, loss of engagement, loss of interest and loss of motivation towards English among the high achievers. They found it challenging to create a balance in their lessons. They suggested that it would be helpful and effective for both groups to divide the students into their proficiency levels through placement tests.

The teachers also remarked that the packed curriculum might pose a challenge for them because there was not enough time to cover all the themes and material, especially if they wanted to vary the activities and materials in their classes. They also asserted that the course books they utilized were a contributing factor to the difficulties they face when teaching English. Particularly, the teachers instructing Grade 11 noted that they found it challenging to adapt the content and present a successful lesson because the activities and assignments in those course books sometimes failed to match their students' interests and competency levels.

Finally, the teachers remarked that they could not have a chance to support their learners sufficiently when it comes to determining students' strengths and

weaknesses, caring about their interests, needs, feelings, and priorities, taking their perspectives in the decision-making process to select the activities and in the evaluation of those activities, and so forth due to the crowded classroom and students' habit to a teacher-centered learning climate.



5. DISCUSSION

This chapter illustrates the discussion of the present investigation with the relevant literature. As mentioned earlier, the current inquiry strives to explore high schoolers' self-efficacy beliefs in English, ascertain their experience of autonomy support offered by their English teachers in their learning environment, and reveal whether there is a relationship between language learners' self-efficacy beliefs, their learning climate, and their perceived success in English in the light of the perspectives of students and English teachers in high schools.

In this chapter, the discussion of the findings were presented under five sub-headings: (1) self- efficacy beliefs, (2) autonomy-supportive learning climate, (3) the association between students' sense of efficacy in English and their learning climate, (4) the relationship between students' sense of efficacy in English and their perceived achievement in English, (5) the relationship between students' perceptions of their autonomy-supportive learning climate and their perceived achievement in English, and (6) the link between language learners' self-efficacy beliefs, their learning climate, and their perceived success in English.

5.1 Self- Efficacy Beliefs

Students' behavior in class is influenced by everything they bring to class, including their opinions, personalities, sense of self, and interpersonal relationships. Teachers' behavior and engagement in class are similarly affected by what they bring to class. Therefore, to inspire and equip their students to achieve their language learning goals, teachers must be aware of how these numerous interrelated factors affect learning (Williams et al., 2016). Firstly, the extent to which high school students feel confident in their reading, writing, speaking, and listening skills in English was examined in the present study. It became clear that the students were unsure of their competence in English skills and that they were not quite satisfied with their general mastery of the language. This finding was also reported by Güç (2019), Genç et al. (2016), and Shah et al. (2011). This result also reflects the findings of Şener and Erol (2017), who also found that high school students display a medium level of English self-efficacy in their study.

The students felt the most confident in their reading and listening capabilities, while they felt insecure about their writing and speaking abilities in

English, according to an analysis of their self-efficacy beliefs based on each language skill. This finding is in accord with İlbeği's (2020) study, which suggested the students had the highest level of English self-efficacy in reading skills, followed by listening, speaking, and writing skills. However, Genç et al. (2016) also revealed that students thought they were more effective at reading and speaking than they were at listening and writing. Surprisingly, it was indicated in other studies that the participants often had slightly higher ratings for productive skills, namely speaking and writing than receptive skills; that is listening and reading (Duran, 2015; Wang & Pape, 2007).

Consistent with the studies of Bandura (1993, 2010), Bouffard-Bouchard (1990), Meece et al. (1990), Wang and Pape (2007), and Zuo and Wang (2016), high school students' sources of their sense of efficacy in English were: (1) mastery experience, (2) peer and teacher influence, (3) social persuasions, (4) classroom tasks, (5) interest, and (6) vicarious experience. In addition to those factors, students in the present study reported that attending English preparation school and living abroad for a while influenced their self-efficacy in English as well. On the other hand, the English teachers believed that factors influencing their students' sense of efficacy were: (1) using English in everyday life, (2) task difficulty, (3) exam based language education, (4) peers' influence, (5) negative emotions, (6) encouragement from parents and teachers, (7) interest, (8) experiences with learners' previous teachers, (9) teachers' attitudes towards students, (10) teacher -student relationship, (11) instructional strategies, (12) students' effort, (13) extracurricular activities and (14) learning environment. When a participant in the qualitative phase of the current study was asked about why he felt insecure about English, he claimed that because of the bulk of other courses, he could not devote enough time and effort to learning English. It was also noted by the students that the reasons for their low level of self-efficacy beliefs in particular language skills result from a variety of factors, including their limited vocabulary and knowledge of grammar, their tense learning environment, their fear of being teased by their peers, the varied accents, the pace of speakers and their lack of creativity and the mismatch between the classroom exercises and the real-life experience in using English, and so forth. The rest of the students in the qualitative phase stated that they used different strategies to improve their language competency and their extensive effort to improve themselves in

English boosted their sense of efficacy in their language skills since they were practicing regularly and compensating for their weaknesses.

Finally, the qualitative results in the present inquiry surprisingly highlighted that students used video games to practice their English. According to English teachers, exposure to the target language helps students succeed in English since they can interact with people from all over the world and because the games are primarily played in English. Additionally, it was asserted that watching English-language movies and TV shows had a similar dramatic impact on students' success. This finding of the current study is consistent with Liverød's (2022) study who discovered that students' self-efficacy regarding utilizing the language might be positively influenced by playing a reasonable number of video games in English.

5.2 Autonomy-Supportive Learning Climate

The self-determination theory's dialectical framework contends that students have inner motivational sources that can be encouraged or stifled depending on the environment of the classroom (Reeve, 2006). Teachers who promote these internal resources take a motivating approach that supports autonomy (Reeve, 2006). According to the total score of the Learning Climate Questionnaire (LCQ) in the current study, it was discovered that the students had positive feelings about their learning environment and thought their English teachers gave them a fair amount of autonomy in class. It can be said that their learning environment fostered autonomy to some extent. The students agreed that their English teachers gave them choices in their lessons and outlined the goals of each lesson and what needed to be done to achieve them. The majority of students also pointed out that their English teachers welcomed and completely addressed their questions in class and the atmosphere in their classroom was pleasant and sincere. It was also pointed out that their teachers appeared to sincerely care about each student. These results match those observed in earlier studies (Bağcı & Aydın, 2021; Dişlen-Dağgöl, 2019; Dinçer, 2011; Güvenç & Güvenç, 2014; Kanadlı & Bağçeci, 2015; Young-Jones et al., 2014).

Reeve (2006) summarized what autonomy-supportive teachers do as follows: (1) make an effort to tailor the learning experiences they provide to the students' individual needs in terms of learning style, personality, interests, enjoyment, difficulty, skills, and ability to make reasonable decisions, (2) when

urging students to join in an activity, they explain its use, value, relevance, or other hidden personal benefit, (3) show tolerance, (4) use invitational language, (5) address students' negative emotions, (6) embrace students' perspectives, and (7) encourage students to explore their interests. The qualitative data indicated that most of the teachers who partook in the current research supported autonomy in their classrooms to certain extent by using the instructional strategies suggested by Reeve (2006).

However, the qualitative findings of the current investigation obtained from students' interviews also showed that their teachers could not always be considerate of their interests and preferences when planning and conducting their English lessons. This was due to their teachers' hectic schedules and institutional restraints because they adhered to the curriculum plan and the course books provided by MoNE. Students believed that if their teachers had enough time and flexibility, they would accommodate their interests, feelings, and preferences in their classes. However, the teachers suggested that they sometimes could not have a chance to support their learners adequately when it comes to determining students' strengths and weaknesses, caring about their interests, needs, feelings, and priorities, taking their perspectives in the decision-making process to select the activities and in the evaluation of those activities, and so forth due to the crowded classroom and students' habit to a teacher-centered learning climate, the packed curriculum, institutional constraints etc. These findings concur with those of Işık and Balçıkanlı (2020) and Basri (2020), who found that institutional and learner-based constraints thwart teachers' efforts to promote student autonomy.

5.3 The Association between Students' Sense of Efficacy in English and Their Perceptions of Their Learning Climate

Individuals are viewed as both the products of and designers of their own environments and social systems since they are socially orientated and influenced by sociocultural factors (Pajares, 1996). Moreover, Reeve (2006) suggested that environments that foster autonomy incorporate and nourish learners' psychological needs, individual interests, and integrated values (rather than ignoring and frustrating them). It is imperative to develop these inner motivational resources because, in contrast to students in classrooms taught by controlling teachers, students in classrooms taught by autonomy-supportive teachers experience a vast

array of favorable academic performances (Ng et al., 2015; Reeve, 2006). The existing literature pointed out that the teachers' autonomy support could have a major role in the growth of students' self-efficacy beliefs in English; therefore, the present investigation examined the association between autonomy-supportive learning climate and their sense of efficacy in English (Baltay-Şahiner, 2018; Dinçer et al., 2012; Dişlen-Dağgöl, 2019; Hanke, 2013; Kanadlı & Bağçeci, 2015; O'Reilly, 2014; Özdemir & Rahimi, 2013). The findings indicated a significant positive association between high school students' perceptions of their learning environment and their judgments about their English self-efficacy despite the relationship being at a low level ($r(818) = .25, p = .00$). This result also accords with the earlier investigations (Daemi et al., 2017; Dişlen-Dağgöl, 2019; Kanadlı & Bağçeci, 2015).

On the other hand, the studies that sought the relationship between autonomy-supportive learning climate and the sense of efficacy in English are limited in number; therefore, the inquiries conducted in different fields were also included in this study. For instance, the results of the current investigation also corroborate the findings of other studies. For instance, Baltay-Şahiner (2018) suggested that perceived teacher motivational support was favorably connected with sources of science self-efficacy. Similarly, Zedan and Bitar (2014) noted a high positive correlation between math self-efficacy and teacher support. Dorman (2001) also found the classroom environment to be significantly associated with academic efficacy. Furthermore, McMahon et al. (2009) unveiled that stronger language arts self-efficacy was associated with more satisfaction, a sense of belonging at school, and less conflict when all classroom and school environmental factors were considered. A greater sense of belonging at school and more pleasant and supportive classroom conditions were both associated with higher self-efficacy in language arts (McMahon et al., 2009). Hanke (2013) also unearthed that there was a statistically significant and positive correlation between students' perceptions of academic self-efficacy and the learning environment. Consistent with the current research, it was confirmed that teacher support and personal relevance influence students' academic self-efficacy and satisfaction of math classes (Afari et al., 2013). Furthermore, Kurt (2019) revealed that the learner centeredness feature of the

classroom setting, which refers to individualization, was found to be weakly and positively connected with participants' self-efficacy beliefs.

Despite the fact that self-efficacy beliefs can be resistant and hard to modify, they can be strengthened by giving students access to learner-friendly environments (Başaran & Cabaroğlu, 2014). Chetty (2017) further argued that by fostering teacher-student interactions that are marked by warmth, friendliness, respect, empathy, and compassion, it may be conceivable to observe an improvement in the student's mathematics self-efficacy. The most obvious finding to emerge from the qualitative data analysis in the current study is that one of the key factors that helped students believe in their own abilities was the personal traits of their teachers, the close relationship they had with them, their professional experience, their efforts to increase their success in English through various classroom activities, and their feedback on their performances and abilities.

5.4 The Relationship between Students' Sense of Efficacy in English and Their Perceived Achievement in English

The current inquiry established that students' perceived performance in English was found to be significantly influenced by their self-efficacy beliefs in English ($r(818) = .54, p = .00$). This finding was also reported by Tılfarlıoğlu and Cinkara (2009), Demir (2018), and Kim and Shin (2021). Although the central focus of Chen's (2007) study, which looked at the potential effects of English listening self-efficacy, English anxiety, and perceived importance of the English language and culture on EFL learners' performance in listening, is different from the current investigation, this finding is consistent with Chen's comprehensive study. Similar to the current study, Chen (2007) revealed that English listening self-efficacy outperformed English listening anxiety or perceived value of the English language and culture as a predictor of listening performance. In another study, the findings of the present study were also confirmed by Osman et al. (2016) who found a significant relationship between reading self-efficacy beliefs and students' reading achievement and found that students who held more optimistic views about their reading self-efficacy for EFL reading tended to score higher on reading achievement assessments.

What is surprising is that that the relevant result of the current study is contrary to that of Güç (2019) who found no link between participants' English

self-efficacy and their academic performance in English in the preparatory class although a great body of research underlined the close association between the sense of efficacy and achievement.

Students with high levels of self-efficacy beliefs are recognized for setting and adhering to objectives, attributing failure to insufficient effort or a lack of acquired abilities and regaining their sense of efficacy following failures or setbacks (Bandura, 1993). Aligned with this idea, the qualitative findings in the current inquiry indicated that the students who were not satisfied with their performance in English but could succeed more if they managed to exert more effort in their language development. Besides, the ones who felt successful in English believed that their effort and interest enabled them to achieve desirable outcomes in language learning. According to the qualitative findings, most of the students who have a high level of self-efficacy in English regarded themselves successful in English. It can be deduced that the qualitative and quantitative findings of the current research supported each other and are consistent with the relevant literature (Chen, 2007; Demir, 2018; Kim & Shin, 2021; Osman et al., 2016; Tılfarlıoğlu & Cinkara, 2009) except for Güç's study (2019).

5.5 The Relationship between Students' Perceptions of Their Autonomy-Supportive Learning Climate and Their Perceived Achievement in English

The self-determination theory (SDT) acknowledges that everyone has three essential needs: relatedness, competence, and autonomy, and that the social contexts in which people interact can either support or hinder these needs (Deci & Ryan, 2002). Prior research has emphasized the significance of learning environments that support student autonomy and has shown that these environments are primarily associated to intrinsic motivation, higher perceived competence, higher academic achievement, and classroom engagement (Bonneville-Roussy et al., 2020; Dinçer et al., 2012; Griffin, 2016; Pelletier et al., 2002; Reeve et al., 2003). Controlled environments, in contrast to those that foster autonomy, are associated with teacher behaviors that are linked to extrinsic motivation, amotivation, negative emotions towards learning, poorer academic achievement, and dropping out of school (Bonneville-Roussy et al., 2020; Dinçer et al., 2012; Griffin, 2016; Pelletier et al., 2002; Reeve et al., 2003). On the question of whether there is a link between students' perceptions of their autonomy-

supportive learning climate and their perceived achievement in English, this study found a significant positive correlation between high school students' perceptions of their autonomy-supportive learning climate and their achievement in English ($r(818) = .18, p = .00$). The association between these two variables is at low level and statistically significant. This result is in agreement with Dinçer et al.'s (2012) findings which showed a relationship between perceived competence, course participation, and course success and an environment that supports autonomy. Furthermore, this result is consistent with the findings of other studies (Black & Deci, 2000; Dişlen-Dağgöl, 2019; Kanadlı & Bağçeci, 2015). This outcome is contrary to that of Baltay-Şahiner (2018) who found no direct relation between teachers' motivational support and achievement in science classes. Yurtseven et al. (2014) also investigated whether there is a way to model the link between motivational orientations, basic psychological needs, and academic success of high school students in English lessons. These findings backed up the hypothesized model in the current study, indicating that academic achievement in English is strongly linked to competence, autonomy, interest, and attitude.

When it comes to the insights obtained from students' interviews, they also underscored that their English teachers were crucial to their success in English. The warm and sincere attitude of their English teachers and feeling at ease and unbothered in the classroom pushed them to learn English and actively participate in class activities. On the other hand, these findings are in line with the information gathered throughout the qualitative phase of the present investigation. The data obtained from teachers' interviews demonstrated that student success in English was most frequently influenced by their teachers. The development of students' positive attitudes towards and enthusiasm for English may have been aided by their genuine friendliness and interactions with their teachers. Aligned with this idea, they maintained that the teachers' promotion of the students' high levels of interest increased their motivation, engagement, and English competence.

5.6 The Relationship between Students' Perceptions of Their Autonomy-Supportive Learning Climate, Sense of Efficacy in English, and Their Perceived Achievement in English

Social cognitive theory asserts that students who have high self-efficacy exhibit proactive, autonomous behavior and consistently strive to take charge of

their own lives (Bandura, 1989). The degree to which individuals believe themselves to be autonomous in schools depends on the availability of choice and flexibility over their own lessons (Sierens et al., 2009). The relationship between self-efficacy and autonomy has been demonstrated empirically, and the underlying premise is that if students feel confident in their ability to learn, they require autonomy and support for that autonomy (Niemiec & Ryan, 2009).

In various fields, the role of teachers and self-efficacy beliefs have been disputed in relation to the factors determining academic performance although there is a relatively small body of literature that is concerned with these variables in English language learning, especially in the Turkish setting (Dişlen-Dağgöl, 2019; Kanadlı & Bağçeci, 2015). To fill this gap, this research sought to determine the mediating role of autonomy-supportive learning climate on the relationship between learners' sense of efficacy and achievement in English and the mediating role of learners' self-efficacy beliefs in English on the relationship between learners' autonomy-supportive learning climate and perceived achievement in English. However, the first hypothesized mediation model in the study indicated that the indirect effect of the autonomy-supportive learning climate variable was not significant on these two variables, namely learners' sense of efficacy and perceived achievement in English. However, the second model confirmed that English self-efficacy mediated the relationship between autonomy-supportive learning climate and achievement in English. These results are consistent with other research in the literature that addressed the relationships between some of these variables (Oriol-Granadoa et al., 2017).

The findings of the current study are similar to those of Oriol-Granadoa et al. (2017), who sought to show whether certain factors (e.g., autonomy support and positive classroom experiences) may be used to predict academic achievement in university students through engagement and self-efficacy and came to the conclusion that positive emotions and autonomy support predict academic performance, self-efficacy, and academic engagement and higher levels of academic engagement. The indirect effects also demonstrated that these factors served as mediators in the association between autonomy support and positive emotions on performance (Oriol-Granadoa et al., 2017). The findings of the current study somewhat also corroborate the ideas of Kulakow (2020), who suggested that

there is a partial mediating role played by student self-efficacy between the degree of deep learning and perceived instructor autonomy support. Besides, Bouffard-Bouchard's (1990) findings supported the idea that self-efficacy judgments are context-dependent, and that social influence is a crucial source of knowledge for developing a sense of self-efficacy. This is an essential component of understanding the role of teachers in giving students hints to properly assess their skills, especially when dealing with novel activities or subject matter (Bouffard-Bouchard, 1990).

The vast majority of students who took part in the current study's qualitative phase remarked that they performed well in English, had a strong sense of efficacy in the language, and perceived their teachers as supporting their autonomy. It is assumed that students gain information to assess efficacy through their successful performance, vicarious experiences, social persuasion, and emotional arousal (Schunk, 1991).

According to Bandura (1997), people commonly compare their success to that of specific associates in relevant situations, such as coworkers, classmates, rivals, or people in different contexts who have similar aspirations. When the students in the present research were asked the reasons behind their strong beliefs in their capabilities, they suggested that their English teachers occasionally discussed their own struggles with language learning when they were their own age, which gave students the impression that they were not the only ones having trouble learning a foreign language.

Another factor influencing the development and maintenance of efficacy beliefs is hearing supportive and constructive feedback from his social environment (Bandura, 2010). Similarly, one of the key factors that helped the learners in this study believe in their capacity was their feedback on their performances and capabilities.

Beliefs in one's own abilities influence motivation levels and the amount of stress and anxiety people experience in demanding or stressful situations; this is the emotional mediator of self-efficacy beliefs (Bandura, 1993). The psychological support provided by the teachers has the potential to boost learners' self-efficacy beliefs as well. The following insights obtained from the students' interviews also confirmed this premise. Students emphasized that because their English teachers typically adopted an embracing and understanding approach towards them, they felt

comfortable enough to convey their dissatisfaction with the lessons to them. Their English classes were made stress-free and upbeat by their teachers' lively and enthusiastic attitudes. Students stated that their teachers' honest and upbeat manner inspired and made them feel happy as well. Since the students felt psychologically secure in their learning climate, they were willing to put in the necessary effort to excel in English, handle the adversities they face when learning English, and develop strategies to enhance their abilities; accordingly, they achieve desirable outcomes in English.



6. CONCLUSION

This chapter includes the summary of the present investigation, the pedagogical implications, and recommendations for further research.

6.1 The Summary

By using the perspectives of students and English teachers in public high schools, this study set out to examine high schoolers' sense of efficacy in English, discover their perceptions of autonomy-supportive learning environment, ascertain whether there is a relationship between their self-efficacy beliefs and autonomy-supportive learning environments, determine the mediating role of autonomy-supportive learning climate on the relationship between learners' sense of efficacy and achievement in English and the mediating role of learners' English self-efficacy beliefs on the relationship between learners' autonomy-supportive learning climate and achievement in English.

The current study was classified as "a convergent (or parallel or concurrent) mixed techniques design," also known as a convergent design, and it involves simultaneously gathering quantitative and qualitative data, fusing them, comparing them, and explaining any discrepancies in the outcomes (Creswell, 2015). The research sample of the present inquiry consists of English teachers and students in state-run high schools in a city in the Black Sea region of Turkey. The quantitative portion of the current study included 820 students from state-run high schools. When it comes to the qualitative phase, 11 English teachers and 15 students in total partook in the qualitative phase of this study voluntarily. The English Self-Efficacy Scale (ESES), Learning Climate Questionnaire (LCQ), student test results from the most recent English exam, and semi-structured protocols for teachers and students were all used to collect quantitative and qualitative data for the current investigation. The Statistical Package for Social Science (SPSS) 25.0 and the PROCESS Macro were used to examine the quantitative data obtained by LCQ and ESES. Additionally, the qualitative data acquired through semi-structured interviews was examined using a software called NVivo.

The findings of this study indicate that students generally had somewhat high levels of self-efficacy beliefs in their ability to learn English. Generally, the students generally felt confident in their ability to excel in English and were unsure of their capabilities to succeed in English. As for their perception of their learning

climate, they felt that their English teachers provided a moderate amount of autonomy support. It might be argued that to some extent, autonomy was encouraged in their learning environment.

Product-Moment Pearson Correlation was undertaken to see if there was a link between high school students' opinions of the learning climate, their self-efficacy beliefs, and their perceived success in English. These three factors generally have a statistically significant and positive correlation. The findings showed that among these three variables, there is a substantial relationship between students' self-efficacy beliefs in English and their perceived achievement ($r(818) = .54, p = .00$). Students' perceptions of their autonomy-supportive learning climate and self-efficacy beliefs in English are correlated in a second-place manner ($r(818) = .25, p = .00$). In contrast, there is a low correlation between their opinions of the learning climate and their perceived performance in English classes ($r(818) = .18, p = .00$). The current study also evaluated the mediating function of autonomy support in the learning environment in the predictive power of self-efficacy on achievement in English. It was discovered that the indirect impact of the variable measuring autonomy support was insignificant (Effect = .0005, 95 % CI [-.0003, .0013]). Self-efficacy in English was found to have a moderating effect on the relationship between an autonomy-supportive learning environment and perceived achievement in English in the second model that looked at the influence of autonomy support on students' perceived success in English (Effect = .0083, 95 % CI [.0059, .0107]).

The data obtained from students' interviews showed that the factors boosting and weakening their sense of efficacy in English were mastery experience, peer and teacher influence, social persuasions, classroom tasks, interest, vicarious experience, attending English preparation school, and living abroad. On the other hand, the English teachers believed that factors influencing their students' sense of efficacy were using English in everyday life, task difficulty, exam-based language education, peers' influence, negative emotions, encouragement from parents and teachers, interest, experiences with learners' previous teachers, teachers' attitudes towards students, teacher-student relationship, instructional strategies, students' effort, extracurricular activities, and learning environment. Also, qualitative findings indicated that a great majority of English teachers supported learners'

autonomy in their learning climate to a certain extent by taking their perspectives, taking into account their students' interests, preferences, feelings, and needs in their lessons, adopting an embracing communication style, and encouraging students' inner motivational sources. Finally, the teachers noted that because of the crowded classroom, the students' habit of a teacher-centered learning environment, and institutional factors, they did not always have the opportunity to support their learners adequately in terms of identifying students' strengths and weaknesses, caring about their interests, needs, feelings, and priorities, taking their perspectives in the decision-making process to select the activities and in the evaluation of those activities, and so forth.

Overall, it is evident that a variety of factors influence academic outcomes. The instructor's interpersonal skills are one such aspect that has a substantial impact on student motivation, cognitive and affective learning, and overall academic achievement (Barr, 2016). Given that students' self-efficacy is inherently changeable and vulnerable to the classroom environment, this model of student competence encourages teachers to be hopeful about their potential to influence students' self-efficacy beliefs (Linnenbrink & Pintrich, 2003). In line with the result of the current study and the literature, this study concludes that it is impossible to deny the importance of teachers in fostering and developing students' self-efficacy beliefs. Therefore, by encouraging autonomy in their classrooms, language teachers can help students reach this goal by assisting them in maintaining appropriate but realistic self-efficacy beliefs.

6.2 Implications

Self-efficacy is the belief in one's capacity to organize and carry out the actions necessary to achieve particular goals, whereas autonomy is a desire shared by all people, the fulfillment of which would boost students' self-confidence and academic success (Bandura, 1997; Zhou et al., 2009). Reeve and Jang (2006) contend that when teachers are supportive of student autonomy, they can assist students create a sense of alignment between their classroom behavior and their inner motivational resources (i.e., psychological needs, interests, preferences, objectives, and values). Students cannot immediately experience autonomy from them, and teachers can only help students with this experience by discovering their own internal sources of motivation and by giving them the chance to match their

own internal resources with the learning activities they are doing in class (Reeve & Jang, 2006). It is beneficial to boost these inner motivational resources since students in classrooms with autonomy-supportive teachers exhibit a noteworthy and significant range of positive academic achievement, in contrast to those in classes with controlling teachers (Reeve, 2006).

Based on the findings of the current study and pertinent literature, the following suggestions have been made (e.g., Afari, et al., 2013; Baker & Goodboy, 2019; Baltay-Şahiner, 2018; Barr, 2016; Black & Deci, 2000; Carr, 2014; Dorman, 2001; Hanke, 2013; Linnenbrink & Pintrich, 2003; Liverød, 2022; O'Reilly, 2014; Oriol-Granado et al., 2017; Zedan & Bitar, 2014). Teachers can

- create a positive learning climate in which students feel emotionally safe enough to express their ideas and take risks and reduce their anxiety,
- consider their students' points of view to alter the educational activities they offer in accordance with their preferences, interests, enjoyment level, sense of challenge, etc. and make the classroom tasks engaging and relevant to meet the needs and preferences of the students,
- be adaptable and enable diversity in their teaching methods to account for student learning styles,
- explain the purpose, significance, importance, or other hidden personal benefit of tasks and activities that do not hold the students' attention or have much value,
- welcome negative feelings,
- break down the barriers with their students rather than putting up thick walls between them and their learners to encourage them to reach their teacher when they needed any assistance,
- closely examine and track the progress of the students on a regular basis and provide realistic and informative feedback to them,
- instruct students on how to establish and work towards their own academic objectives,
- allow students to move forward at their own pace of learning and help learner realize what they can do rather than what they cannot do,
- assign additional sources and encourage students to use English in their daily lives as part of an effort to foster their enthusiasm.

Considering the difficulties that the participating teachers face and the related literature (e.g., Işık & Balçıkanlı, 2020; Reeve & Cheon, 2021), the following actions can be taken by the stakeholders:

- Based on their results of the placement tests, the students can be divided into groups with appropriate language proficiency levels. The results can be used to place them precisely and consistently in levels that correspond to the CEFR. This can give students, teachers, and other stakeholders thorough information so that they can decide what to teach and how to teach it.
- Lessen the number of the students in English classes to open up a space for student-talking time and effective participation to practice their language skills.
- Offer informative seminars and workshops to broaden teachers' knowledge and enhance instructional practice on the innovations in language teaching and learning and train English teachers on autonomy-supportive instructional practices.
- Provide workshops with hands-on activities for the students to raise their awareness on autonomy support.

6.3 Recommendations for Further Research

The design of the present study is constrained because the current study looked at high school students' perceptions of their learning environments in 10 public high schools in a city in the Black Sea region of Turkey and the viewpoints of English teachers employed at high schools in the city. If the current study had been conducted with more participants and in broader situations, the results would have been more generalizable, given the context and the sample size. The upcoming studies can be carried out in various settings and with different grade levels.

As the study is based on students' general English exam results, which makes it difficult to assess individual student's degree of proficiency in a language, future research might instead combine the exam results for each language competence to get a more comprehensive understanding of the strengths and weaknesses of language learners' reading, writing, listening, and speaking skills.

Due to time restrictions throughout the data collection procedure, the students only reported their most recent English exam score; nonetheless, future

investigations can obtain the students' average achievement score at the end of the school year, which can more clearly represent their success level in English.

Also, the current investigation made use of interviews and questionnaires to gain insights regarding learners' sense of efficacy in English and the autonomy support provided by their English teachers. Further inquiry can be conducted through classroom observations, and students' and teachers' self-reflective reports to gain more in-depth information on these variables. In addition to teachers and students, administrators and families can also be added to the research sample.

Finally, the other motivational constructs can be added to establish the mediating role of self-efficacy in English in predicting the relationship between autonomy-supportive practices and learners' success. Further research can investigate the mediating role of positive emotions, anxiety, motivational strategies, resilience, and attributions of success and failure on the association between autonomy-supportive learning climate and success and/or failure in English. Besides, extracurricular activities play a significant role in enhancing students' perception of efficacy in English, as shown by qualitative findings of the current investigation. By utilizing an experimental research methodology, future studies might concentrate on the impact of extracurricular activities or hands-on activities on learners' self-efficacy beliefs in English. Furthermore, the effects of autonomy-supportive or controlling teacher behavior on students' achievement and sense of efficacy in English can be examined through experimentally based, longitudinally designed studies. Finally, teacher- focused studies can be conducted on teachers' efficacy, teachers' autonomy and school autonomy gap.

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8. APPENDICES

APPENDIX 1: DEMOGRAPHIC INFORMATION SURVEY

DEMOGRAFİK BİLGİ ÖLÇEĞİ

Değerli katılımcı,

Aşağıda verilen bilgileri eksiksiz olarak doldurunuz.

Katılımınız için teşekkür ederim.

1. BÖLÜM

Cinsiyetiniz: Kadın (.....) Erkek (.....)

Yaşınız: 13(.....) 14(.....) 15(.....) 16(.....)
17(.....) 18(.....) Diğer (.....)

Okulunuz:

Sınıfınız: 9.Sınıf (.....) 10.Sınıf (.....) 11.Sınıf (.....) 12.
Sınıf (.....)

Bölümünüz: Bu maddeyi, 9 ve 10. Sınıf öğrenciyseniz ya da meslek lisesinde
öğrenim görüyorsanız **“hiçbiri”** seçeneğini işaretleyiniz.

(...) Fen Bilimleri Alanı (Sayısal)

(...) Türkçe – Matematik Alanı (Eşit Ağırlık)

(...) Sosyal Bilimler Alanı (Sözel)

(...) Dil Alanı

(.....) Hiçbiri

Lütfen en son girdiğiniz İngilizce sınav notunuzu yazınız. (Örneğin, 85, 75 gibi)

.....

Yaklaşık 40 dakika sürecek olan ve Zoom üzerinden kapalı kamera olarak
gerçekleştirilecek yarı-yapılandırılmış görüşmelere katılmayı isterseniz, lütfen e-
posta adresinizi verilen alana yazınız.

e-posta:

APPENDIX 2: ENGLISH SELF-EFFICACY SCALE

Bu bölümde toplamda 34 madde yer almaktadır. Sizlerden verilen durumlarda kendinize olan güveninizi 1den 5e kadar verilen sayılardan birini seçerek değerlendirmeniz beklenmektedir. Lütfen hiçbir maddeyi atlamayınız.

OKUMA

1. İngilizce bir metin okuduğumda anlayabilirim.

1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
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2. İngilizce akademik metinler okuduğumda önemli noktaları anlayabilirim.

1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
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3. Okuduklarımı zihnimde canlandırabilirim.

1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
-----------------------	--------------------	-------------------	---------------------	--------------------------

4. Okuduğum İngilizce metnin temasını ya da ana fikrini bulabilirim.

1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
-----------------------	--------------------	-------------------	---------------------	--------------------------

5. İngilizce bir metinle ilgili soruları cevaplayabilirim.

1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
-----------------------	--------------------	-------------------	---------------------	--------------------------

6. Okuduğum İngilizce bir metinde anlamını bilmediğim sözcükleri tahmin edebilirim

1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
-----------------------	--------------------	-------------------	---------------------	--------------------------

7. İngilizce bir metinde aradığım bilgiyi kolaylıkla bulabilirim.

1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
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8. İngilizce sınavlarının okuma bölümlerinde başarılı olacağıma inanıyorum.

1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
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YAZMA

1. İyi bir paragraf ya da kompozisyon yazabilirim.

1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
-----------------------	--------------------	-------------------	---------------------	--------------------------

APPENDIX 2 Continued

2. İngilizce bir paragraf ya da kompozisyon yazarken dilbilgisi kurallarını doğru kullanabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
3. İngilizce bir metin yazarken noktalama işaretlerini doğru kullanabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
4. İngilizce bir metin yazarken düşüncelerimi tam ve açık olarak ifade edebilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
5. Bir şeyi İngilizce yazamadığımda, pes etmek yerine sorunu çözmek için çaba sarf ederim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
6. İngilizce yazarken önemli noktaları vurgulayabilirim				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
7. İngilizce bir metni kendi cümlelerimle yeniden yazabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
8. Günlük yaşamda kendimi İngilizce yazılı olarak ifade edebilirim (özgeçmiş, başvuru formu, şikâyet mektubu vb.)				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
9. İngilizce herhangi bir şey yazdıktan sonra hatalarımın farkına varabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
10. İngilizce yazma ile ilgili verilen etkinlikleri yaparken yardıma ihtiyaç duyarım.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor

APPENDIX 2 Continued

DİNLEME

1. İngilizce konuşulanları anlayabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
2. Dinlediğim İngilizce konuşmanın ana fikrini çıkarabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
3. Dinlediğim bir cümledeki duygusal vurguları anlayabilirim				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
4. İngilizce bir konuşma dinlediğimde bilmediğim sözcüklerin anlamını tahmin edebilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
5. İngilizce bir konuşma duyduktan sonra duyduklarım ile ilgili soruları cevaplayabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
6. İngilizce televizyon kanallarını/ filmleri izlediğimde dinlediklerimi anlayabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
7. Bir konuşma dinlediğimde resmi dil ile günlük konuşma dilini ayırt edebilirim.				

1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
8. İngilizce bir okuma parçasını dinlerken duyduklarımı doğru olarak yazabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
9. İki kişi arasında geçen kısa bir İngilizce konuşmayı anlayabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
10. İngilizce sınavlarımın dinleme bölümlerinde başarılı olacağıma inanıyorum.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor

APPENDIX 2 Continued

KONUŞMA

1. Günlük yaşamda gerekli ihtiyaçlarımı İngilizceyi kullanarak karşılayabilirim. (Yurt dışında olduğunuzu düşünün, yer-yön bulma, alış-veriş vb.)				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
2. Bir mülakatta kendimi İngilizce olarak ifade edebilirim. (Üniversiteye giriş, iş başvurusu vb.)				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
3. Amaca ve duruma göre resmi ya da resmi olmayan bir şekilde İngilizce konuşabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
4. İngilizce sorulan sorulara cevap verebilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
5. Karşımdaki beni anlamadığında düşüncelerimi başka şekilde ifade edebilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor
6. Anadili İngilizce olan bir kişinin anlayabileceği şekilde İngilizce konuşabilirim.				
1 Bana hiç uymuyor	2 Çok az uyuyor	3 Biraz uyuyor	4 Oldukça uyuyor	5 Bana tamamen uyuyor

Yaklaşık 40 dakika sürecek olan ve Zoom üzerinden kapalı kamera olarak gerçekleştirilecek yarı-yapılandırılmış görüşmelere katılmayı isterseniz, lütfen e-posta adresinizi verilen alana yazınız.

e-posta:

APPENDIX 3: LEARNING CLIMATE QUESTIONNAIRE

Değerli katılımcı, bu ankette toplam 15 madde yer almaktadır. Verilen ifadeye ne ölçüde katılıp katılmadığınızı belirtmek için 1 den 7 ye kadar verilen sayılardan bir tanesini seçiniz. Bu ankette yer alan maddeleri **İngilizce Öğretmenlerinizi** düşünerek cevaplayınız.

Katılımınız çok teşekkür ederim.

1. Öğretmenimin bana seçenekler sunduğunu ve tercih hakkı verdiğini düşünüyorum.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
2. Öğretmenim tarafından anlaşıldığımı hissediyorum.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
3. Ders sırasında öğretmenime karşı rahat ve samimi olabiliyorum.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
4. Öğretmenim derste başarılı olmam için yeteneklerime güvendiğini ifade eder.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
5. Öğretmenim benim dersle ilgili olumsuz duygularımı kabul eder.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
6. Öğretmenim dersin amaçlarını ve bu amaçlara ulaşmak için ne yapmam gerektiğini anlamamı sağlar.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
7. Öğretmenim beni derste soru sormam için cesaretlendirir.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
8. Öğretmenime çok güven duyuyorum.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
9. Öğretmenim sorularımı dikkatli bir şekilde tam olarak cevaplar.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
10. Öğretmenim benim herhangi bir konuda bir şeyleri nasıl yapmak istediğimi önemser.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum

APPENDIX 3 Continued

11. Öğretmenim insanların duygularını çok iyi anlar.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
12. Öğretmenimin beni bir birey olarak önemseydiğini düşünüyorum.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
13. Öğretmenimin benimle konuşma şeklinin çok iyi olmadığını düşünüyorum.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
14. Öğretmenim bana herhangi bir konuda bir şeyler yapmak için yeni bir yöntem önermeden önce, benim bu konudaki fikirlerimi anlamaya çalışır.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum
15. Öğretmenimle duygularımı paylaşabileceğimi düşünüyorum.						
1 Kesinlikle Katılıyorum	2	3	4 Nötr (Tarafsız)	5	6	7 Tamamen Katılıyorum

Yaklaşık 40 dakika sürecek olan ve Zoom üzerinden kapalı kamera olarak gerçekleştirilecek yarı-yapılandırılmış görüşmelere katılmayı isterseniz, lütfen e-posta adresinizi verilen alana yazınız.

e-posta:



APPENDIX 4: SEMI-STRUCTURED INTERVIEWS WITH STUDENTS

YARI-YAPILANDIRILMIŞ GÖRÜŞME SORULARI (ÖĞRENCİ)

Değerli katılımcı,

Bu araştırmanın amacı devlet liselerinde öğrenim gören öğrencilerin İngilizce ile ilgili öz-yeterlik inançları, öğrenme iklimine yönelik görüşleri, İngilizcede gösterdikleri başarı ve başarısızlıkları yönelik atıflarını ortaya koymaktır. Görüşmede yer alan soruların doğru veya yanlış cevapları yoktur. Kendi düşüncelerinizi samimiyetle ifade etmeniz beklenmektedir. Görüşmenin yaklaşık 40 dakika sürmesi beklenmektedir. Katılım gösterdiğiniz için şimdiden teşekkür ederim.

A. DEMOGRAFİK BİLGİLER

1. Kaç yaşındasınız?
2. Hangi okulda okuyorsunuz?
3. Kaçıncı sınıftasınız?
4. Ne kadar süredir İngilizce öğreniyorsunuz?

B. İNGİLİZCE İLE İLGİLİ ÖZ-YETERLİK İNANÇLARI

5. İngilizce okuma, yazma, konuşma ve dinleme becerilerinde başarı elde edebileceğiniz konusunda kendinize güvenir misiniz?
6. İngilizcenin okuma, yazma, dinleme veya konuşma becerilerinden hangisinde zorluklar yaşıyorsunuz? Bunun sebepleri neler olabilir?
7. İngilizce öğrenirken, okuma, yazma, dinleme veya konuşma becerilerinde zorluk yaşadığınızda neler yapıyorsunuz? Hemen pes eder misiniz yoksa çaba gösterip o alandaki eksikliğinizi telafi etmeye çalışır mısınız?
8. İngilizcede başarılı olacağınız konusundaki inançlarınızı neler etkilemektedir?
9. İngilizcede başarılı olacağınız konusundaki inançlarınızda, İngilizce öğretmeniz etkili midir? Örneğin, sizinle kurduğu ilişki, yeteneklerinize yönelik yorumları, size yaklaşımı gibi durumlar etkili midir?

APPENDIX 4 Continued

C. İNGİLİZCEDEKİ BAŞARI VE BAŞARISIZLIK ATIFLARI

10. “Eğer İngilizceden aldığınız notlardan memnun veya mutluysanız, bu İngilizcede başarılı olduğunuzu gösterir ve başarınız, yüksek bir not almanız gerektiğini anlamına gelmez. Bunun yanı sıra, eğer İngilizceden aldığınız notlardan memnun veya mutlu değilseniz, bu İngilizcede başarısız olduğunu anlamına gelir ve çok düşük almanızla alakalı bir durum değildir.”

Bu açıklamadan yola çıkarak, İngilizcede göstermiş olduğunuz başarıyı/performansı değerlendirebilir misiniz?

- a. Size göre, İngilizce başarılı olmanızın altında yatan sebepler neler olabilir?
- b. Size göre, İngilizcede başarılı olamamanızın altında yatan sebepler neler olabilir?

D. ÖZERLİK DESTEKLEYİCİ SINIF ORTAMI

- 11. Size göre, İngilizce öğretmeniniz, derslerinizde genelde hangi rolü üstelenir? Lider veya danışman gibi?
- 12. İngilizce öğretmeniniz derslerinizdeki etkinliklerde sizin ihtiyaçlarınızı, isteklerinizi, önceliklerinizi, tercihlerinizi veya duygularınızı dikkate alır mı?
- 13. İngilizce öğretmeniniz derse başlarken, o günkü derste yapacaklarınızdan bahsettikten sonra sizlerin fikirlerini sorup önerilerinizi dinler mi?
- 14. Derslerinizden sonra, İngilizce öğretmeniniz sizlerden derslerinizle ilgili geri-bildirimler alır mı? Sizlerin derse yönelik yaptığınız yorumları nasıl karşılar?
- 15. İngilizce derslerinizde, size göre sıkıcı veya gereksiz olan bir etkinlik olduğunda bununla ilgili görüşlerinizi belirttikten sonra İngilizce öğretmeniniz ne yapar?
- 16. İngilizce öğretmeniniz, sizinle iletişim kurarken nasıl bir dil kullanır? Örneğin, anlayışlı, sakın veya sert bir dil vb.
- 17. İngilizce öğrenme sürecinde, İngilizce öğretmeniniz sizi motive etmek için neler yapar?
- 18. Eklemek istediğiniz başka bir konu var mı?

Katılımınız için teşekkür ederim.

APPENDIX 5: SEMI-STRUCTURED INTERVIEWS WITH ENGLISH TEACHERS

YARI-YAPILANDIRILMIŞ GÖRÜŞME SORULARI (İNGİLİZCE ÖĞRETMENLERİ)

Değerli katılımcı,

Bu araştırmanın amacı devlet liselerinde öğrenim gören öğrencilerin İngilizce ile ilgili öz-yeterlik inançları, öğrenme iklimine yönelik görüşleri, İngilizcede gösterdikleri başarı ve başarısızlıkları yönelik atıflarını ortaya koymaktır. Görüşmede yer alan soruların doğru veya yanlış cevapları yoktur. Kendi düşüncelerinizi samimiyetle ifade etmeniz beklenmektedir. Görüşmenin yaklaşık 40 dakika sürmesi beklenmektedir. Katılım gösterdiğiniz için şimdiden teşekkür ederim.

DEMOGRAFİK BİLGİLER

1. Ne kadar süredir, İngilizce Öğretmeni olarak çalışıyorsunuz?
2. Hangi kurumda görev yapıyorsunuz?
3. Kurumunuzda, hangi sınıf seviyeleriyle çalışıyorsunuz?

ÖZERLİK DESTEKLEYİCİ SINIF İKLİMİ

4. Sınıflarınızda, bir öğretmen olarak genelde hangi rolü üstlenirsiniz? Lider? Danışman?
5. Derslerinizde yer verdiğiniz etkinliklerde öğrencilerinizin ihtiyaçlarını, isteklerini, önceliklerini, tercihlerini veya duygularını dikkate alır mısınız?
6. Derse hazırlık sürecinde, öğrencilerim bu dersi ilgi çekici bulacak mı; içeriği ve etkinlikleri daha ilgi çekici, öğrencilerimin ilgi alanlarına, düzeylerine yönelik hazırlayabilir miydim gibi soruları kendinize sorar mısınız?
7. Derse başlarken, o günkü derste yapacaklarınızdan bahsettikten sonra öğrencilerinize fikirlerini sorup önerilerini dinler misiniz?
8. Öğrencilerden derse yönelik geri bildirim alırken çeşitli yöntemler kullanılmaktadır. Buna örnek olarak, küçük notlara öğrenciler isimlerini yazmadan onlara göre dersin ilgi çekici yönleri, zorlandıkları veya ilgilerini düşüren noktaların neler olduğundan bahsedebilirler. Derslerinizden sonra, öğrencilerinizden derslerinizle ilgili geri-bildirimler alır mısınız? Öğrencilerinizin derse yönelik yaptığı yorumları nasıl karşılırsınız?

APPENDIX 5 Continued

9. Öğrencilerinizde iletişim kurarken nasıl bir dil tercih edersiniz? Örnekler vererek açıkla mısınız?

10. İngilizce öğrenme sürecinde, öğrencilerinizi nasıl motive edersiniz?

ÖĞRENCİLERİN İNGİLİZCE İLE İLGİLİ ÖZ-YETERLİK İNANÇLARI

11. Öğrencileriniz, okuma, yazma, konuşma ve dinleme becerilerinde başarı elde edebilecekleri konusunda kendilerine güvenirler mi?

12. Öğrencilerinizin İngilizce okuma, yazma, konuşma ve dinleme becerilerinde başarı elde edeceklerine yönelik inançlarını size göre hangi faktörler etkilemektedir?

13. Dil öğrenme yolculuklarında, öğrencileriniz sorunlar veya zorluklara karşılaştıklarında bu durumlarla nasıl başa çıkarlar?

BAŞARI VE BAŞARISIZLIK ATIFLARI

14. Öğrencileriniz, genellikle İngilizce öğrenirken gösterdikleri başarılarını hangi nedenlere bağlarlar?

15. Öğrencileriniz, genellikle İngilizce öğrenirken gösterdikleri başarısızlıklarını hangi nedenlere bağlarlar?

16. Eklemek istediğiniz başka bir konu var mı?

Katılımınız için teşekkür ederim.