Relationships between Learners' Communication Styles, Self-efficacy, Sympathetic Tendency, and Academic Achievement in EFL Context

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Abstract

The study aims to reveal effective variables in English as a foreign language learning achievement by focusing on the relationships among communication styles, self-efficacy, and sympathetic tendency. By doing so, learners are identified better and stakeholders are enabled to make more fruitful lesson plans. Furthermore, applying more suitable techniques is possible to facilitate or promote English learning by developing and widening the English Language Teaching area. There aren't any relationships between four styles of communication and academic achievement in English. Moreover, there is no significant relationship between academic achievement in English and self-efficacy levels ($r = -.01$, $p > .05$). No significant relationship between academic achievement in English and the sympathetic tendencies of participants hasn't been found ($r = .06$, $p > .05$). On the other hand, there is a positive, weak, and significant relationship between assertive behavior levels and self-efficacy levels ($r = .09$, $p < .05$). There is a statistically significant, negative, and weak relationship between passive behavior levels and self-efficacy levels ($r = -.08$, $p < .05$). No significant relationship can be found between concealed aggressive behavior levels and self-efficacy levels ($r = .01$, $p > .05$). There is a positive, weak, and significant relationship between openly aggressive behavior levels and self-efficacy levels ($r = .10$, $p < .05$). There is no significant relationships between communication style levels and sympathetic tendency levels ($r = .01$, $p > .05$). There is no significant relationship between self-efficacy levels and sympathetic tendency levels of the participants ($r = -.08$, $p > .05$). .

Keywords: Achievement of English, Communication Styles, Self-Efficacy, Sympathetic Tendency

Introduction

One of the most outstanding aspects of today's world is global communication. In this sense, English is the key to enabling globalism because it is the Lingua Franca which means the common language of the world. After it had become a lingua franca of the world, lots of investigations have been done to teach and learn English efficiently to develop the quality of the classes. By doing so, learning English could be more effective, fruitful, motivational, and participatory for the learners. There are a lot of varieties that affect learners' success or failure in English Language Teaching as in all teaching areas. In this study, communication styles, self-efficacy, and sympathetic tendencies that were thought to affect English as a Foreign Language (EFL) academic achievement were investigated to understand and identify learners better and enhance their academic success in EFL classrooms. In addition to this, varieties were associated with each other to develop the educational field.

Communication Styles

Communication cannot be thought of separately from English language learning and teaching because the main aim of learning a new language is to understand messages from the target language whatever the source of

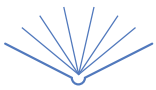motivation is. Communication is indispensable for language education because language is used for communication. Communication styles are good directors of the context because they reflect the behavior of the communicators. It is a way of understanding an individual's typical behavioristic nature during communication in a plenary way. De Vries et al. (2009) set forth communication style as the individuals' significant features, while sending messages in verbal, non-verbal, and para-verbal ways and focused on the effects of styles in communication because reflections of those styles can reveal who is the individual, whom he/she wishes to be, what the relationship between communicators is, and what interpretation is needed to be made while interacting (De Vries et al., 2009). Interactions of individuals are pointed out as observable communicative acts or manners that can reveal in the communication process. In intrapersonal communication, styles may not be defined clearly because they may not be observable all the time. The truth or trust is an open debate while communicating intrapersonally. HRDQ (2004) subsumed communication styles under four behaviors; assertive, passive, concealed aggressive, and openly aggressive. Those types are determined based on the openness of communication and consideration for others.

Assertive behavior

Assertiveness in the communicative perspective can be seen as the ideal form of healthy interaction. It is to look out for others' rights not neglect one's rights (Pipas & Jaradat, 2010). Lazarus (1973) defines assertive behavior as being able to refuse others' when needed, making and answering suggestions, and starting, continuing, and ending communication. The ones who have an assertive style tend to be more open to questioning, taking, and sharing ideas from other individuals (Jusriati et al., 2020). From this perspective, it can be said that they are more cooperative to engage in building healthy communication because equal rights are admitted in communication thanks to reciprocative understanding and respect. It is the ability of what, when, and how to speak in an interpersonal relationship by making no concessions to own rights, and while behaving so, it is important to not poach others' rights; in other words, humiliating, offending, and disrespecting are avoided.

Passive behavior

In passive behavior, the individual doesn't want to change or affect anything. No development in a relationship is unforeseen or unwanted. Passive style is associated with being silent to be contravened by others in communication (Jusriati et al., 2020). The individuals don't admit they are the agents in social interactions. Openness is low but consideration for others is high, so the individual's view is not important and they are not worth communicating according to the individual themselves. Those individuals who have passive behaviors tend to apologize and stop during their speech trials (Jusriati et al., 2020). The reason behind this is the feeling of being inadequate and having self-opinions neglected, while others' thoughts are driven forward (HRDQ, 2009). Those individuals are open to being easily manipulated because they don't direct their communication.

Concealed Aggressive Behavior

This style is also known as passive-aggressive. Both openness in communication and consideration for others are low. It means they don't want to change the situation but they don't share their opinions with other individuals. Instead of telling or explaining the situation disturbed, this style seems it is a kind of war to be won secretly. Insulting doesn't occur in front of individuals but the situation is established to supply humiliation of others. This style includes a kind of revenge for others' thoughts insidiously (HRDQ, 2009). Typical behaviors are non-communicating, even if there is a problem, avoiding communication when being angry, and procrastinating (Harrn, 2011). The concealed aggressive style stands no authority, teachers should be also careful about concealed aggressive learners as the teacher is a source of authority in the learning environment (Rabkin, 1965). Those types of learners should enhance their sense of healthy communication.

Openly aggressive behavior

It is a self-praise behavior as consideration for others is low but openness in communication is high. Aggressive-style individuals initially think of their requirements and requests in addition to confidence in their communication (Jusriati et al., 2020). An individual who has an aggressive style wants to be frontier and tries to exact others to be seen (Pânişoară et al., 2015). They must be the focal point in the communication as their opinions and reactions are more important than others. The main aim is not to change own ideas and beliefs; on the other hand, respect is expected from others neglecting them. This behavior reflects a kind of egotism itself because other individuals' ideas or feelings are disrespected, but their own beliefs and emotions are seen as so notable and worth sharing. It is not acceptable behavior in society because this style may be insulting, and sometimes, can be seen as brutal by other individuals around. The denial of other individuals' rights may cause a conflict in communication. Patronizing is so typical. The individual with that style aims to impose ideas by force. Self-perfectionism causes other individuals' opinions to be disrespected and humiliated and those behaviors are implemented directly because it is generally aimed to change other individuals' opinions.

Self-efficacy

According to Bandura (1997)'s basic definition, self-efficacy is one's beliefs about a variety of skills to achieve or make an action for required success. Self-efficacy is regarded as a belief to reveal certain performance levels. Individuals' ways of feeling, thinking, motivation, and behavior are affected by it (Bandura & Wessels, 1994). It is the tenet of ability or disability; in other words, it is a personal opinion about the self toward an entity. This tenet or opinion may enforce individuals to learn English or help them escape from the English language. Individuals' preferences and routes are affected by self-efficacy, and when they feel sure and competent, they go over it; on the other hand, if they don't feel so, they want to escape from it (Pajares, 1997). The self-efficacy concept is the explanation of beliefs inside a learner and it affects the way of achieving.

Sympathetic Tendency

Emotional intelligence is a sub-type of social intelligence, and it includes some cognitive abilities (Salovey & Mayer, 1990). It is a total of some sub-abilities such as the skills of reading others' feelings, controlling drives, rage, conciliation of the self, not losing hope and determination in addition to empathy, cooperation, persuasion, and building consensus abilities (Nelsen et al., 2011). As it has a social aspect, some other individuals and situations are needed to perform emotional intellection. Others' emotions and feelings are observed and they are dissociated. It can be said that learners who have emotional intelligence are taken into account by focusing on cooperation. Moreover, learner differences are emphasized in a classroom where importance is given to collaboration. According to Darwall (1998), sympathy is a reaction or response to an impediment that includes concern for another for their own sake; it is a self-regarding sense which seeks other(s); an individual feels sympathy for another when there is a danger or benefit (Darwall, 1988).

Well-being was also emphasized and seen as a crucial factor for sympathy because an individual thinks about another one's well-being when there is no doubt about an individual's well-being, so there is no need for sympathy (Darwall, 1998). In the same study, he persisted in the idea that the focus was not on well-being, it was on caring for others' well-being (Darwall, 1998). When an individual starts to care, then this is a sympathetic concern, and this caring occurs when there is a desire for the well-being of the other individual. It is the manner of curiosity for everything or everyone. The most basic definition of sympathy is caring for someone or something. It is the emotion towards everybody in life. It can be positive, negative, or neutral. The feelings, directly sympathy affect the way of achieving or doing something. One of the most comprehensive explanations of sympathy is the mutual emotions between two individuals (Jeffrey, 2016). and the temperament of things, events, individuals, or the world can be explained as the concept of sympathetic tendency (Çeliktürk, 2019). Arising sympathy may rise the cooperation rate by 45% rate (Batson & Ahmad, 2001). Therefore, it can be concluded that sympathy has a positive effect on collaboration and the sympathetic tendencies of learners may give an idea about cooperation. To increase cooperation among learners, sympathetic tendencies of learners may be increased at first and possible benefits for cooperation can be cultivated to develop learning in EFL classrooms. Those benefits can decrease language barriers and that means more successful language learners in EFL classrooms.

Method

The study aims to light the way for the foreign language learning process by pointing out individual differences. The present study is a quantitative study representing a statistical explanation of the phenomena by gathering mathematical data (Creswell, 1994). In quantitative research, scales are used to collect data and obtained data is presented with statistical and numerical scores (Fraenkel et al., 2012). The participants were selected according to convenience sampling, which referred to individuals who were available for the study (Fraenkel et al., 2012).

Research Design

This study was designed as a correlational study. The aim and research design should fit each other in scientific research (Cohen et al., 2002). One of the main objectives of correlational research is to understand the relationship between different variables and factors; by doing so, researchers can identify and comprehend the case (Fraenkel et al., 2012). To reveal their relationships, the researcher tried to figure out EFL learners' communication styles, self-efficacy levels, sympathetic tendencies, and academic achievement scores in English.

Study Group

The participants were students at Gaziantep High School. The total number of participants was 596; 343 of them were females (n = 343, 57.6%), and 253 of them were males (n = 253, 42.4%). The ages of the participants were 16 most frequently (n = 210, 35.2%), then 15 (n = 198, 33.2%), 14 (n = 110, 18.5%), and 17 (n = 78, 13.1%) years. According to the grade, there were 10th (n = 301, 50.5%), 9th (n = 205, 34.4%), and 11th (n = 90, 15.1%) grade students. The mean score of academic achievement in English (X̄) was = 80.52.

Data Collection Tools

Three scales were used to collect data from participants. They are the Communication Styles Scale, Self-Efficacy Scale, and Sympathetic Tendency Scale. Scales were in the form of self-administered scales which were referred to as participants who could complete the questions themselves (Sukamolson, 2007). The responses to items on the scales were directly taken from the participants. There were three main advantages of those scales: being cheap, not time-consuming for the researcher, and a chance of complete anonymity for the participants (Sukamolson, 2007). They were copied and delivered to participants, so they were quite affordable in terms of cost practicality. There was no need for extra material. In terms of time, they were practical because all scales have taken three class hours for participants. Furthermore, all classrooms completed the scales at the same given time. Time was saved for the researcher, as well. The names of the participants weren't asked; they were anonymous, yet their school numbers were asked to analyze their data properly. The researcher couldn't have a chance to find whose numbers they were.
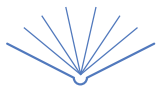
Communication styles scale

The scale was first developed by HRDQ (2009). HRDQ is a team that is gathered for developmental purposes of social studies. The Communication Styles Scale includes forty statements in it. It is a Likert scale. There are five points in the scale and they are enranked as; 1: Never, 2: Rarely, 3: Sometimes, 4: Usually, 5: Always. The participants are asked to rate their behavioral statements. There are four different styles among those forty items. The styles are assertive, passive, openly aggressive, and concealed aggressive behavior. Each style has ten items on the scale. Turkish version of the scale was taken from Akyürek (2017)'s thesis and revealed that Cronbach's alpha internal consistency coefficient (ℕ) of the scale was 0.718. The current study figured out the coefficient as 0.761.

Self-efficacy scale

This scale was used as a tool to discover participants' self-efficacy levels. The Self-Efficacy Scale was created, developed, and changed by them as time passed by Jerusalem and Schwarzer (Jerusalem & Schwarzer, 1982,1992; Schwarzer & Jerusalem, 1995). Lots of adaptations to different languages were made. Turkish translation version of this scale used in the study was taken from Alpay (2010)'s study. The scale has 10 items and it is a Likert scale with four points. The points are ranked as 1: Not at all True, 2: Barely True, 3: Moderately True, 4: Exactly True. Each answer Is scored from 1 to 4 and the total score Is ranked between 10 and 40 (Schwarzer & Jerusalem, 2010). Hawa (2019) found 0.90 for the reliability coefficient of the scale. Cronbach's Alpha internal consistency coefficient (ℕ) of the Self Efficacy Scale in this study was calculated as 0.827.

Sympathetic tendency scale

Participants' sympathetic tendencies were examined by using the Sympathetic Tendency Scale. The questionnaire was developed by Çeliktürk (2019) and used in her thesis study. It is a Likert scale. There are 23 items on the scale. Each item consists of 5 points to address the frequency of item 1: Never, 2: Sometimes, 3: Often, 4: Usually, and 5: Always. The frequencies of the items are scored from 1 to 5. By doing so, a participant can get 23 scores at least while 115 scores at most. Cronbach's Alpha internal consistency coefficient (ℕ) was calculated as 0.905 (Çeliktürk, 2019), which was highly reliable for a questionnaire as it was very close to +1.00. In the current research, Cronbach's Alpha internal consistency coefficient (ℕ) of the Sympathetic Tendency Scale was calculated as 0.882.

Table 1. *The scales' results from the normality test*

Scale	N	Mean	S	Median	Min	Max	Kolmogorov Smirnov	p	Skewness	Kurtosis
Communication Styles	596	3.31	.30	3.33	2.23	4.33	.031	.200	.05	.39
Assertive	596	4.01	.52	4	2	5	.060	.000	-.50	.35
Passive	596	2.75	.58	2.70	1	4.60	.055	.000	.08	.06
Openly Aggressive	596	3.35	.64	3.40	1.40	6.00	.062	.000	.12	.28
Concealed Aggressive	596	3.15	.55	3.10	1.50	4.60	.054	.000	.08	-.09
Self_efficacy	596	31.71	4.98	32	10	40	.090	.000	-.73	.96
Sympathetic Tendency	596	72.46	16.15	73	23	111	.038	.040	-.25	-.17
Academic Achievement in English	596	80.52	11.41	80.50	42	100	.066	.000	-.32	-.42

Table 2. *Relationship between participants' academic achievement and communication styles*

	Communication Styles	Assertive	Passive	Openly Aggressive	Concealed Aggressive
Academic achievement in English	-.04	.05	-.01	-.05	-.07

Data Analysis

Statistical analyses were calculated via Statistical Package for the Social Sciences (SPSS) Programme. Data input was implemented by the researcher after applying each scale. The results of the research questions were calculated thanks to the technical features of the program.

First of all, missing values and extreme values were examined in order to decide which statistical techniques to use in order to answer the research questions. It was observed that there was a missing value in the data set. The average value was assigned. It was examined whether the data showed a normal distribution or not. In order to test the normality of the data, the Kolmogorov-Smirnov test was performed, and histogram graphs, Skewness, and Kurtosis values were examined. The normality test result was demonstrated in Table 1.

According to the Kolmogorov-Smirnov test results, the scores of any variables, except communication styles, do not show normal distribution (p <.05). However, the decision is not made solely based on this test result. Skewness and Kurtosis values were also examined. Regarding the Skewness and Kurtosis values, communication styles (Skewness = .05 and Kurtosis = .39), assertive behavior (Skewness = -.50 and Kurtosis = .35), passive behavior (Skewness = .08 and Kurtosis = .06), openly aggressive behavior (Skewness = .062 and Kurtosis = .28), concealed aggressive behavior (Skewness = .08 and Kurtosis = -.09), self-efficacy (Skewness = -.73 and Kurtosis = .96), sympathetic tendency (Skewness = -.25 and Kurtosis = -.17) scores revealed normal distribution. In the analysis of the data, Cronbach's Alpha internal consistency coefficient (ℕ) was calculated for each scale to understand their reliability. There were two variables in each question. To examine the relationship between numerical measurements, the Pearson product-moment correlation coefficient analysis was implemented.

Ethical Permission Information of the Study

In this study, all the rules stated in the Committee on Publication Ethics (COPE) were followed.

Ethics Committee Permit Information

Etic Board that Conducts the Assessment: Gaziantep University, Graduate School of Educational Sciences, Department of Foreign Languages Teaching, English

Language Teaching Program
Date of Assessment Decision: 25.02.2022
Assessment Document Number: 155187

Results

Results for Research Question #1: Is there a relationship between academic achievement and communication style?

One of the aims was to reveal a possible relationship between communication styles and academic achievement in English. To answer the research question, the Pearson product-moment correlation coefficient was calculated for the correlation between achievement and communication style levels. Analysis results were given in Table 2.

Table 2 demonstrates that there is no significant relationship between the academic achievement levels of English levels of the participants and their communication styles (r =-.04, p >.05). There is no significant relationship between the academic achievement levels of English and assertive behavior levels of the participants (r = .05, p >.05). There is no significant relationship between academic achievement levels of English and passive behavior levels of the participants (r =-.01, p >.05). The relationship between academic achievement levels of English and openly aggressive behaviors of the participants isn't significant (r =-.05, p >.05). It is seen that there isn't a significant relationship between the academic achievement of English and concealed aggressive behaviors of the participants (r =-.07, p >.05).

Results for Research Question #2: Is there a relationship between academic achievement and self-efficacy?

As a purpose of the study, academic achievement and self-efficacy were tried to be associated with each other. To answer the research question, Pearson product-moment correlation coefficient was calculated for the correlation between achievement and self-efficacy levels. The results of the analysis were given in Table 3.

When Table 3 is investigated it can be seen that there is not a significant relationship between the academic achievement in English and self-efficacy of the participants (r = -.011, p > .05). Self-efficacy did not differ according to academic achievement in English. In other words, academic achievement in English did not affect self-efficacy or vice versa.
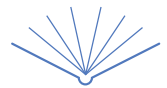
Table 3. *Relationship between academic achievement and self-efficacy*

	Self-efficacy
Academic achievement in English	-.011

Table 4. *Relationship between academic achievement and sympathetic tendency*

	Sympathetic Tendency
Academic achievement in English	.060

Table 5. *Relationship between communication styles, their subscales, and self-efficacy*

Scale/subscale	Communication Styles	Assertive	Passive	Openly aggressive	Concealed aggressive	Self efficacy
Communication Styles		.39**	.33**	.66**	.71**	.06
Assertive			-.38**	.32**	-.07	.09*
Passive				-.25**	.33**	-.08*
Openly aggressive					.23**	.10*
Concealed passive						.01
Self_efficacy						

* Significant at .05 level, ** Significant at .01 level

Results for Research Question #3: Is there a relationship between academic achievement and sympathetic tendency?

Academic achievement in English and sympathetic tendency relationship was investigated in the 3rd question. To find an answer to the research question, Pearson product-moment correlation coefficient was calculated for the correlation between achievement and sympathetic tendency levels. Analysis results were given in Table 4.

When examining Table 4, it is presented that there is no significant relationship between academic achievement in English and the sympathetic tendencies of participants (r = .060, p > .05). Sympathetic tendency did not differ in terms of sympathetic tendency. It is inferred that academic achievement in English doesn't affect the sympathetic tendencies of the participants.

Results for Research Question #4: Is there a relationship between communication styles and self-efficacy?

Participants' communication styles and self-efficacy levels were tried to correlate on the 4th question. With this aim, the Pearson product-moment correlation coefficient was calculated to test the relationship between communication styles and self-efficacy. Analysis results were presented in Table 5.

According to Table 5, there is a positive and moderately significant relationship between communication styles and assertive behavior (r = .39, p < .05). As the communication style score increases, the assertive behavior score also increases. A positive and moderately significant relationship exists between communication styles and passive behavior (r = .33, p < .05). It is possible to say that there is a direct proportion between communication style and passive behavior. A positive and moderately significant correlation was found between communication styles and openly aggressive behavior (r = .66, p < .05). If communication styles mean scores increase, openly aggressive behavior mean scores also increase. It is seen that a positive, strong, and

significant relationship between communication styles and concealed aggressive behavior (r = .71, p < .05). An increase becomes in concealed aggressive behavior in the case of an increase in communication styles. On the other hand, it is clear that there is no statistically significant relationship between communication styles and self-efficacy (r = .06, p > .05).

There is a negative and moderately significant relationship between assertive behavior and passive behavior (r = -.38, p < .05). As assertive behavior increases, passive behavior decreases. Assertive behavior and openly aggressive behavior have a positive and moderately significant relationship (r = .32, p < .05). The higher assertive behavior means the higher openly aggressive behavior. Nevertheless, there is no statistically significant correlation between assertive behavior and concealed aggressive behavior (r = -.07 p > .05). There is a positive, weak, and significant relationship between assertive behavior and self-efficacy (r = .09, p < .05). As assertive behavior increases, self-efficacy also increases.

It is seen that a negative and moderately significant relationship exists between passive behavior and openly aggressive behavior (r = -.38, p < .05). If passive behavior increases, openly aggressive behavior decreases. There is a positive, and moderately significant relationship between passive behavior and concealed aggressive behavior (r = .32, p < .05). The higher scores in passive behavior mean higher concealed aggressive behavior. It is obvious to see that passive behavior and self-efficacy have a negative, weak, and significant relationship (r = -.08, p < .05). As long as passive behavior becomes higher, self-efficacy becomes lower.

A positive, weak, and significant relationship exists between openly aggressive behavior and concealed aggressive behavior (r = .23, p < .05). As openly aggressive behavior increases, concealed aggressive behavior increases at the same time. It is noticed that openly aggressive behavior and self-efficacy have a positive, weak, and significant
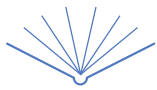
Table 6. *Relationship between communication style, its subscales, and sympathetic tendency*

Scale/subscale	Communication Styles	Assertive	Passive	Openly aggressive	Concealed aggressive	Sympathetic Tendency
Communication Styles		.39**	.33**	.66**	.71**	.01
Assertive			-38**	.32**	-.07	.04
Passive				-.25**	.33**	-.03
Openly_aggressive					.23**	.02
Concealed_aggressive						-.02
Sympathetic Tendency						

* Significant at .05 level, ** Significant at .01 level

Table 7. *Relationship between self-efficacy and sympathetic tendency*

Scale	Self-efficacy	Sympathetic Tendency
Self-efficacy		-.08
Sympathetic Tendency		

relationship (r = .10, p < .05). If the openly aggressive becomes higher, the self-efficacy also becomes higher. No significant relationship can be found between concealed aggressive behavior and self-efficacy (r = .01, p > .05).

Results for Research Question #5: Is there a relationship between communication styles and sympathetic tendencies?

Participants' communication styles and self-efficacy levels were tried to correlate on the 5th question. With this aim, the Pearson product-moment correlation coefficient was used to answer the research question to reveal possible relationships between communication styles and sympathetic tendencies. After the needed calculations, the analysis results were shown in Table 6.

When Table 6 is investigated, it can be seen that there aren't any significant relationships between communication styles and sympathetic tendency (r = .01, p > .05). It is demonstrated that no significant relationship exists between assertive behavior and sympathetic tendency (r = .04, p > .05). Between openly aggressive behavior and sympathetic tendency, no significant relationship can be found (r = .02, p > .05). It is also indicated that there is no statistically significant relationship between concealed aggressive behavior and sympathetic tendency (r = -.02, p > .05).

Results for Research Question #6: Is there a relationship between self-efficacy and sympathetic tendency?

The last research question aimed to reveal whether there is a relationship between self-efficacy and the sympathetic tendency of the participants. To answer that question, the Pearson product-moment correlation coefficient was utilized to correlate variables. The finding is displayed in Table 7.

According to Table 7, there is no significant relationship between self-efficacy and sympathetic tendency (r = -.08, p > .05). It means that self-efficacy did not affect the sympathetic tendencies of the participants. Sympathetic tendency did not differ in terms of self-efficacy.

Discussion, Conclusion, and Suggestions

In Turkey's context, English is the foreign language (FL). It is a weasely subject from 2nd to 12th grade in public school contexts. There have been many different teaching methods for English all over the world from past to present, but the purpose of the English lesson is described as to raise communicatively competent learners, and enable them to interact in FL (MoNE, 2018) seeing English as a needed tool in the global area (Kirkgöz, 2009). The learner is at the center of English classes as it is in all learning-teaching environments. Gardner (2000) gives extreme value to learners as every learner is different proposing the Multiple Intelligences Theory (Gardner, 2000). According to that theory, every learner deserves different teaching designs as their dominant intelligence types differ. Therefore, individual differences should be revealed to design suitable, fruitful, and successful classrooms answering the needs of every type of learner. The study aimed to focus on learner differences in EFL classrooms.

Akyürek (2017) found that there was no significant relationship between the academic success of EFL and communication styles and communication style didn't a predictive role in the success or failure of EFL learning. Assertiveness in the communicational aspect can be described as the most reasonable way of solving communicational problems because it enables one to express feelings, and thoughts without damaging others when it is necessary (Pipas & Jaradat, 2010). Although it is very useful on a communicational basis, there is no significant relationship between communication styles and academic achievement in English. English has a communicational purpose in EFL classrooms, but the learners' communication styles don't reflect or precurse their academic achievement in English. It should be noted that although there is not a significant relationship, male learners showed more openly aggressiveness than female ones. Therefore, male learners may have more communication-based problems in classrooms as they only want to be at the center by insulting others. It should also be kept in mind that an individual may not have only a stable communication style, they can have more, but one of those styles may be dominant; if the setting changes, the dominant communication style may give place to a non-dominant one (Jusriati et al., 2020).

Learners' first-term English scores and self-efficacy scores obtained from the self-efficacy scale were correlated. After the analysis had been done, it was seen that there wasn't a significant relationship between academic achievement in English and the self-efficacies of the learners. On the contrary, Chen (2020) found a significant and positive relationship between the performance of English self-efficacy; higher self-efficacy created higher performance

in English (Chen, 2020). Shkullaku (2013) also reported that academic achievement and self-efficacy were in a strong relationship with a positive direction (Shkullaku, 2013). A significant relationship between academic achievement and self-efficacy was revealed by Asakereh and Yousufi (2018) (Asakereh & Yousufi, 2018). In the study of Mahyuddien et al. (2006), there was a statistically significant and positive correlation between self-efficacy and academic achievement (Mahyuddien et al.,2006). Additionally, in terms of English language academic achievement, a positive correlation was found (Nasrollahi & Barjasteh, 2013). The predictive aspect of self-efficacy was emphasized many times, and many studies resulted in significant relationships between self-efficacy and academic achievement in English language (Asakereh & Yousofi, 2018; Bahmani, 2013; Chen, 2020; Mahyuddin et al., 2006; Nasrollahi & Barjasteh, 2013; Shkullaku, 2013). Despite these countless studies, there is no relationship between academic achievement and self-efficacy in the current study, and it can be said that the learners couldn't reflect their self-efficacy in their English performances.

The results of the current research presented conflicting results with the previous studies. The reason for that conflict may be self-efficacy. It may be affected by some crucial authorities e.g., teachers, families, etc (Mahyuddin et al., 2006). As the learners' familial situations weren't identified or observed, the teacher could be a focal point in this conflict. The teacher is a source of self-efficacy (Asakereh & Yousufi, 2018) and the learners' teachers were different, so their sources in terms of the teacher were different. Every teacher had 4 classrooms on average, and there were 6 teachers in the current research's context. Although they used the same scoring materials, tasks, and exams, their teaching style and classroom behaviors might be different. Educational interaction affects the learners' self-efficacy, so teachers could affect the self-efficacy levels of the learners (Koh & Frick, 2009). Interaction styles and their levels should be investigated because teachers might be a source of self-efficacy. Teachers are responsible for instructional interaction, so different teachers may have different interaction styles and levels. Furthermore, teachers' self-efficacy could affect learners' academic success. Mojavezi and Tamiz (2012) revealed that the teacher's self-efficacy affects learners' achievement; they concluded that higher teachers' self-efficacy positively affected learners' achievement. Therefore, the reason behind the conflicting result between self-efficacy and academic achievement in English may have arisen from teaching differences.

The research executed by Caprara et al. (2000) indirectly counts sympathy as a sub-category of prosocial behavior and there is a strong relationship between prosocial behavior (Caprara et al., 2000). Additionally, Çeliktürk (2019) revealed that if the learners are taught using games, their sympathetic tendency and academic success in English may develop as games trigger both success and sympathetic tendency. Those studies didn't try to reveal a direct relationship between English success and sympathetic tendency. In this part of the study, the researcher tried to focus on an issue that has never been investigated before. The findings have demonstrated that there is no relationship between them. The sympathetic tendency of the learners did not differ in terms of academic achievement, or vice versa.

Each style has different typical actions or reactions under different communicational situations. The findings revealed that there was a positive and meaningful relationship between assertive behavior and self-efficacy as stated by some researchers (Nikel, 2020; Parto, 2011). Passive behavior style tends to escape from both defending against and humiliating others; they are in neither action nor reaction,
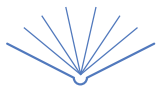
and they don't want to change (Johnson & Klee, 2007). The tendency to escape can be explained by self-efficacy because the findings have displayed that passive behavior style and self-efficacy have a negative and significant relationship. As it was stated in the introduction part, the ones who had lower self-efficacy did not want to face problems. The study in which only aggressiveness was investigated pointed out that the adolescents' aggressiveness and self-efficacy levels were negatively associated with each other; in other words, more aggressive behaviors could result in lower self-efficacy (Mofrad & Mehrabi, 2015). Additionally, Chen et al. (2019) stated that as aggression increased, self-efficacy decreased (Chen et al., 2019). On the other hand, the current study revealed that openly aggressive behavior and self-efficacy were positively related, but concealed aggressive behavior and self-efficacy were not significantly related. This style may hide somewhere outside, everything can look well and can be dealt with in the communication process (Harrn, 2011). It is difficult to observe that there is something wrong with communication. As their inner plans may be different, their self-efficacy may not be directly related to self-efficacy because it can vary to a great extent, unlike openly aggressive behavior. Openly aggressive behavior is open to be observed by others and can be identified outside. According to the findings, the higher self-efficacy in open aggressiveness should be taken into consideration because it tends to attack others' rights, and doing this with a high self-efficacy may be dangerous.

The variables of communication styles and sympathetic tendencies were tried to relate to each other in the fifth research question. Epstein (1980) found that assertiveness led to more sympathy when compared to passive aggressiveness or aggressiveness (Epstein, 1980). It should be noted that sympathy is to psychologically react to others' situations, and the sympathetic tendency is the probable feelings like sorrow, and pleasure after wearing the others' shoes. In short, the way how it makes one feels after sympathy is the sympathetic tendency; proclivity toward particular circumstances, individuals, or things as a result of sympathy (Çeliktürk, 2019). Every human can feel sympathy at different levels, but the tendency reactions may differ from one individual to the other one. So, the research findings should be differentiated from sympathy, although they are close but not the same. The study conducted by Woodcock and Faith (2021) revealed that teacher self-efficacy and sympathy toward learners were positively related, but there has been no relationship between the two variables among adolescents according to the results of this study (Woodcock & Faith, 2021). Sympathy and sympathetic tendency can change according to social status as situations and roles change. Additionally, self-efficacy levels cannot be stable among definite groups because their sources of self-efficacy differ in a limitless context.

The present study was conducted with high school students, but it can be applied to lower or higher levels of EFL learners to investigate and enhance their academic success in English by taking into consideration of learner differences. It should be kept in mind that different age groups can require some adaptations to the scales. Furthermore, longitudinal research can be implemented to see whether learners change their communication styles, self-efficacy levels, and sympathetic tendencies as time passes and as their FL needs change.

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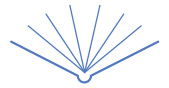
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