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Analyzing the Self-Efficacy in Speaking Skills of Those Who Learn Turkish as a Foreign/Second Language

Türkçeyi Yabancı/İkinci Dil Olarak Öğrenenlerin
Konuşma Becerisi Öz Yeterliklerinin Belirlenmesi

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ANALYZING THE SELF-EFFICACY IN SPEAKING SKILLS OF THOSE WHO LEARN TURKISH AS A FOREIGN/SECOND LANGUAGE

ABSTRACT

In language teaching processes, individuals' self-efficacy directly affects their success in the target language, which shapes their attitudes toward language learning. The aim of this study was to analyze the self-efficacy in speaking skills of those who learn Turkish as a foreign/second language. This way, it will be possible to develop teaching and learning models targeting specific language skills for student groups. The current study employed a "descriptive survey model." The data collection tools used in the study are personal information form, "Speaking Skill Self-Efficacy Scale for Students Learning Turkish as a Foreign Language" developed by Kurudayıoğlu and Güngör (2017a). The study group is composed of 513 foreign students learning Turkish at language learning centers at universities in Türkiye and courses in other countries. In the scope of the study, it was examined whether the self-efficacy in speaking skills of the learners differed according to their gender, their age, their experience of learning Turkish in Turkey or abroad, the institutions where they learned Turkish, and their language level. The results of the research indicated that there was no significant difference among the self-efficacy levels in speaking skills of the learners according to their gender and their age. It was also found out that the self-efficacy average scores in speaking skills of those who learned Turkish abroad were higher than those in Turkey, that the self-efficacy average scores in speaking skills of those who learned Turkish in Gaziantep were lower than those in Kazakhstan and Algeria, and that the self-efficacy average scores in speaking skills of the learners with Turkish language level C1 were higher than those with B1 and B2 levels.

Keywords: Teaching Turkish as a Foreign/Second Language, Speaking Skill, Self-Efficacy in Speaking, Scale.



TÜRKÇEYİ YABANCI/İKİNCİ DİL OLARAK ÖĞRENENLERİN KONUŞMA BECERİSİ ÖZ YETERLİKLERİNİN BELİRLENMESİ

ÖZ

Dil öğretim süreçlerinde bireylerin öz yeterlikleri hedef dilde başarı durumlarına doğrudan etki etmekte, bu da dil öğrenmeye yönelik tutumlarını şekillendirmektedir. Bu çalışmanın amacı, Türkçeyi yabancı/ikinci dil olarak öğrenenlerin konuşma becerisi öz yeterliklerini belirlemektir. Bu sayede öğrenci gruplarına ve

dil becerilerine yönelik öğrenme/öğretme modellerinin geliştirilmesi mümkün olacaktır. Araştırma “betimsel tarama” yöntemine göre hazırlanmıştır. Veri toplama aracı olarak kişisel bilgi formu ile Kurudayıoğlu ve Güngör (2017a) tarafından geliştirilen “Yabancı dil olarak Türkçe öğrenen öğrencilere yönelik konuşma becerisi öz yeterlik ölçeği” kullanılmıştır. Araştırmaya Türkiye’deki üniversitelerin dil öğretim merkezlerinde ve yurt dışındaki kurslarda Türkçe öğrenen 513 yabancı öğrenci katılmıştır. Çalışmada, öğrencilerin konuşma becerisi öz yeterliklerinin cinsiyet, yaş, Türkçeyi Türkiye’de veya yurt dışında öğrenme durumları, Türkçe öğrendikleri kurumlar ve dil düzeylerine göre değişiklik gösterip göstermediği irdelenmiştir. Araştırmanın sonuçlarına göre öğrencilerin konuşma becerisi öz yeterlikleri arasında cinsiyete ve yaşa göre anlamlı farklılık yoktur. Yurt dışında Türkçe öğrenenlerin konuşma becerisi öz yeterlik puan ortalamalarının Türkiye’dekilere göre daha yüksek, Gaziantep’te Türkçe öğrenenlerin konuşma becerisi öz yeterlik puan ortalamalarının Kazakistan ve Cezayir’dekilere göre daha düşük ve Türkçe dil düzeyi C1 olan öğrencilerin konuşma becerisi öz yeterlik puan ortalamalarının B1 ve B2 düzeyindekilere göre daha yüksek olduğu görülmüştür.

Anahtar Sözcükler: Yabancı/İkinci Dil Olarak Türkçe Öğretimi, Konuşma Becerisi, Konuşma Öz Yeterliği, Ölçek.



INTRODUCTION

Teaching Turkish has become more important around the world because of reasons such as Turkish series, Turkey Scholarships, online Turkish courses given by Yunus Emre Institute during the COVID-19 pandemic, Turkey’s being a center of tourism, which has increased the interest in language teaching centers both in Turkey and other countries. This increase in the interest in learning Turkish is a significant development for the field of “teaching Turkish to foreigners.” Nevertheless, some important issues in teaching Turkish to foreigners include identifying learners’ needs correctly, planning language teaching processes effectively, preparing individualized learning environments appropriate for different types of intelligence, endowing learners with the ability to improve language skills to communicate in the target language.

It is fundamental to develop the skills of reading, listening, speaking and writing while teaching Turkish to foreigners although previous studies in the literature reveal that developing the skills of speaking and writing, both of which are productive skills, is more difficult (see Kuş and Bakır, 2013; Göçer and Karadağ, 2020; İnal, 2020). The review of studies that focus on language skills within the scope of teaching Turkish as a foreign language shows that the number of studies addressing the writing skill is higher. This is mostly because writing is the most difficult

skill to improve, and it is easy to assess the writing skill. However, this should not cause one to ignore speaking, which is another productive skill. Therefore, it is necessary to conduct studies focusing on speaking skill in teaching Turkish as a foreign language.

As communicative learning outcomes have come forward in language teaching, there is a greater emphasis on speaking skills, one of the dimensions of narrative skills. In fact, one has to be competent enough in independent and mutual speaking in order to continue communication in a foreign language. As stated by Göçer (2015, p. 23), courses on teaching foreigners Turkish language consist of some specific activities in order to help them gain speaking skills in Turkish and use the language effectively. These activities, which are conducted within the framework of foreign language teaching methods and techniques, aim to ensure that the target group uses Turkish effectively and have the speaking skill to be able to communicate without needing the help of anyone else.

The indicators of competency in speaking skills include accuracy, fluency and pronunciation. In teaching Turkish to foreigners, it is essential for students to develop these elements simultaneously. Accuracy is about learning the grammar of the language, fluency is about the speaker's speed to continue communication, and pronunciation is about using the language effectively. "Pronunciation, which is an important component of the speaking skill, should be given importance starting from the first classes. Since those who learn a language as a foreign language have the sound system of their own mother language, they have difficulty in pronouncing some of the sounds of the second language. Activities on forming a node of these sounds will not only help the true pronunciation of words but also enhance learners' courage and confidence to be able to use the language as a way of communication" (Şenyiğit and Okur, 2019, p. 538). Courage and confidence, namely, an increase of motivation will help students to develop a positive attitude toward the language, and increase their perception of competence.

Efficacy means whether or not one has the strength necessary to achieve a specific goal. On the other hand, self-efficacy refers to an individual's belief about themselves in this process. In this light, Arseven (2016, p. 63) describes self-efficacy as "individuals' beliefs in their capacity to produce specific performance attainments successfully or their self-perception about that." On the other hand, Senemoğlu (2013, p. 229) defines the concept of self-efficacy as people's beliefs in their ability to overcome various situations and achieve a specific activity. Like the aforementioned definitions, according to Bandura (1995, p. 2), self-efficacy refers to individuals' beliefs in their ability to manage situations as expected from them. As is understood from the definitions, efficacy refers to one's capacity of competence and ability, while self-efficacy refers to one's belief about that.

The concept of self-efficacy originated with Bandura's theory of "social cognitive learning." According to that, one's perception of self-efficacy is affected by defined success performances, expectation of one to achieve something when the one who is being observed achieves or fails it, people around one who make one believe in success or demotivate about it as well as anxiety and worry (Bandura, 1994, p. 2). When one knows how competent they are in a given situation, this also affects their success or failure in the process. In this line, Özkurt (2017, p. 23) indicates that "people will put in more performance while doing a specific piece of work if they believe that they will succeed and think that something good will occur in the end." However, their performance can deteriorate if they think that the result will not be successful although they have high expectations in terms of personal capabilities. Therefore, it seems possible to state that self-efficacy is a kind of perception that is shaped by belief and performance and that changes from person to person. It is possible to state that measuring it is quite a complicated process although it is relatively easier than measuring ability. On the other hand, according to Bong (1995, p. 3-4), people's perceived self-efficacy can determine if they will fulfill a given task or not regardless of their actual capacity. That's why, studies on educational processes mostly focus on the relationship between self-efficacy and achievement (see Pajares and Miller, 1994; Bong, 2001; Chemers et al., 2001; Liem et al., 2008; Yong, 2010; Doménech-Betoret et al., 2017, Kurudayıoğlu and Güngör, 2017; Özden 2018). These studies show that a high level of self-efficacy in students positively affects their success.

The fundamental goal of foreign language education is to endow learners with the necessary ability to improve basic language skills and embrace the functions of grammar structures simultaneously. In line with this purpose, various institutions and organizations offer courses that teach foreigners Turkish with various educational tools and teachers having various capabilities. Having said that, considering the fact that these courses are offered both in Turkey and in other countries, and there are quite many differences in terms of the textbook, duration, capabilities of teachers, learners' mother tongue as well as their level of readiness, etc., educational processes do not proceed in the same way for all learners, and different variables affect learning process in a different way. Because of that reason, it seems significant to identify how environmental variables and personal differences affect the development of learners' language skills and plan language teaching processes in this line.

In the light of the given rationale, the current study addresses the speaking self-efficacy levels of foreigners who either learned Turkish abroad as a foreign language or learned Turkish in Turkey as a second language. The literature on teaching a foreign language is rich with studies that focus on perceived self-efficacy of teachers and learners, while most studies specifically examine the relationship between learners' self-efficacy in language skills (reading, listening, speaking and writing)

and their academic achievement (see Büyükikiz, 2012; Sallabaş, 2012; Raoofi et al., 2012; Puspita, 2014; Sundari & Dasmo, 2014; Jalaluddin et al., 2015; Aydın et al., 2017; Suharja, 2020; Çangal & Başar, 2021; Darmawan et al., 2021). İnal (2020, p. 199) states that the number of application-oriented research studies in language teaching should increase as well as theoretical studies, and it is important to identify attitudes, opinions and self-efficacy as to speaking skills.

In the light of the abovementioned gap in the related literature, the current study aims at identifying the speaking self-efficacy of learners who learned Turkish as a foreign language in a foreign country or as a second language in Turkish Teaching Centers (TÖMER) embodied in Turkish universities. In this line, the purpose of the study is to examine whether learners' speaking self-efficacy changes according to some variables such as gender, age, learning Turkish in Turkey or abroad, level of language and institutions where they learned Turkish.

Within this scope, the current study seeks answers to the following questions:

1. What is the level of speaking self-efficacy of learners who learned Turkish as a foreign/second language?
2. Do learners' levels of speaking self-efficacy vary significantly according to their gender?
3. Do learners' levels of speaking self-efficacy vary significantly according to their age?
4. Do learners' levels of speaking self-efficacy vary significantly according to their learning Turkish in Turkey or abroad?
5. Do learners' levels of speaking self-efficacy vary significantly according to the institutions where they learn Turkish?
6. Do learners' levels of speaking self-efficacy vary significantly according to their level of language?

METHOD

Research Model

The current study, which aims at identifying the self-efficacy of individuals learning Turkish as a foreign/second language, employed a descriptive survey model. Descriptive surveys intend to receive participants' opinions and attitudes about a phenomenon and event and try to describe them (Karakaya, 2012, p. 59).

Population and Sample

First of all, we received the necessary permission via e-mail to use the scale in the study. We administered the online question battery to 369 learners who learned Turkish as a foreign language out of Turkey as well as 144 learners who learned Turkish as a second language in Turkey. The learners participated in the study on a voluntary basis.

The current study group consisted of individuals who were learning Turkish as a second language at Turkish teaching centers at Ankara Social Sciences University, Nevşehir Hacı Bektaş Veli University, Ankara Yıldırım Beyazıt University and Bilecik Şeyh Edebali University as well as those learning Turkish at Turcology departments and Turkish culture centers in Afghanistan, Iran, Kazakhstan, Algeria and Bosnia Herzegovina. The demographic background of the study group was composed of the learner profile of the related institutions, and there was no intervention in the working group by the researchers.

We analyzed the demographic characteristics of the participant learners via frequency. Table 1 below shows the frequency table of the participants' distribution as to their gender, age, learning Turkish in Turkey or in another country, the institutions where they learned Turkish and their level of language.

Table 1. *The descriptive data about the demographic characteristics of the learners*

		Frequency	Percentage
Gender	Male	182	35.5
	Female	331	64.5
Age	18-25 years old	404	78.8
	25-36 years old	68	13.2
	36-45 years old	21	4.1
	46+ years old	20	3.9
Learning Turkish in Turkey or abroad	in Turkey	144	28.1
	abroad	369	71.9
The institution where learners learned Turkish	Ankara Social Sciences University	25	4.9
	Nevşehir Hacı Bektaş Veli University	20	3.9
	Ankara Yıldırım Beyazıt University	32	6.2
	Bilecik Şeyh Edebali University	41	8.0
	Gaziantep University	26	5.1
	Afghanistan	80	15.6
	Iran	73	14.2
	Kazakhstan	74	14.4
	Algeria	70	13.6
Bosnia Herzegovina	72	14.0	

Level of Turkish	B1	126	24.6
	B2	170	33.1
	C1	217	42.3

As is seen in Table 1, 35,5% (n=182) of the participant learners were male, while 64,5% (n=331) of them were female. It is clear that the majority of the participants were female. 78,8% (n=404) of the participant learners were between the ages of 18-25, 13,2% (n=68) of them were between the ages of 25-36, 4,1% (n=21) of them were between the ages of 36-45, and 3,9% (n=20) of them were 46 years old or older. It is clear that the majority (78,8%) of the participants were university students, whereas there were participants who were aged 25-46 although they were few in number. In the current study, 71,9% (n=369) of the participants learned Turkish abroad as a foreign language, while 28,1% (n=144) of them learned Turkish as a second language in Turkey.

The participant learners' learned Turkish at five universities in Turkey and in five other countries. 4,9% (n=25) of the participant learners learned Turkish at Ankara Social Sciences University, 3,9% (n=20) of them learned Turkish at Nevşehir Hacı Bektaş Veli University, 6,2% (n=32) of them learned Turkish at Ankara Yıldırım Beyazıt University, 8% (n=41) of them learned Turkish at Bilecik Şeyh Edebali University and 5,1% (n=26) of them learned Turkish at Gaziantep University. On the other hand, 15,6% (n=80) of the participants learned Turkish in Afghanistan, 14,2% (n=73) of them learned Turkish in Iran, 14,4% (n=74) of them learned Turkish in Kazakhstan, 13,6% (n=70) of them learned Turkish in Algeria and 14% (n=72) of them learned Turkish in Bosnia Herzegovina. Those learners who participated in the study from abroad had learned Turkish at Yunus Emre Institutions or departments of Turcology at universities.

When it comes to learners' level of language, 24,6% (n=126) of them were B1, 33,1% (n=170) of them were B2 and 42,3% (n=217) of them were C1. In the current study, we collected data through "Speaking Skill Self-efficacy Scale for Learners Who Learn Turkish as a Foreign Language" developed by Kurudayıoğlu and Güngör (2017a), and this scale is appropriate for B1, B2 and C1 level learners. Therefore, we did not include learners who were A1 and A2 level in Turkish in the study.

Data Collection Tool

In the current study, we collected data via a personal information form and the "Speaking Skill Self-efficacy Scale for Learners Who Learn Turkish as a Foreign Language" developed by Kurudayıoğlu and Güngör (2017a).

The online question battery was composed of two parts. The first part included questions to gather personal information about the learners. The questions in this part asked the participants about their gender, age, where they were from, where they learned Turkish and their level of Turkish.

The second part of the question battery included the self-efficacy scale developed by Kurudayıoğlu and Güngör. The scale, whose item factor loads varied between .626 and .838, was proved to have one dimension and 17 items as expected by the researchers. We then conducted confirmatory factor analysis (CFA) on LISREL 8.8 program. The results of the confirmatory factor analysis showed that the values indicated a perfect fit [$\chi^2/df=254.48$ ($p=.000$); RMSEA=0.76; GFI=0.87; AGFI=0.83; CFI=0.98; NFI=0.97; NNFI=0.98; SRMR=0,42]. These values showed that the measurement was valid and reliable (Kurudayıoğlu and Güngör, 2017a, p. 113). We did not conduct reliability and validity analysis in the current study.

Data Analysis

After receiving the necessary permission, we created an online version of the question battery prepared to identify the speaking self-efficacy of learners who learned Turkish as a foreign language on “Google Form.” We sent the battery to those learning Turkish as a foreign and second language via e-mail, and asked the learners to respond to the items in the form in the given time. We conducted the statistical analysis on IBM SPSS Statistics 25.0 (IBM SPSS Statistics for Windows, Version 25.0. Armonk, NY: IBM Corp.). We set the level of statistical significance to be 0,05 for the analysis.

We summarized the numerical data via mean, standard deviation, median, minimum and maximum values, while we relied on frequency and percentage values to summarize the categorical data. We checked the assumption of normality about the numerical variables via Shapiro Wilk test. In parallel with non-normal distributions, we used Mann Whitney U test for comparisons having two groups, and we used Kruskal Wallis test for comparisons having more than two groups. Following Kruskal Wallis test, we conducted Dunn test with the Bonferroni correction. Table 2 below shows the normality test and descriptive statistical values of the scale.

Table 2. Normality test and descriptive statistical values

Statistics	Level of Self-efficacy about Speaking
N	513
Mean	126.73
Standard Deviation	27.857
Median	130.00

Minimum	45.0
Maximum	170.0
Kurtosis	-0.528
Skewness	-0.439
p*	<0.001

*: Shapiro Wilk test

As is seen in Table 2, the mean of the participant learners' scores in the Speaking Self-Efficacy Scale was 126.73 ± 27.857 (Min=45.0; Max=170.0). Also, we tested the assumption of the normality of numerical variables via Shapiro Wilk test. As is clear in the table, the study data did not follow a normal distribution ($p < 0.001$). In this line, we used nonparametric tests to analyze the study data.

Permit by Ethical Commission

The current study was conducted in line with all the rules included in "Higher Education Institutions Scientific Research and Publication Ethics Regulation."

Name of the Commission Performing the Ethical Assessment: University Scientific Publication Ethics Commission

Date of the Ethics Assessment Decision: 15.03.2021

Number of the Document of Ethics Assessment: 2021/5674

FINDINGS

We conducted Mann Whitney U test to see if the participant learners' level of self-efficacy in speaking changed according to their gender. Table 3 below shows the results of Mann Whitney U test.

Table 3. Learners' scores of the level of self-efficacy according to gender

Gender	N	Mean Rank	U	p*
Male	182	243.57	27677.500	0.128
Female	331	264.38		

*:Mann Whitney U Test

As is seen in Table 3, there was no statistical difference between the participant learners' median scores obtained from the speaking self-efficacy scale according to their gender ($p=0.128$). In this line, it seems possible to state that being male or female did not have any effect on the participant learners' self-efficacy in speaking skills.

We conducted Kruskal Wallis test to see if the participant learners' level of self-efficacy in speaking changed according to their age. Table 4 below shows the results of the Kruskal Wallis test.

Table 4. Learners' scores of the level of self-efficacy according to age group

Age	N	Mean Rank	H	p*
18-25 years old	404	264.79		
25-36 years old	68	234.53	6.112	0.106
36-45 years old	21	233.90		
46+ years old	20	200.33		

*:Kruskal Wallis Test

As is seen in Table 4, there was no statistical difference between the participant learners' median scores obtained from the speaking self-efficacy scale according to their age ($p=0.106$). In this line, it is obvious that the participant learners' age did not have any effect on their self-efficacy in speaking skills.

We conducted Mann Whitney U test to see if the participant learners' level of self-efficacy in speaking changed according to their learning Turkish in Turkey or in another country. Table 5 below shows the results of Mann Whitney U test.

Table 5. Learners' scores of the level of self-efficacy according to their learning Turkish as a foreign/second language

Foreign/Second Language	N	Mean Rank	U	p*
Foreign language (out of Turkey)	369	272.37	20898.000	<0.001
Second language (in Turkey)	144	217.63		

*:Mann Whitney U Test

As is seen in Table 5, there was a statistical difference between the participant learners' median scores obtained from the speaking self-efficacy scale according to their learning Turkish as a foreign/second language ($p<0.001$). In this line, it seems possible to state that the participant learners who learned Turkish out of Turkey had a higher median score in the speaking self-efficacy scale than those who learned Turkish in Turkey. The reason for this result might be the lack of self-confidence resulting from the fact that students in Turkey are easily recognized to be a foreigner because of their accents and the mistakes they make while talking in public.

We conducted Kruskal Wallis test to see if the participant learners' level of self-efficacy in speaking changed according to the institution where they learned Turkish. Table 6 below shows the results of the Kruskal Wallis test.

Table 6. Learners' scores of the level of self-efficacy according to the institution where they learned Turkish

Institution	N	Mean Rank	H	p*	Significant Difference
Ankara Social Sciences University	25	193.44	27.971	0.001	Gaziantep < Kazakhstan Gaziantep < Algeria
Nevşehir Hacı Bektaş Veli University	20	262.80			
Ankara Yıldırım Beyazıt University	32	201.14			
Bilecik Şeyh Edebali University	41	250.01			
Gaziantep University	26	175.35			
Afghanistan	80	263.71			
Iran	73	237.80			
Kazakhstan	74	291.09			
Algeria	70	292.76			
Bosnia Herzegovina	72	277.96			

*:Kruskal Wallis Test

As is seen in Table 6, there was a statistical difference between the participant learners' median scores obtained from the speaking self-efficacy scale according to the institution where they learned Turkish ($p < 0.05$). The results of Dunn test with the Bonferroni correction conducted for the comparison with two groups following the Kruskal Wallis test showed that there was a statistically significant difference between the median scores in speaking self-efficacy of learners who learned Turkish in Gaziantep, and who learned Turkish in Kazakhstan and Algeria ($p < 0.05$). According to that, learners who learned Turkish in Gaziantep had a lower median score in speaking self-efficacy than those who learned Turkish in Kazakhstan and Algeria.

We conducted Kruskal Wallis test to see if the participant learners' level of self-efficacy in speaking changed according to their level of Turkish. Table 7 below shows the results of the Kruskal Wallis test.

Table 7. Learners' scores of the level of self-efficacy according to their level of language

Level of language	N	Mean Rank	H	p*	Significant Difference
B1	126	191.96	67.0827	<0.001	C1>B1 C1>B2
B2	170	227.87			
C1	217	317.59			

*:Kruskal Wallis Test

As is seen in Table 7, there was a statistical difference between the participant learners' median scores obtained from the speaking self-efficacy scale according to their level of Turkish language ($p < 0.001$). The results of Dunn test with the Bonferroni correction conducted for the comparison with two groups following the Kruskal Wallis test showed that there was a statistically significant difference between the median scores in speaking self-efficacy of learners whose level of Turkish was C1, and who were B1 or B2 in Turkish ($p < 0.001$). According to that, those who were C1 in Turkish had a higher median score in speaking self-efficacy than those who were B1 or B2.

RESULT AND DISCUSSION

The current study, which aims at identifying speaking self-efficacy of learners who learned Turkish as a foreign/second language, concluded that the gender of learners who learned Turkish had no effect on their self-efficacy in speaking. The study finding that gender did not affect learners' self-efficacy supports various studies in the literature that aimed at identifying self-efficacy of learners who learned Turkish as a foreign language (see Büyükikiz, 2011; Sallabaş, 2012; Bakır, 2015; Kurudayıoğlu & Güngör, 2017b; Moralı, 2019; Çangal and Başar, 2021). According to that, the current study has similar results to previous studies in the literature in terms of gender. Another study finding showed that there was no statistically significant difference in speaking self-efficacy of learners who learned Turkish according to their age. 78,8% of the participants were students of aged 18-25. This might have caused the fact that there was no statistical significance according to age.

Learning environments and conditions are not the same for those who learn Turkish as a foreign language in another country and as a second language in Turkey. We thought that this might have affected learners' speaking self-efficacy, and we analyzed the study data in this line. The current study finding concluded that median scores for speaking self-efficacy scale was higher for the learners who learned Turkish in another country than those who learned it in Turkey. Before starting the current study, we thought that the level of speaking self-efficacy would be higher for those who learned Turkish in Turkey. However, replacing face-to-face classes with online classes because of COVID 19 in Turkey and the fact that the learners could find the opportunity to speak Turkish only in online classes with their teachers might have created a negative effect on the learners' level of speaking self-efficacy. We shared the current study results with teachers who taught Turkish out of Turkey. They stated that most courses out of Turkey continued face-to-face classes for a longer time, which might have caused the learners' level of self-efficacy to be higher. Another reason why those who learned Turkish in Turkey had a lower level of self-efficacy might be that these learners are always in touch with native speakers of the language, and they might be feeling insufficient as they communicate with people speaking the target language perfectly.

The current study group includes participants from five universities in Turkey and five centers from abroad. The learners who learned Turkish in Nevşehir and Bilecik had the highest speaking skill self-efficacy median scores respectively, whereas the learners who learned Turkish in Gaziantep had the lowest scores in speaking skill self-efficacy. When it comes to learners out of Turkey, those who had the highest scores in speaking self-efficacy were from Algeria, Kazakhstan and Bosnia Herzegovina respectively, whereas Iranian learners had the lowest speaking self-efficacy score. Given that, speaking skill self-efficacy scores of Iranian learners were higher than those from Gaziantep, ASSU and Ankara Yıldırım Beyazıt. Learners' self-efficacy in speaking skill might be affected by the fact that the participants from Algeria, Kazakhstan and Bosnia Herzegovina were mostly students at Turcology, while the participants from Iran were students at a language center, and they mostly wanted to learn Turkish as a hobby. On the other hand, learners from Afghanistan could not find opportunities to visit Turkey due to economic problems, and this might have caused their self-efficacy scores to be lower.

The study group included participants who were B1, B2 and C1 in Turkish language. The current study finding revealed that learners who were C1 had a higher level of self-efficacy in speaking than those who were B1 or B2. Those who were advanced in Turkish had a longer period of exposure to the language when compared to others. We think that being "advanced" in the language contributed positively to their self-efficacy in speaking.

Suggestions

In the light of the study findings, we offer the following suggestions:

- The current study shows that the higher the language level is, the higher the speaking self-efficacy is. According to that, the curriculum should be designed in a way to increase students' perception of self-efficacy at all levels starting from the beginner, which will help students to develop a positive attitude toward speaking.
- Teachers should encourage students to speak starting from the beginner level, and students should be given the message that making a mistake is a very natural element in the language learning process.
- Although there are numerous advantages of being with native speakers of Turkish all the time for foreign students in Turkey, it is possible to encounter some negative examples in the process. According to that, it is possible to state that students' self-efficacy is badly affected by the idea that they will never be able to use Turkish as accurate and fluent as a native speaker. Teachers should make learners feel that this is not unusual, and

they should not let the learners lose their motivation and close themselves to communication. Also, learners should be encouraged to communicate with native speakers of Turkish out of learning environments. Extra-curricular activities should be organized under the control of the teacher to improve speaking skill.

- Students should be given enough opportunities to use the target skills in the natural environment of the language. In this line, learners in Turkey should be provided with natural language environments, and learners out of Turkey should be provided with artificial language learning environments under the supervision of instructors so that they can practice language skills. As it is difficult for learners out of Turkey to meet Turkish speakers in a natural way, instructors who teach Turkish in other countries should ask for help from Turkish people living in those countries, and help their students to get in touch with native speakers of Turkish. Speaking clubs or other similar activities should be organized to help students get together with native speakers of the target language other than instructors, which will help learners to overcome their fear of making mistakes and communicate in English.
- Internet tools and social media should be included in language teaching processes, learners should be ensured to follow the content created considering the natural use of Turkish language and develop the habit of using these tools in language learning.
- A high level of self-efficacy is important for learners to achieve success in language learning. Teachers should have their degree with this awareness, and the participants should be given information about what to do to enhance learners' self-efficacy in teaching Turkish as a foreign language via certificate programmes and in-service training designed for teachers who work.
- It is important to give special attention to countries, cities, institutions and learners whose level of speaking self-efficacy was low; teaching processes should be re-planned in accordance with learners' needs and their individual traits.
- Special attention should be paid to countries, cities, institutions and learners that have a low level of speaking self-efficacy. Teaching processes should be re-arranged in line with learners' language learning needs and personal features.
- The number of activities such as clubs, movie sessions, drama plays, etc. should be increased in order to improve speaking self-efficacy. When there is a limited time in class or a tight schedule of curriculum to follow, learners should be supported for their speaking skills through extracurricular activities.

- When learners make a mistake about pronunciation, fluency and accuracy while speaking, their level of self-efficacy decreases very quickly. The target group should be told that this is something normal, it is possible to communicate with mistakes, and they are not expected to show a perfect performance. They should be given accurate and timely feedback to help them recognize their mistakes and correct them.

Conflict of Interest

There is no conflict of interest between the authors about any personal or financial issue.

Author Contribution

Design of Study: UB(%50), ÖÇ(%50)

Data Acquisition: UB(%50), ÖÇ(%50)

Data Analysis: UB(%50), ÖÇ(%50)

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Submission and Revision: UB(%50), ÖÇ(%50)

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