SELF- EFFICACY IN EFL: DIFFERENCES AMONG PROFICIENCY GROUPS AND RELATIONSHIP WITH SUCCESS

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Abstract: This study intended to investigate the self-efficacy of EFL students enrolled at Gaziantep University's School of Foreign Languages (GUSFL). More specifically, the aim was to explore EFL self-efficacy level of the students in relation to their academic success in English. In addition, demographic variables such as students' age and gender were studied in relation to their self-efficacy. This study was conducted in the spring semester of 2007-2008 academic years. One hundred seventy five preparatory students at GUSFL (60 females and 115 males) participated in the study with the mean age of 19.7. The data were collected through the English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ). The analysis of the EFL self-efficacy survey revealed that EFL learners at GUSFL had high sense of self-efficacy in language learning tasks. Therefore, self-efficacy was disclosed to be an influential aspect in students' success in English language learning.

Keywords: Self-efficacy, success, proficiency, psychological, variable.

Özet: Bu çalışmanın amacı, Gaziantep Üniversitesi Yabancı Diller Yüksekokulu (YDYO) öğrencilerinin İngilizce öğrenimine yönelik yetkinlik beklentilerinin belirlenmesidir. Daha ayrıntılı olarak, öğrencilerin kişisel yetkinlik beklenti düzeyleri ve bunların YDYO'daki İngilizce öğrenimindeki başarıya etkisi araştırılmıştır. Buna ek olarak, yaş ve cinsiyet gibi demografik değişkenler İngilizce öğrenimi yetkinlik beklentisi ile ilişkili olarak incelenmiştir. Bu çalışma, 2007-2008 öğretim yılı sonunda Gaziantep Üniversitesi YDYO'da İngilizce Hazırlık eğitimi alan; yaş ortalamaları 19.7 yıl olan toplam 175 öğrenci (60 kız, 115 erkek) ile gerçekleştirilmiştir. Veri toplamak amacıyla Yabancı Dil Olarak İngilizce Yetkinik Beklentisi Ölçeği (Mills'den uyarlanmıştır (2006)) ölçeği kullanılmıştır. Elde edilen verilerin istatistiki analizi sonucunda GÜ YDYO öğrencilerinin İngilizce öğrenimine yönelik kişisel yetkinlik beklenti düzeylerinin yüksek olduğu ve öğrencilerin İngilizce seviye gurupları arasında farklılık gösterdiği ortaya çıkmıştır. Bunun yanı sıra, kişisel yetkinlik beklentisi ile sene sonu başarı arasında olumlu bir ilişki olduğundan dil öğreniminde önemli bir etken olduğu ortaya çıkartılmıştır.

Anahtar Sözcükler: Yetkinlik beklentisi, başarı, yeterlik, psikolojik, değişken.

Introduction

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

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

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

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

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

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

dealing with language learning self-efficacy language learning EFL success is limited. Duman (2007, p. 3) observed that there have been very few studies about self-efficacy which is thought to have an important effect on academic success and motivation in social sciences and in the field of EFL. As such, the current study attempts to determine the relationship between these two factors.

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

The major purpose of this study is to determine English language learning self-efficacy levels of preparatory class students at the University of Gaziantep and correlate the results with their language proficiency levels. The results of the correlating statistics will reveal the relationship between self-efficacy and EFL success, as various researchers have predicted (Lent et al., 1986; Betz and Hackett, 1986; Bandura et al., 1977; Bandura, 1982). For this following research questions have been formulated:

1. What are the EFL self-efficacy levels (as determined by English as a Foreign Language Self-Efficacy Scale (EFL-SES) which is adapted from Aliegro, 2006) of the students at GUSFL?
2. Are the EFL self-efficacy levels of three EFL proficiency level groups (namely pre-intermediate, intermediate, and upper-intermediate) different?
3. Is there a relationship between GUSFL students' reported EFL self-efficacy levels and their EFL end-of-the-year grades (as measured by the GPA of the students at the end of the year)?

Method

Participants

In this study, a descriptive analysis has been carried out to describe English language learning self-efficacy expectations of 175 students from the population of about 1000 preparatory level students at GUSFL. The students at GUSFL were placed into three proficiency level groups (pre-intermediate, intermediate, and upper-intermediate); and in each proficiency group they were placed into classrooms with 20 students. Nine groups of students (three groups in each proficiency level) were chosen on the basis of cluster random sampling from three proficiency levels and 30 classrooms. The students' ages vary from 19 to 25 years. In terms of gender, 115 of the participants were male students and 60 of them were females. The male female student ratio was 23:12. The participants were drawn from three different English language proficiency level groups: fifty-eight (33,1%) were upper-intermediate; sixty-four (36,6%) were intermediate; and fifty-three (53%) were pre-intermediate English language learners. The students were basically from engineering programs. 134 (76,5%) students out of the 175 surveyed were from the Faculty of Engineering, including the departments of Civil Engineering (13; 7,43%), Electrical and Electronics Engineering (21; 12%), Food Engineering (21; 12%), Industrial Engineering (14; 8%), Mechanical Engineering (32; 18,29%), Physics Engineering (24; 13,71%), and Textile Engineering (9; 5,14%). The remaining part of the sample population consisted of students of the Department of Medicine (29; 18,5%) and English Language and Literature (6; 3,8%).

Instruments

A clear understanding of self-efficacy beliefs is important for students and teachers as well. Academic studies (Zimmerman et al. 1992) have shown self-efficacy to be the greatest predictor of achievement, and this is supported by research in language teaching (Mills 2004, Aliegro 2006). With such an achievement-orientated discipline as language learning, a predictor of this sort is clearly desirable. The data was collected through a measurable instrument in Turkish: namely, English as a foreign language self-efficacy questionnaire (EFL-SEQ). The EFL-SEQ was adapted from Mills (2004) to fit in English as a foreign language setting. Mills's questionnaire was created for an intermediate French course. It has 40 items and is scored according to an 8-point Likert-type scale. Regarding the first 35 questions, students are asked how sure they are that they can perform a specific task related to English. These items are scored from 0 (no chance) to 7 (completely certain). The last five questions focus on students' self-efficacy about their overall performance in English preparatory classroom, thus providing insight into the students' confidence in achieving certain grades at the end of the year in the English preparatory class (see Appendix C). Essentially, the instrument measures their self-efficacy towards the EFL course as a whole. The items are scored using a Likert-type scale ranging from 0 (not confident) to 7 (completely confident). One overall EFL-SEQ score is obtained and the total scores range from 0 to 280. Higher scores indicate a higher self efficacy related to English as a Foreign Language.

This questionnaire was also used by Pajares (2006), and the version used in the current study was obtained from Pajares (2006) as it was the latest form of the instrument at the time of the current study. He administered the questionnaire to English speaking Spanish as a Second Language Learners. Therefore, the items of questionnaire were in English and for this study translated into Turkish in the adaptation process. In order to make sure about the validity of the questionnaire, apart from translation, the only modification in the adaptation process was that the references to Spanish were altered to English for our EFL learners (see Appendix A). The translation of the EFL-SEQ from English to Turkish was proofread by three English language instructors, who hold MA degrees in English Language Teaching. At the end of the modification process, the EFL-SEQ was ready to be delivered in Turkish (see Appendix B).

Data collection

A pilot study was conducted to see how well the questionnaire was adapted and how much time was needed to fill it out. The analysis of the data collected from pilot study showed that the questionnaire proved to be reliable with the Cronbach's Alpha figures of .94 for English as a Foreign Language Self-Efficacy Questionnaire (EFL-SEQ). The questionnaire was administered to the students at GUSFL in the spring semester of 2007/2008 education year. They were handed out to students during regular class hours in their classrooms. As in the pilot study, the administration of GUSFL was informed about the study and permission was granted. The researcher visited three groups in each proficiency level, namely pre-intermediate, intermediate, and upper-intermediate. They were each given practical information on the nature and the objectives of the study. The students were also told that they had the choice not to fill out the questionnaires or to quit any time they wanted. Their teachers then handed out the EFL-SEQ questionnaire and asked them to complete it anonymously.

Results and Discussion

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

the questionnaire results reveals the self-efficacy level of students at GUSFL. The means of responses given by all of the students were calculated. Table 1 shows the results for the EFL-SEQ.

Table 1. EFL-SEQ's Descriptives

Mean	**183.3**
Standard deviation	**39.9**
Minimum	**89**
Maximum	**277**
Number of participants	**175**

The total score for the EFL-SEQ could be between 0 and 280; and as the Table 1 shows the participants total scores ranged from 89 to 277. The mean score was 183.3 and the standard deviation was 39.9. Although Aliegro (2006) found a similar efficacy level for his students of Spanish as a Foreign Language, the participants in the current study have higher self-efficacy levels. The EFL-SEQ was proved to be reliable with the Cronbach's Alpha value of .96.

The results of all students' responses to the items in the EFL-SEQ were analyzed to measure how efficacious the students at GUSFL are. The mid-point of the scale, which is 140, was accepted as the cut-point separating low and high efficacious learners. Table 2 below illustrates three different language proficiency levels student groups' English language learning related self-efficacy levels.

Table 2. Students' Self-efficacy Levels at GUSFL

Proficiency level	Self-efficacy mean scores	Std. D.
Pre-Intermediate	168.61	40.55
Intermediate	180.12	36.3
Upper-Intermediate	202.25	34.6
Whole Sample	183.37	39.93

Table 2 shows three EFL proficiency level group students average EFL-SEQ score averages and standard deviations. Self-efficacy mean scores are parallel with EFL proficiency of the participants. According to the results of EFL-SEQ, the lowest proficiency group, the pre-intermediate students, have an average of 168,61 (SD=40.55); intermediate group students have an average of 180.12 (SD=36.3); and the most proficient group, the upper-intermediate students, have an average of 202.25 (SD=34.6). The mean score of the whole sample is 183.37 (SD=39.93). The EFL-SEQ mean scores of each proficiency group and the whole sample are relatively high when compared to Aliegro's (2006) findings. He studied 104 Spanish as a Foreign Language Learners and their pre-test mean score on the Spanish as a Foreign Language Self-Efficacy Questionnaire (SFL-SEQ) was 120.7 (SD = 55.8) and post-test mean score was 159.1 (SD = 46.3).

Further, it was aimed to see whether the students with different EFL proficiency levels also differ in personal beliefs about their abilities to master certain tasks given on the EFL-SEQ. In

order that, the difference shown in Table 2 be proven statistically, a one-way analysis of variances (ANOVAs) was conducted.

Table 3. One-way ANOVA for Self-efficacy Level and EFL Proficiency Groups

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

The one-way ANOVA statistics for self-efficacy level and EFL proficiency groups as shown in Tables 4 and 5 reveal that there are significant differences among three different EFL proficiency group students' mean scores on the EFL-SEQ (sig. = .000 < .05). Neither the one-way ANOVA statistics nor the means plot of EFL-SE level for EFL proficiency level groups reveal which of the three groups differentiated from the other two. In other words, it is not yet clear among which of the groups the difference exists. In order to determine the differentiating groups, a Scheffe post-hoc test has been conducted. Table 4. presents the findings of the Scheffe post-hoc test.

Table 4. The Scheffe Post-Hoc Test for EFL-SE Level and EFL Proficiency Level

Multiple Comparisons

Dependent Variable: SELF EFFICACY LEVEL

Scheffe

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

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

The table above demonstrates multiple comparisons of EFL proficiency level groups. It can be observed that the mean differences are significant between upper-intermediate and pre-intermediate (-33.6378, sig. = .000) and intermediate and pre-intermediate (-22.1288, sig. = .041). This research question was formed to test the possible effect of participants' English as a foreign language related self-efficacy beliefs on EFL success as measured by end-of-the-year GPA of the participants. In order to answer this research question, a Pearson product moment correlation was applied to the current dataset. The results are shown in table 5:

Table 5. Correlation between scores on the EFL-SEQ and English Proficiency

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

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

Table 5 demonstrates that the Pearson product moment correlation reveals a significant positive correlation between the participants' scores on the EFL-SEQ and their English proficiency scores, which are their end-of-the-year GPAs (r = .375, p> .01). This means that, as the scores on the EFL-SEQ increase, the English proficiency scores increase. Moreover, as the scores on the EFL-SEQ decrease, the English proficiency scores decrease. This Pearson product moment correlation figure is a strong sign of the relationship between the EFL related self-efficacy and English proficiency. Students with high self-efficacy beliefs reported feeling more efficacious than students with low self-efficacy beliefs in managing academic activities. This finding confirms the strong link between students' self-efficacy beliefs and their actual performance and attainments as stated by various researchers (Zimmerman 1992; Bandura 1997; Bassi et al. 2007).

Conclusion and Recommendations

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

While the purpose of this study was to investigate whether students' EFL self-efficacy levels has a relationship with their EFL success, the research questions more specifically led the analysis. Firstly, the data collected through the instrument given above (i.e. EFL-SEQ) has been analyzed to demonstrate the overall EFL self-efficacy level of the students. Secondly, a one-way analysis of variances (ANOVAs) has been completed to see if the EFL self-efficacy levels of the three EFL proficiency level groups (namely pre-intermediate, intermediate and upper-intermediate) are different. The Pearson Product Moment Correlations between GUSFL students' reported EFL self-efficacy levels and their EFL end-of-the-year grades (as measured by the GPA of the students at the end of the year) are conducted.

The findings for the first research question have disclosed the students' EFL self-efficacy levels and the difference among three proficiency level groups. Firstly, the analysis to reveal the students' EFL self-efficacy level has pointed out that the students at GUSFL have a higher level of self-efficacy beliefs in learning English when compared to the findings of Aliegro (2006). Many researchers argued that self-efficacy has an impact on success. Bandura (1984) stated that self-efficacy has the potential to play a key role in the learning process by helping or hindering learner's progress, Zimmerman et al. (1992) also declared that "perceived

efficacy to achieve motivates academic attainment both directly and indirectly by influencing personal goal setting". Although some researchers has already put a remark on how self-efficacy has control on individual's thoughts, feelings, and actions, and therefore influences the success of outcomes (Bandura, 1986), this study only reveals that there is a positive significant correlation between the self-efficacy level of the students and their EFL end-of-the-year grades (r = .37). It is desirable for learners to have high self-efficacy beliefs in their FL competence, as this will end up in a higher intrinsic motivation, lower anxiety, perseverance in the face of difficulty, and, therefore, the attainment of desirable outcomes. Secondly, in order to see the difference among three proficiency level groups a one-way analysis of variances was conducted. The results of this analysis suggest that that there are significant differences among three different EFL proficiency group students' mean scores on the EFL-SEQ (sig. = .000 < .05). The most striking difference between the student beliefs were between elementary and upper-intermediate groups. Elementary level students revealed relatively weaker self-efficacy beliefs than those of upper-intermediate students. Considering the relationship between self-efficacy and success, this difference was predictable. This finding shows the cyclical relationship between self-efficacy and achievement. Students with high self-efficacy tend to be more successful and successful students tend to have higher self-efficacy beliefs. Therefore, the findings of ANOVA are consistent with the results of abovementioned studies and those of the second research question.

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

As for the implications for the EFL classrooms, self-efficacy can be an important tool. Specifically, self-efficacy is predictive of academic performance and course satisfaction in classrooms (Bandura, 1997). An individual's self-efficacy has a significant impact on his or her actual performance (Pajares and Schunk, 2002), emotions (Bandura et al. 1977), behaviorial choices (Betz and Hackett, 1981), amount of effort and perseverance expended on an activity (Brown and Inouye, 1978), and motivation and performance (Pajares and Schunk, 2001; Schunk and Pajares, 2002). Since academic self-efficacy has been shown to correlate with the students' above-mentioned beliefs and behavior, students' learning environments could be used to enhance self-efficacy.

Procedures beneficial for developing academic self-efficacy beliefs include proximal and specific learning goals, strategy instruction and verbalization, social models, performance and attributional feedback, and performance-contingent rewards (Schunk, 1995). These procedures inform students of their capabilities and progress in learning and this information motivates students to continue to perform well. Providing students with a strategy that helps them succeed can also raise self-efficacy. Students who believe they have the means for performing successfully are apt to feel efficacious about doing so. As they work on tasks and

apply the strategy, they note their progress, which strengthens their self-efficacy. Having students verbalize the strategy as they apply it also raises self-efficacy because the verbalization directs students' attention to important task features, assists strategy encoding and retention, and helps them work systematically (Schunk, 1995). For example, in the EFL classrooms the instructor can help students perform better and persist in studying longer by structuring activities in which attainable learning goals can be set by students so that they could construct their self-efficacy beliefs. To illustrate how to achieve this, level appropriate tasks related to the topic at hand will provide learners with a sense of control over said topic and will serve as a model for forthcoming assignments (Mills, 2004).

The above mentioned review and results make it clear that self-efficacy theory is of high importance for explaining many aspects of student achievement. Researchers in educational fields have only begun to explore involvement of self-efficacy in educational settings. In this part of the article suggestions for future research are provided. Self-efficacy influences choice of activities, effort and persistence (Bandura, 1986). Detailed research is needed to investigate these indices of academic motivation to determine their relation to self-efficacy. Although being studied in various studies as a general concept; choice of activities, persistence, and selection and use of effective learning strategies (Pintrich and De Grooth, 1990) might be studied closely in future researches. Another study in relation to goal orientation and self-efficacy of learners might also shed light on the concept in educational settings.

Further studies might also investigate whether learners with different goal orientations also differ in their self-efficacy beliefs. Self-efficacy is known to be related with teaching behaviors (Ashton and Webb, 1986), such as; classroom activities, efforts and persistence. They stated that teachers with high self-efficacy were likely to have a positive classroom environment, support students' ideas, and meet the needs of students.
Apart from the correlational studies, well-prepared experimental studies are needed to investigate the systematic relation between teacher self-efficacy with behavior change and student success.

In this study, the participants were chosen on the basis of cluster random sampling. This might have had slight effects on the current results. In a future study the sampling procedure could be developed by employing a random sampling method instead of a cluster random sampling and by including students from the universities in different parts of Turkey. Additionally, the departments of the participants may be taken into consideration and students of social sciences may also be included in the future research. Further research could be done to design instruments to evaluate self-efficacy and components of self-efficacy. The tasks in a questionnaire to investigate self-efficacy, which has proved to be an influential factor in learning by above mentioned studies, should be specific that the learners have done before (Mills, 2004). As highlighted by Pajares (1996), the wording of the items should be carefully chosen when assessing self-efficacy. Otherwise, the phrasing of the questions might result in broad and sometimes ambiguous items.

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APPENDICES
Appendix A
Item in English:
Listen to and understand the main ideas of a television commercial for food in Spanish.
Translated item:
İngilizce bir yiyecek reklamını dinleyip/izleyip ana fikrini anlayabilirim.

Appendix B
Sevgili arkadaşlar;

Size verilen bu anket İngilizce Yabancı dil yetkinlik beklentisini belirlemek için hazırlanmıştır. Çalismanın sonuçları bir araştırma için kullanılacaktır. Katılımınız ve içtenlikle verdiğiniz yanıtlarınız için teşekkür ederiz.

İNGİLİZCE YABANCI DİL YETKİNLİK BEKLENTİSİ ANKETİ

Lütfen   aşağıdaki ölçeği kullanarak verilen ifadeleri değerlendiriniz. Aşağıdaki İngilizce becerilerini ne kadar yapabildiğinizi belirten kutucuğu işaretleyiniz.

0: Asla yapamam
1: Kesinlikle Yaparım

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

13	TV de yayınlanan İngilizce bir yiyecek reklamını dinleyip ana fikrini anlayabilirim.									
14	Ailenin en son yaptıklarının anlatıldığı bir İngilizce mektubu okuyup detaylarıyla anlayabilirim.									
15	İngilizce iki kişinin kısa konuşmasını dinleyip ana fikrini anlayabilirim.									
16	Arkadaşa yazılan kısa mekubu okuyup ana fikrini anlayabilirim.									
17	Arkadaşa yazılan kısa mekubu okuyup detaylarını anlayabilirim.									
18	Bir gezi rehberinin gezilecek yerler hakkında İngilizce söylediklerini dinleyip ana fikrini alayabilirim.									
19	Bir süpermarkette alişverişle ilgili bir İngiizce konuşmayı dinleyip detaylarıyla anlayabilirim.									
20	Bir ebevenyin ergen çocuğuna öğütlerini dinleyip ana fikrini anlayabilirim.									
21	Bir mektup arkadaşının İngilizce mektubundan bir parağraf okuyup detaylarıyla anlayabilirim.									
22	Bir tren istasyonunda İngilizce bir anonsu dinleyip ana fikirleriyle anlayabilirim.									
23	Ana dili İngilizce olan iki kişinin haftasonu planları hakkındaki konuşmalarını dinleyip ana fikrleriyle anlayabilrim.									
24	İngilizce bir seyahat dergisi editörünün yazdığı bir cevap mektubunu okuyup detaylarıyla anlayabilrim.									
25	İngilizce konuşan bir gazeteci ile yapılan kısa bir röportajı dinleyip ana fikirleriyle anlayabilirim.									
26	İngilizce konuşan bir gazeteciniin hayatı hakkında kısa bir röportajı dinleyip detaylarıyla anlayabilirim.									
27	İngilizce konuşulan bir ülkede düzenlenen çeşitli aktiviteleri anlatan bir turist broşürünün okuyup ana fikirleriyle anlayabilirim.									
28	Kişisel konular hakkında İngilzce konuşan iki kişinin kısa konuşmasını dinleyip detaylarıyla anlayabilirim.									
29	İngilizce yazılmış bir ev ilanını okuyup ana fikrini anlayabilirim.									
30	Hava durumu hakkında İngilizce konuşan iki kişinin konuşmasını dinleyip detaylarıyla anlayabilirim.									
31	İngilizce kısa televizyon haberlerini izleyip ana fikrini anlayabilirim.									
32	İngilizce hava durumunu izlerken ana fikrini anlayabilirim.									
33	İngilizce bir kısa hikayeyi okuyup detaylarını anlayabilirim.									
34	Bir evebeynin çocuğuna verdiği öğüdü dinleyip detaylarını anlayabilirim.									
35	Televizyonda yayınlanan İngilizce yayınlanan bir duyuruyu dinleyip ana fikrini anlayabilirim.									

Appendix C
Sample items from the proficiency exam.

Listening (10 pts.)

You will hear people talking in <u>eight different situations</u>. For questions 1-8, choose the best answer A, B or C. (1,25x8= 10 pts.)

1. You hear part of an interview on the radio. <u>Who is being interviewed?</u>
   A) a writer   B) a detective   C) a lawyer
2. A woman telephones you. <u>What does she want you to do?</u>
   A) try something out   B) answer some questions   C) give her some information

Vocabulary (20 pts.)
Choose the <u>synonyms</u> of the underlined words in the following sentences. (1x10= 10 pts.)
9. From the evidence, it seems pretty obvious that someone **got into** the office **by force** sometime during the night.
   A) found out   B) put through   C) took away   D) broke into
10. It is essential that the governments should **maintain** good relations with Media to announce their actions.
    A) estimate   B) preserve   C) support   D) remove

Choose the best option to complete the sentences. (1x10= 10 pts.)
Until the middle of the nineteenth century, most Americans were indifferent to paint. Wood was plentiful and cheap especially on the frontier; **(44)** _____ most settlers had to chop down trees to clear their land. **(45)** _____ eager to start farming, they used their wood to build their cabins as cheaply and quickly as possible. If they had painted their buildings, this **(46)** _____ their durability; **(47)** _____, painting was an expensive and time-consuming job. There were **(48)** _____more urgent calls upon their time and their money.

11. A) on the contrary   B) similarly   C) in case   D) in fact
12. A) Having been   B) To be   C) To have been   D) Being
13. A) had extended   B) would be extending   C) might have extended   D) might extend
14. A) however   B) whether   C) when   D) therefore
15. A) none   B) any   C) other   D) some

Choose the best option to complete sentences. (0,75x20= 15 pts.)
16. There are _____ tropical beaches where the land meets_____ Caribbean Sea and _____ Atlantic Ocean.
    A) --- / the / the   B) the / -- /the   C) the /the /the   D) -- /the / --

50. Since Plato, practically every philosopher _____ the relationship between humor and laughter, but Sigmund Freud _____ the first to put forward a conclusive theory.

Choose the best option which completes the sentence meaningfully and correctly.(1x5=5 pts.)
69.Mobile phones have become increasingly popular, _____ .

    A) in spite of the rising demand for it
    B) but there are still some concerns over their effects on health
    C) whereas a house phone can only be used at home
    D) which can be found almost anywhere

Read the dialogues and complete the blanks with the best option. (1x4= 4pts.)
74. **Janine:** Good grief! You were blonde this morning.
    Lisa: Yes, I've just been to the hairdresser. What do you think?
    Janine: _____ .
    Lisa: Me, too. It's quite a change, isn't it?

A) Sorry, but I really don't like red hair.
B) Well, I'll need to get used to it.
C) I hope you didn't pay too much for it.
D) In my opinion, it's a great improvement.

You are going to read a newspaper article about a day in the life of an actor. Choose from the sentences A-E the one which fits each gap (82-86). There is an example at the beginning (0). (2,5x5=12,5 pts.)

> A- *I do take pride in what I wear, but I was really surprised to be listed among the ten best-dressed men in the country, recently.*
> B- *I was on stage for four hours every night, and I found that the fitter I felt physically, the better my performance was.*
> C- *But I like adventure and I enjoy taking off for Africa and Australia with only a backpack.*
> D- *My grandfather handles my fan mail because I haven't got the time to do it all.*
> E- *There's only one little girl who writes to me every couple of weeks.*
> F- **I also enjoy running or playing football in one of the big London parks.**

MY KIND OF DAY

What time I get up depends on what I've been doing the night before. I usually have a bowl of cereal with cold milk - the noise it makes helps wake me up. When I'm not working, I spend a lot of time at health clubs, gyms and dance studios. There are five or six I go to regularly; each one provides different facilities, like weights and stamina training. (0)_(F)_ **I also enjoy running or playing football in one of the big London parks.**

You need strength and stamina to be an actor. A few years ago I played Heathcliff in a stage version of *Wuthering Heights*. **(82)** _____ I was at drama school with Daniel Day Lewis - we still go running together sometimes - and he believes, like I do, that a lean body means a healthy mind. Otherwise, how would he have given such a brilliant performance in *My Left Foot?*

Writing Section (20 pts)
Read the following topics carefully and choose one to write an essay in about 180-200 words.
Give reasons and examples to support your ideas.
1) 'Nowadays money is seen as the only source of happiness among young people.' What's your opinion?
2) 'Physical appearance is not necessarily a key feature in making friends.' What's your opinion?
3) Compare and contrast living in Gaziantep and in your hometown.