Exploring English Self-Efficacy Beliefs of University Students based on EFL Students' and Their Instructors' Opinions[*]

Üniversite Öğrencilerinin İngilizce Özyeterlik İnançlarının Öğrenci ve Öğretim Elemanı Görüşlerine Göre İncelenmesi

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ABSTRACT

This study aimed to explore the English self-efficacy beliefs of EFL students based on their and their instructors' opinions. The participants of the study, which was designed as a mixed method, included 456 EFL students studying at a preparatory school of a state university in Türkiye. In the qualitative part of the study, there were 32 EFL students and 9 EFL instructors. The personal information form, the "English Self-Efficacy Belief Scale", semi-structured interview forms for the students and the instructors were used.to collect data. In the analysis of the quantitative data, descriptive statistics, independent sample T-test, ANOVA test were used, and for qualitative data content analysis technique was used. The findings indicated high level of self-efficacy in terms of English writing and speaking skills, and moderate level of English self-efficacy belief in terms of reading, ability to learn English and listening skills. Students stated that various factors such as individual factors, language skill-oriented factors, classroom environment-related factors, etc. affected their self-efficacy beliefs. The instructors stated that they implement student-centered teaching approach, try to increase student motivation, give feedback to students and enable them to learn from the mistakes to increase English self-efficacy belief levels of their students.
Keywords: *EFL students, EFL instructors, English skill, self-efficacy belief.*

ÖZ

Bu çalışmanın amacı, İngilizce öğrenen öğrencilerin İngilizce öz-yeterlik inançlarını öğretmen ve öğretim elemanı görüşleri doğrultusunda belirlemektir. Karma araştırma deseninde tasarlanan çalışmanın katılımcıları Türkiye'de bir devlet üniversitesinde hazırlık sınıfında öğrenim gören 456 İngilizce yabancı dil öğrencisidir. Çalışmanın nitel bölümünde ise 32 EFL öğrencisi ve 9 İngilizce öğretim elemanı yer almıştır. Veri toplamak için kişisel bilgi formu, "İngilizce Öz Yeterlik İnancı Ölçeği", öğrenci ve öğretim elemanları için yarı yapılandırılmış görüşme formları kullanılmıştır. Nicel verilerin analizinde tanımlayıcı istatistikler, bağımsız örneklem t-testi, ANOVA testi kullanılmış, nitel veriler için ise içerik analizi tekniği kullanılmıştır. Bulgular, öğrencilerin İngilizce yazma ve konuşma becerileri açısından öz-yeterlik inançlarının yüksek düzeyde olduğunu; okuma, İngilizce öğrenme yeteneği ve dinleme becerileri açısından öz-yeterlik inançlarının orta düzeyde olduğunu göstermiştir. Öğrenciler bireysel faktörler, dil becerisi odaklı faktörler, sınıf ortamı ile ilgili faktörler vb. çeşitli faktörlerin öz-yeterlik inançlarını etkilediğini belirtmişlerdir. Öğretim elemanları, öğrencilerinin İngilizce öz-yeterlik inanç düzeylerini artırmak için öğrenci merkezli bir öğretim yaklaşımı uyguladıklarını, öğrenci motivasyonunu artırmaya çalıştıklarını, öğrencilere geri bildirimde bulunduklarını ve hatalarından ders çıkarmalarını sağladıklarını belirtmişlerdir.

Anahtar Sözcükler: *EFL öğrencileri, EFL öğretim elemanları, İngilizce becerisi, öz-yeterlik inancı.*

INTRODUCTION

The concept of self-efficacy, introduced by Bandura (1986), refers to an individual's belief in his/her ability to plan, execute actions, and achieve specific language learning goals. Self-efficacy encompasses personal beliefs about one's capability to succeed in a particular task (Zimmerman, 1995). These personal beliefs significantly influence individuals' choices, effort, and attitude towards learning (Schunk, 2003; Deci & Ryan, 1985). Furthermore, self-efficacy is positively associated with achievement and future preparation (Gahunga, 2010).

Self-efficacy plays a pivotal role in education by shaping students' beliefs in their ability to perform specific tasks and achieve academic goals. Students with higher self-efficacy beliefs are more likely to be intrinsically motivated, put in more effort, use effective learning strategies, and engage in learning activities to achieve their goals than those with lower self-efficacy beliefs (Linnenbrink & Pintrich, 2003; Sökmen, 2021). Of particular significance, earlier research has demonstrated that self-efficacy is also a

positive predictor of engagement, potentially forecasting some or all facets of engagement (Liu & Zhen, 2021; Liu et al., 2021).

As evidenced by research in the field, students' motivation, attitude, and performance during the English language learning process are all influenced by their self-efficacy belief. This belief system helps learners set language acquisition goals and enable learners to be successful while learning a new skill (Graham & Weiner, 1996). Numerous studies (Magogwe & Oliver, 2007; Mills et al., 2007; Hsieh & Schallert, 2008; Tılfarlıoğlu & Çiftçi, 2011; Raoofi et al., 2012) have also underscored the pivotal role of self-efficacy as one of the most significant determinants of performance in foreign language learning. It has the potential to impact both the process and outcomes of learning for L2 learners (Ozer & Akçayolu, 2021). Students with high self-efficacy levels are likely to have greater confidence when learning a language (Sabti et al., 2019), be more motivated to engage in language learning activities (Mayfield & Mayfield, 2012; Anam & Stracke, 2020; Mendoza et al., 2022), experience less anxiety when faced with learning challenges (Pawlak & Csizér, 2022), and have higher level of achievement (Hashemi & Ghanizadeh, 2011; Ho, 2016; Li & Wang, 2010; Mills, Pajares, and Herron, 2007; Rahemi, 2007; Rahimi & Abedini, 2009; Wang et al., 2013). Wang et al. (2021) discovered that high self-efficacy led to more positive emotions during the learning experience, such as pride and joy, for Chinese EFL learners. In addition, it was found that Japanese EFL learners were more motivated in reading and listening when they possessed a high level of self-efficacy (Chen et al., 2021). Self-efficacy beliefs regarding the English language were also found to be positively correlated with proficiency in English language listening (Rahimi & Abedini, 2009) and speaking (Sarshar & Oroji, 2016). Additionally, EFL students with high levels of self-efficacy do better in all four skill areas—writing, listening, reading, and speaking (Chen & Zhang, 2019; Wang & Sun, 2020; Mendoza et al., 2022). On the contrary, the lack of self-efficacy belief can negatively affect the performance of students in the language learning process and cause them to be unsuccessful. Establishing a cycle that will increase students' self-efficacy beliefs and, as a result, their success seems essential for

teaching English as a foreign language (Turanlı, 2007). In light of the abovementioned literature, it becomes clear that self-efficacy has due importance in learning a foreign language. Therefore, it is important to foster and strengthen self-efficacy beliefs among English language learners to positively impact their language learning outcomes.

In the area of acquiring a second language, learners who have a strong sense of self-efficacy are the ones who are supported and encouraged by their teachers (Graham et al., 2020; Xu et al., 2022), learn from exemplary peers (Wang & Sun, 2020), and are more inclined to use diverse learning strategies to enhance their engagement in class (Anam & Stracke, 2020). In the classroom, teachers have the capacity to offer all four types of self-efficacy beliefs. This can be achieved by structuring English language learning activities to enable students to experience success, thereby promoting self-efficacy beliefs. Additionally, teachers can create opportunities for students to observe their peers successfully completing similar tasks, offering a vicarious experience (Meluso et al., 2012). Teachers can also strengthen students' self-efficacy beliefs by encouraging them providing constructive feedback (Bong & Skaalvik, 2003). Finally, teacher can assign tasks in English that are appropriately challenging for students, allowing them to experience success and build confidence in their abilities. Furthermore, they can foster students' self-efficacy beliefs by showcasing their classmates' achievements in similar tasks (Xu et al., 2022). As it becomes clear, teachers should develop effective teaching to boost students' self-efficacy, leading to improved academic performance, sustained motivation, and enhanced overall well-being. Thus, self-efficacy is not merely a theoretical concept but a practical tool that can transform language classrooms into environments where students thrive and achieve their language learning goals.

In light of the abovementioned literature, it becomes clear that self-efficacy has due importance in learning a foreign language. Therefore, this study explores the English self-efficacy beliefs of EFL students based on their and their instructors' opinions. The study makes a notable contribution to the existing body of literature in two significant ways. Firstly, it addresses a critical gap in the literature by investigating the self-

efficacy beliefs of EFL students, as perceived by both the students themselves and their instructors. This approach aims to provide a more comprehensive understanding of how the opinions of the EFL students and their instructors differ or align with each other. Secondly, this research seeks to reveal the factors which have positive or negative impact on self-efficacy levels. A clear comprehension of how different factors influence self-efficacy beliefs will offer valuable insights into how instructional scaffolding can best support students' learning. Accordingly, the study tries to find answers for the following research questions:

1) What is the English self-efficacy belief level of EFL students?

2) Do EFL students' self-efficacy beliefs differ by gender, prior English course experience, weekly study time for English outside of class variables?

3) What are the EFL students' opinions on the factors affecting their self-efficacy belief in the process of learning English?

4) What are the EFL instructors' opinions on the factors affecting their students' self-efficacy beliefs?

5) What are the activities conducted by EFL instructors to increase the English self-efficacy beliefs of their students?

METHOD

This study, which aims to explore the English self-efficacy beliefs of EFL students in detail based on EFL students' and their instructors' opinions, was designed as mixed research. According to Johnson and Onwuegbuzie (2004), the mixed method approach in research combines qualitative and quantitative data to provide a solid foundation for the researcher to obtain the answers they seek in line with their objectives. Similarly, in this study, both qualitative and quantitative data were collected. Among the mixed research method designs, explanatory sequential design was employed. In this design, after quantitative data are collected and analyzed, qualitative data are collected

(Creswell & Plano-Clark, 2011). Accordingly, in the study first quantitative data were collected and analyzed. In the quantitative part, the data obtained from the English self-efficacy belief scale was used. Then qualitative data were collected and analyzed. In the qualitative part of the study, the data obtained from the interviews conducted with EFL students and their instructors were used. In the final stage, when interpreting the research, quantitative and qualitative data were combined in a complementary manner.

Participants

In this study, 456 EFL student were included. The students were enrolled at a preparatory school of a state university in Türkiye during the 2022-2023 academic year. Convenience sampling was employed to select the participants. Convenience sampling is a method used by researchers to obtain an adequate sample size by selecting easily accessible participants within the study's scope to gather sufficient data (Büyüköztürk et al., 2019). Demographic information about the students in the quantitative part is provided in Table 1.

Table 1. Descriptive Data of the Students in the Sample

Variables	Categories	N	%
Gender	Male	273	59.9
	Female	183	40.1
Prior English Course Experience	Yes	207	45.4
	No	249	54.6
Weekly Study Time for English	1-3 hours	195	42.8
	4-7 hours	81	17.8
	8 hours and above	15	3.3
	None	165	36.2
The most competent language skill	Reading	225	49.34
	Writing	99	21.71
	Listening	66	14.47
	Speaking	66	14.47

	Reading	12	2.63
	Writing	84	18.42
The least competent language skill	Listening	123	26.97
	Speaking	237	51.97

As can be seen in Table 1, majority of the students were female (%59.9), did not have prior English course experience (%54.6), and had 1-3 hours weekly study hour for English (%42.8). Students were in the opinion that they were most competent in reading skill, which was followed by writing skill. On the other hand, the majority of the students (n=237) thought that they were least competent in listening skill. Since the students' ages were close to each other, age variable was not taken.

The qualitative data were collected using criterion sampling, which falls under the category of purposive sampling techniques. Purposive sampling involves the selection of specific cases or individuals that can provide valuable and detailed information (Patton, 2002). Criterion sampling, on the other hand, involves selecting individuals, groups, or settings based on predetermined criteria (Huberman & Miles, 1994). For the qualitative data, 32 students were interviewed. In the selection of the students, the scores obtained from the scale used to collect quantitative data were taken into account. Based on the mean scores of the students, their English self-efficacy belief levels were grouped as very high, high, moderate, and low. Then, eight students from each group were randomly selected. Consequently, eight students with a very high self-efficacy belief level, eight students with a high self-efficacy belief level, eight students with a moderate self-efficacy belief level, and eight students with a low self-efficacy belief level were determined as participants for the qualitative data. Additionally, in order to gather detailed information on the self-efficacy belief level of the students, nine EFL instructors were interviewed. The sample selection was based on the years of work experience of the instructors. Semi-structured interviews were conducted with a total of 9 EFL instructors, including 3 instructors with 1-5 years of work experience, 3 instructors with 6-11 years of work experience, and 3 instructors with 12 or more years of work experience.

Data Collection Tools

In the study the personal information form prepared by the researchers and aimed at determining the demographic characteristics of the participants, the *"English Self-Efficacy Belief Scale"*, semi-structured interview forms for students and instructors were used.

English Self-Efficacy Scale

The *"English Self-Efficacy Scale"* was used to determine the EFL students' self-efficacy beliefs for English. This scale was developed by Ocak and Karafil (2020) in 5-point Likert type. It consists of 5 dimensions as writing (15 items), speaking (15 items), reading (13 items), ability to learn English (11 items), and listening (6 items). The items of the scale ranged as "never suits me =1, slightly suits me=2, somewhat suits me=3, quite suits me=4 and completely suits me=5" In the original study the Cronbach's Alpha values for the factors of the scale were found to vary between .92 and .96. Moreover, Pearson's coefficient of correlation demonstrated higher levels of significant positive correlations of all dimensions of English self-efficacy belief scale. In this study, the Cronbach's Alpha values for the factors of the scale was found to be .95, .96, .94, .96,.94, .91 and .98 for writing, speaking, reading, ability to learn, listening and total mean score dimensions, respectively.

Semi-Structured Interview Form for Students

To gather qualitative research data, the researchers formulated open-ended questions and posed them to the students, with the intention of reflecting the research's objectives effectively. Furthermore, an expert in the curriculum field reviewed the questions to ensure their clarity, relevance, comprehensibility, and capacity to yield the required data. Therefore, any necessary adjustments were made. In the final form, there were four questions. EFL students were asked about the English language skill to be most competent, the least competent, the language skills they develop better, and the factors affecting their self-efficacy belief in the process of learning English.

Semi-Structured Interview Form for Instructors

A semi-structured interview was conducted with EFL instructors to gather their perspectives on their students' English self-efficacy beliefs, the factors influencing these beliefs, and the strategies employed by EFL instructors to improve their students' self-efficacy beliefs. A similar process was followed in creating the interview questions for the instructors as for the students. The final form consisted of three questions. Instructors were asked about their general opinions on their students' English self-efficacy beliefs, the factors affecting their students' self-efficacy beliefs towards English, and the activities they conducted to increase the English self-efficacy beliefs of their students.

Data Analysis

The obtained quantitative data were transferred to the computer environment and analyzed using SPSS program. English self-efficacy belief levels of the EFL students were calculated using descriptive statistics such as arithmetic mean, standard deviation.

The independent samples t-test was used to determine whether the students' English self-efficacy belief levels differed significantly according to their gender and prior English course experience variables. The ANOVA test was used to determine whether their English self-efficacy belief levels showed a significant difference according to the weekly English study time outside of class. To determine which post hoc analysis would be appropriate for examining significant differences between groups, variance homogeneity was evaluated. The results of the Levene test indicated that the data were homogeneously distributed ($p > .05$), which led to the selection of the Scheffe test for identifying significant differences between the groups.

In the analysis of qualitative data, content analysis technique was used. This technique involves systematically developing categories, themes, and codes using words or phrases that represent the core of the content in a text (Büyüköztürk et al., 2020). The primary objective of content analysis is to identify the concepts that can clarify the data and the relationships between those concepts to elucidate the interview results (Yıldırım

and Şimşek, 2018). The interview data were coded and subjected to content analysis in the present study. Before analyzing the data, the researchers examined the students' and teachers' opinions and identified themes and categories. The participants' responses to each question were sorted into these themes, and their frequencies were calculated, with the findings subsequently defined and interpreted. First, the researchers reached a consensus on the themes and categories. Then the themes and categories were reviewed by an expert in the field of curriculum and instruction to ensure the coding reliability of the study, the agreement between the analysis results of the researchers was examined, and the agreement percentage was calculated (Miles & Huberman, 1994). In this calculation, an agreement percentage of 94% was determined. Finally, the researchers came together and reached a consensus on the codes that showed disagreement. To protect the anonymity of the participants, their names were not explicitly mentioned in the Findings section and were instead represented by codes, such as S1, S2 for students and T1, T2, and so on for teachers.

Ethical Consideration

This study was carried out with the approval of Selcuk University School of Foreign Languages Scientific Ethics Evaluation Committee dated 02/03/2022 and numbered 2022/01 (Appendix 1). Additionally, it is important to note that participation in the study was entirely voluntary, and all individuals who participated were required to read and sign a consent form prior to taking part. Participants were fully informed about the research's aim and the confidentiality of any information they provided.

FINDINGS

In this section, the findings obtained within the scope of the study are presented in accordance with the sub-problems.

English Self-efficacy Belief Level of EFL Students

The findings related to the self-efficacy belief level of EFL students are given in Table 2.

Table 2. Mean and Standard Deviation Scores obtained from the Scale

Dimensions	$\overline{X}$	SS
Writing	3.42	.92
Speaking	3.43	.91
Reading	3.59	.93
Ability to Learn English	3.95	.85
Listening	3.90	.90
Total Score	3.51	.81

When Table 2 is examined, it is seen that the mean score of writing ($\overline{X}$=3.42), the mean score of speaking ($\overline{X}$=3.43) were at high level. On the other hand, the mean score of reading ($\overline{X}$=3.59), ability to learn English ($\overline{X}$=3.95) and listening ($\overline{X}$=3.90) dimensions were at moderate level. Similarly, the total mean score was found to be at moderate level ($\overline{X}$=3.51).

Students' English Self Efficacy Belief Levels According to Various Variables

Another aim of the study was to determine whether students' English self-efficacy belief levels differed according to various variables. Independent sample t-test was utilized to see whether the students' English self-efficacy belief levels differed in terms of gender variable, and the findings are shown in Table 3.

Table 3. Independent Samples t-test Results for Gender Variable

Dimensions	Gender	N	$\overline{X}$	SD	T	p
Writing	Female	273	3.39	.89	- .871	.384
	Male	183	3.46	.96		
Speaking	Female	273	3.33	.91	-2.832	.005
	Male	183	3.57	.88		
Reading	Female	273	3.54	.94	-1.585	.114
	Male	183	3.68	.91		
Ability to Learn English	Female	273	3.95	.85	-.251	.802
	Male	183	3.97	.86		

Listening	Female	273	2.83	.81	-5.152	.000
	Male	183	3.26	.95		
Total Score	Female	273	3.45	.79	-2.029	.045
	Male	183	3.61	.84		

SD=454

According to the Table 3, no significant difference was found in writing, reading and ability to learn English dimensions [p>0.05], while a significant differences were found in the speaking [t(-2.832)=454, p<0.05], listening [t(-5.152)=454, p<0.05] dimensions and in total mean score [t(-2.029)=454, p<0.05] in favor of the male students. Table 4 presents t-test analysis results regarding the comparison of the scores obtained from the dimensions of the scale according to prior private English course experience.

Table 4. Independent Samples t-test Results for Prior English Course Experience

Dimensions	**Course**	**N**	$\overline{\mathrm{X}}$	**SD**	**T**	**p**
Writing	Yes	207	3.68	.79	5.802	.000
	No	249	3.20	.97		
Speaking	Yes	207	3.65	.80	4.757	.000
	No	249	3.25	.95		
Reading	Yes	207	3.79	.79	4.312	.000
	No	249	3.43	1.00		
Ability to Learn English	Yes	207	4.15	.71	4.524	.000
	No	249	3.80	.93		
Listening	Yes	207	3.17	.82	3.709	.000
	No	249	2.86	.94		
Total Score	Yes	207	3.73	.66	5.399	.000
	No	249	3.34	.88		

SD=448,569

According to the Table 4, significant differences were found in writing [t(5.802)=448,569 p<0.05], speaking [t(4.757)=448,569 p<0.05], reading [t(4.312)=448,569 p<0.05], ability to learn English [t(4.524)=448,569 p<0.05], listening dimensions [t(3.709)=448,569 p<0.05]. Also, a significant difference was found in total mean score [t(5.399)=448,569 p<0.05] in favor of the students who had prior English course experience.

Table 5 presents the results regarding the comparison of the scores obtained from the dimensions of the scale according to weekly English study time outside of class.

Table 5. ANOVA Results for Weekly English Study Time Outside of Class

Dimensions	Weekly Study time (hour)	*n*	$\overline{X}$	*SD*	DF	Mean Squares	F	*p*
Writing	1-3	195	3.49	.71	3	12.326	15.866	.000
	4-7	81	3.73	.62	452	.777		
	8 and more	15	4.28	.43	455			
	None	165	3.10	1.15				
	Total	456	3.42	.92				
Speaking	1-3	195	3.51	.77	3	10.936	14.357	.000
	4-7	81	3.74	.61	452	.762		
	8 and more	15	4.13	.72	455			
	None	165	3.12	1.07				
	Total	456	3.43	.91				
Reading	1-3	195	3.68	.71	3	10.850	13.548	.000
	4-7	81	3.93	.63	452	.801		
	8 and more	15	4.16	.45	455			
	None	165	3.27	1.17				
	Total	456	3.59	.93				
Ability to Learn English	1-3	195	4.10	.68	3	10.966	16.378	.000
	4-7	81	4.16	.60	452	.670		
	8 and more	15	4.63	.32	455			
	None	165	3.62	1.05				
	Total	456	3.95	.85				
Listening	1-3	195	3.09	.68	3	1.525	1.888	.131
	4-7	81	3.01	.81	452	.808		
	8 and more	15	3.20	1.08	455			
	None	165	2.88	1.11				
	Total	456	3.00	.90				
Total Mean Score	1-3	195	3.61	.60	3	9.677	15.934	.000
	4-7	81	3.78	.52	452	.607		
	8 and more	15	4.17	.49	455			
	None	165	3.21	1.03				
	Total	456	3.51	.81				

According to Table 5, no significant difference was obtained in relation to listening skill [p>0.05]. On the other hand, significant differences were found in scores in relation to writing skill [F(3-452)=15.866,p<.05], speaking skill [F(3-452)=14.357,p<.05], reading skill[F(3-452)=13.548,p<.05], ability to learn English [F(3-452)=16.378,p<.05], and

total mean score [F(3-452)=15.934,p<.05]. Scheffe test results indicated that in writing skill this difference was between the groups of "1-3 hours" and "none" in favor of "1-3 hours" group. Significant differences were obtained between the "4-7 hours" group and "none" in favor of "4-7 hours" group. Similarly, significant differences were obtained between the "8 hours and more" group and "1-3 hours", "none" groups in favor of "8 hours and more" group.

In speaking skill, reading skill, ability to learn English dimension, and in terms of total mean score dimension, significant difference was found to be between the groups of "1-3 hours" and "none" in favor of "1-3 hours" group. Significant differences were observed between the "4-7 hours" group and "none" in favor of "4-7 hours" group. Similarly, significant differences were observed between the "8 hours and more" group and "none" in favor of "8 hours and more" group.

EFL Students' Opinions on the Factors Affecting Their Self-Efficacy Belief in the Process of Learning English

Students were asked about the factors affecting their self-efficacy belief in the process of learning English. The obtained findings are presented in Table 6.

Table 6. Students' Opinions on the Factors Affecting Their Self-Efficacy Belief in the Process of Learning English

Categories	Themes	Codes	*f*
	Individual Factors	Being eager to learn a language	6
	Classroom environment-related factors	Having helpful friends	8
		Higher motivation due successful students in the class	4
		Positive feedback from friends	4
Positive Factors	Instructor related factors	Specialized EFL instructors	10
		Friendly instructors	9
		Helpful instructors	9
		Giving positive and supporting feedback	8
		The chance to take courses from different instructors	4
	Exam related factors	Increased motivation after success	7

		in exams	
	Language learning process-related factors	Finding learning process enjoyable	7
		Using technology while learning	5
	Factors outside school	Supportive and motivating family	5
		Speaking English with friends on the Internet	5
Negative Factors	Individual Factors	Learned helplessness in language learning	8
		Negative prejudices against language learning	7
		Not devoting enough time to language learning	5
		Not making enough effort to learn a language	4
		The idea that the information learned at school will not be enough	2
	Language skill-oriented factors	Fear of mispronunciation	9
		Failure to develop listening skills	7
	Classroom environment-related factors	Fear of being judged by friends or teachers	9
		Classroom change at each course level	7
		Not getting used to the classroom environment	6
		Excessive reticence of the class	5
	Instructor related factors	Boring EFL instructors	5
		Change of teacher at every English course change	4
		Lecturing far above the student level	4
		Following the textbook all the time	4
	Textbook related factors	Inadequate and poor textbooks	7
		Lack of Turkish culture	5
	Exam related factors	Decreased motivation after failure in exams	9
	Factors outside school	Lack of opportunity to practice English outside of school	10

Table 6 shows that students mentioned about both positive and negative factors. The students' positive opinions are grouped under five themes, including individual factors, classroom environment-related factors, instructor-related factors, exam-related factors, language learning process-related factors, and exam factors outside the school. Students

stated that they were eager to learn English. For example, S25 said that *"I always try to find opportunities to learn English."* Students also mentioned about their positive opinions on their friends. For example, S11 mentioned that "*When my friends tell me that my English pronunciation is close to my mother tongue, it increases my self-belief and confidence."* S16 expressed his positive ideas on their instructors as *"Getting feedback from my instructors makes me happy. They encourage us to try. This is my biggest motivation."* On the other hand, some students mentioned about their negative opinions regarding themselves, classroom, instructors, textbook, exams and other factors. For example, S5 stated that "*Sometimes I feel like the information I will learn here will not be enough".* S11 expressed her ideas as *"When my friends tell me that my English pronunciation is close to my mother tongue, it increases my self-belief and confidence.".* S16 mentioned that *"Getting feedback from my teachers makes me happy. They encourage us to try. This is my biggest motivation."*

EFL Instructors' Opinions on the Factors Affecting English Self Efficacy Beliefs of Their Students

EFL instructors were also asked about the factors affecting their students' self-efficacy beliefs towards English. The findings are presented in Table 7.

Table 7. Instructors' Opinions of the Factors Affecting Their Students' Self-Efficacy Beliefs

Categories	Themes	Codes	*f*
Positive Factors	Exposure to Language	Increased exposure through TV series, movies, and songs	1
	Increased Confidence	Practice and experience	3
	Family Support	Family Support	4
	Instructors	Positive attitude	4
	Personality Traits	Introverted/extroverted	4
		Student's character	3
		High self-confidence in general	3
	Insufficient Exposure to Language	Insufficient exposure through listening and reading	3
	Curriculum and Course	Limitations on developing	6

	Contents	speaking and writing skills	
		Not considering students' needs and expectations	5
	Psychological Conditions	Learned helplessness	4
		Past experiences of success or failure	4
		Haphazard behavior	3
Negative Factors	Lack of Self-Confidence	Lack of confidence in speaking skill	5
		Lack of confidence in writing skill	3
		Decreased self-confidence problems over time	1
	Fear of Making Mistakes	Fear of making mistakes and being ridiculed	3
		Fear of being made fun of	3
	Self-Perception	Overconfidence	3
		Overestimating language skills	1
		Underestimating abilities	1
	Family	Oppressive family	4
	Teachers	Authoritarian teachers	5

Table 7 presents a range of themes and codes related to factors that may impact language learning. The data suggests that insufficient exposure to language through listening and reading, limited opportunities for development outside the classroom, and inadequate exposure to English are significant barriers to language learning. For example, T7 indicated her opinions as *"When students expose to language through listening and reading, they learn better."* Furthermore, psychological factors such as learned helplessness, haphazard behavior, past experiences of success or failure, and lack of self-confidence and fear of making mistakes were also identified as important obstacles to language learning. On these factors, T2 said that "*As an EFL instructor, I've observed that learned helplessness can significantly hinder the EFL learning process."* The data suggests that the curriculum and course contents may be another significant barrier to language learning, as they may not consider the needs and expectations of students, limit the development of speaking and writing skills, and may not provide sufficient opportunities for practice. For example, T8 indicated that; *"The*

curriculum and course contents can indeed pose a significant obstacle to language learning, especially when they fail to align with students' needs" EFL instructors also mentioned about family related and teacher related factors affecting the EFL students' self-efficacy beliefs negatively. For example, T4 said that *"Authoritative teaching approaches can impact the self-efficacy beliefs of EFL students by potentially decreasing their autonomy and confidence in the language learning process."*

The last sub-problem of the study aimed to determine the activities conducted by EFL instructors to increase the English self-efficacy beliefs of their students. The obtained findings are presented in Table 8.

Table 8. Activities Conducted by EFL Instructors to Increase the English Self-efficacy Beliefs of Their Students

Themes	Codes	*f*
Student-centered Approach	Helping students develop skills through speaking and writing assignments	3
	Giving students the right to speak in class	2
	Identifying student-centered methods and strategies	2
	Paraphrasing questions for student understanding	2
	Identifying deficient areas and strategies	1
	Encouraging self-study	1
	Involving students in evaluating and correcting their own work	1
Motivation and Confidence Building	Reducing students' fears and keeping their psychology strong with affirmations	3
	Recording speaking activities on video and watching with peers	2
	Relating language learning to contemporary life	2
	Emphasizing the importance of speaking	1
	Encouraging self-confidence	1
Feedback and Error Correction	Allowing students to see their friends' mistakes to increase self-confidence	3
	Giving importance to random and systematic errors	3
	Encouraging peer and self-correction	2
	Attaching great importance of error	1

	correction	
	Reflecting on writing assignments in class and making corrections together	1
	Giving positive feedback	1
Exposure to Language	Suggesting extra resources	1

According to the instructors, a student-centered approach is crucial for increasing self-belief and confidence in learning English. T5 mentioned, *"I try to identify deficient areas and strategies to help students improve their language skills"*. T1 stated, *"I encourage self-study and help students identify student-centered methods and strategies that work best for them"*. Teachers also emphasized the importance of feedback to increase students' self-belief and confidence. T2 mentioned, *"I give positive feedback to my students to encourage them to continue practicing and improving their English skills"*. T3 added, *"I reflect on writing assignments with my students to help them understand their mistakes and improve their writing skills"*. Motivation and confidence building are also important themes highlighted by the teachers. T8 stated, *"I emphasize the importance of speaking and encourage my students to practice speaking in class"*. T9 mentioned, *"I reduce fear and anxiety by showing the usefulness of English and relating language learning to contemporary life"*. Regarding practice and mistake-making, teachers emphasized the naturalness of mistakes and encouraged students to practice. T4 mentioned, *"I emphasize the naturalness of mistakes and encourage my students to practice as much as possible"*. In terms of error correction, teachers attach great importance to it, as T1 mentioned, *"I attach great importance to error correction as it helps students learn from their mistakes"*. Teachers also encouraged peer and self-correction to help students learn from their mistakes. Exposure to language through outside resources was suggested by T2, stating *"I suggest outside resources to my students, such as watching English-language movies or TV shows, to help them practice and improve their English skills"*

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DISCUSSION

The first sub-problem of the study explored the English self-efficacy beliefs of the EFL students. The findings indicated high level of self-efficacy in terms of English writing and speaking skills. This means that the students feel more comfortable expressing themselves through writing and speaking in English. However, Tsao (2021) found in his study that students' English writing self-efficacy belief levels were in the low-medium range. Nguyen et al. (2022) obtained the finding that students had a relatively low level of self-efficacy in speaking skill. On the other hand, in the current study students had moderate level of English self-efficacy belief in terms of reading, ability to learn English and listening skills. Additionally, in terms of total mean score, students' English self-efficacy beliefs were found to be at moderate level. This means that the students may struggle more with understanding spoken English, learning new vocabulary, and reading English texts. This information can be useful in identifying areas where students may need additional support or resources to improve their English language skills. There are studies conducted on the level of English self-efficacy beliefs among university students with similar and different results. For example, Genç, Kuluşaklı, and Aydın (2016) found that students' English self-efficacy belief levels were at moderate level. Zhang and Guo (2012), Sun and Wang (2020) found that students' writing self-efficacy belief levels were at moderate level. Similarly, Kanadlı and Bağçeci (2015), Memduhoğlu and Çelik (2015), Rahemi (2007), Siritararatn (2013), Wang, Schwab, Fenn, and Chang (2013) concluded that students' English self-efficacy belief levels were at low level. On the other hand, Tılfarlıoğlu and Cinkara (2009) concluded in their study that students' English self-efficacy belief levels were at high level. The findings with different results in the literature may be due to individual factors such as motivation, language learning experience, and cultural background. Overall, the research suggests that students' English self-efficacy beliefs can vary depending on the specific language skills being assessed.

The second sub-problem of the study tried to reveal whether EFL students' self-efficacy beliefs differed significantly in terms of different variables. Firstly, their self-efficacy beliefs were examined in terms of gender variable. The findings indicated that EFL students' self-efficacy beliefs in writing, reading, and the ability to learn English did not differ significantly in terms of gender variable. In other words, both male and female students had similar levels of self-efficacy belief in these aspects of language learning. However, male students reported higher levels of self-efficacy related to speaking and listening in comparison to female students. Similarly, Memduhoğlu and Çelik (2015) stated that male students' English self-efficacy belief levels were higher than female students in the speaking skill. On the other hand, Wang et al. (2013) found that female students' English self-efficacy belief levels were higher than male students. These findings highlight the importance of considering gender-specific factors when addressing self-efficacy beliefs in language learning contexts. Educational institutions and instructors can use this information to create more inclusive and equitable learning environments, ensuring that both male and female students have equal opportunities to develop their language skills and self-efficacy beliefs.

It was also seen that the self-efficacy belief level of the students who had prior English course experience was higher than the students with no prior English course experience. This indicates that prior English course experience may have a positive impact on students' self-efficacy beliefs in English language learning. Prior learning experiences play a crucial role in the learning process and can significantly impact students' self-efficacy beliefs (Mayer, 2002). When students have relevant prior knowledge and experiences related to what they're learning, they can better understand and incorporate new information, which boosts their self-confidence (Schunk & Zimmerman, 1994). Furthermore, they tend to see themselves as capable learners and develop a more positive attitude toward their own learning (Hidi & Renninger, 2006). On the contrary, students without relevant prior knowledge or those with negative experiences in a particular subject may find it challenging to learn and acquire new skills, which can undermine their self-confidence (Bandura, 1997). In such cases, it's crucial for teachers

to provide extra support and guidance to help these students acquire the necessary background knowledge and skills, thereby building their confidence in their ability to succeed. This information can be valuable for educators and policymakers when designing strategies and programs to provide students with similar experiences and support in enhancing their self-confidence in English language learning.

English outside the class was an effective factor increasing the students' self-efficacy beliefs. The students who spent more time studying English outside of the classroom had higher level of self-efficacy beliefs in English language learning. This indicates that independent learning and study outside of the classroom can have a positive impact on students' confidence and belief in their ability to learn and succeed in English language learning. In a similar vein, Manfred (2012) found that learners were motivated to keep learning outside the classroom to improve their English proficiency. Benson (2011) emphasizes that for learners to gain experience with genuine language use in real-life situations, it is crucial that they are exposed to authentic language use. Therefore, it can be argued that students who devote more time to studying English outside the classroom may have more exposure to the language, which can lead to a sense of accomplishment and progress.

The third sub-problem addressed the factors affecting the self-efficacy beliefs of the students in the process of learning English, and environment-related factors, teacher-related factors, textbook-related factors, language learning process-related factors, exam-related factors, and factors outside the school were revealed. Students mentioned about both positive and negative factors on each theme. These findings suggest that various factors can affect students' self-belief in language learning and that teachers can play a crucial role in creating a supportive and motivating classroom environment. Establishing an effective learning environment is crucial for creating an effective teaching process (Duta, Panisoara, & Panisoara, 2015). This entails managing the learning process in a healthy, supportive, and secure environment that fosters mutual respect among students and encourages active participation. Ames (1992) posits that the teacher's presence in the classroom and school is primarily to facilitate student

engagement in the learning process. Therefore, active student participation is considered vital for achieving an effective teaching process (Abdullah, Bakar & Mahbob, 2012). In conclusion, the students' opinions on the factors affecting their self-efficacy beliefs in language learning are diverse and multidimensional. Therefore, to improve students' self-efficacy beliefs in language learning, it is essential to consider these various factors and provide support accordingly.

Within the fourth sub-problem of the study, the instructors were asked about the factors that can impact the self-efficacy beliefs of the students. The study identified insufficient exposure to language through listening and reading, limited opportunities for development outside the classroom, and inadequate exposure to English as significant barriers to language learning. In addition, psychological factors such as learned helplessness, haphazard behavior, past experiences of success or failure, and lack of self-confidence and fear of making mistakes were also identified as important obstacles to language learning. The curriculum and course contents were also found to be a significant barrier to language learning, as they may not consider the needs and expectations of students, limit the development of speaking and writing skills, and may not provide sufficient opportunities for practice. Family and social factors such as family support or encouragement for language learning and having language speakers in the family were identified as facilitators of language learning, while oppressive families and fear of being made fun of can hinder it.

Teacher's attitude and approach were also found to play a critical role in language learning. Authoritarian teachers were identified as a significant barrier, while teachers with a positive attitude and approach were found to be supportive of language learning. Personality traits such as introverted/extroverted, high self-confidence in general, and student's character can also impact language learning. Overall, the data suggest that language learning is complex and multifaceted, and there are various factors that can impact it. Understanding these factors can help in designing effective language learning programs and providing appropriate support to language learners.

In the last sub-problem of the study, EFL instructors were asked about the activities they do to enhance their students' English self-efficacy beliefs. The instructors stated that they implemented student-centered teaching approach by including the processes such as helping their students develop skills through speaking and writing assignments and +giving students the right to speak in class. By including processes such as helping students develop skills through speaking and writing assignments and giving them the right to speak in class, the teacher is providing opportunities for students to take responsibility for their own learning and develop their language proficiency through practice and engagement. Research has consistently shown that teacher support, including positive feedback, encouragement, and guidance, can significantly enhance students' self-efficacy beliefs (Bandura, 1977; Pajares, 1996). As a result, it can be argued that the implementing students centered teaching and providing support have had positive impact on students such as feeling more motivated and being engaged in their learning, as they are given more autonomy and a sense of ownership over their progress. It can also help to foster a positive learning environment where students feel comfortable expressing themselves and participating actively in class.

The finding suggests that the teachers in this study tried to increase the motivation and confidence of their students by providing various forms of support. These included giving feedback to their students, enabling them to learn from their mistakes, emphasizing that mistakes are a normal part of the learning process, encouraging practice, and suggesting extra resources. These strategies can be beneficial for language learners, as they can help to increase their engagement and persistence in the learning process, as well as build their confidence in using the language. Teacher support can also help students to develop a growth mindset, which emphasizes the importance of effort and persistence in achieving success (Dweck, 2006). Teachers who praise their students' efforts and emphasize the value of learning from mistakes can help students to develop a more positive and proactive attitude toward their own learning. When teachers provide students with clear and specific feedback that emphasizes their strengths and successes, they can help students to develop a more positive and accurate

view of their abilities (Hattie & Timperley, 2007). Moreover, teachers who encourage their students to take on challenges and support them throughout the process can help to build students' confidence in their ability to overcome difficulties and achieve their goals (Zimmerman, 2000). Overall, the findings highlight the importance of teacher support in language learning. Teachers who provide their students with feedback, encouragement, and resources can help to create a positive and supportive learning environment, which can enhance the motivation and confidence of the learners. By emphasizing the naturalness of mistakes and encouraging practice, teachers can help learners to develop a growth mindset and become more resilient in their language learning journey. These findings have implications for language teaching practice, as they suggest that teachers can play a critical role in supporting their students' language learning and promoting their success.

CONCLUSION AND IMPLICATIONS

This comprehensive study sheds light on several critical aspects of English self-efficacy beliefs among EFL students. It is evident that students' self-efficacy beliefs vary across different language skills, which underscores the importance of tailored support and interventions to address specific areas where students may need additional assistance. Educators and policymakers can utilize these insights to develop targeted programs and resources to enhance students' self-efficacy in all language skills. Furthermore, the study revealed gender-related differences in self-efficacy beliefs. The study also emphasized the positive impact of prior English course experience on students' self-efficacy beliefs. This highlights the importance of building on students' prior knowledge and experiences to boost their confidence in language learning. Additionally, the research identified the significance of out-of-class learning and independent study in enhancing students' self-efficacy beliefs. Encouraging and facilitating independent learning can lead to greater language exposure, fostering a sense of accomplishment and progress. Moreover, the study explored a multitude of factors affecting self-efficacy beliefs, ranging from individual factors and language

skill-oriented factors to classroom environment and teacher-related factors. Lastly, the research revealed that instructors play a critical role in enhancing students' self-efficacy beliefs through student-centered teaching approaches, which involve active participation, speaking and writing assignments, and providing autonomy to learners. These strategies contribute to a positive learning environment, fostering students' motivation and engagement.

In conclusion, this study offers valuable insights for educators, policymakers, and researchers in the field of language education. It underscores the importance of understanding and addressing the multifaceted factors that impact self-efficacy beliefs among EFL students and highlights the critical role teachers and educational institutions play in shaping students' language learning experiences. By taking these findings into account, educators can create more effective and inclusive language learning environments that empower students to achieve their language learning goals.

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GENİŞ ÖZET

Giriş

Bandura (1986), insanların belirli hedeflere ulaşmak için gerekli eylemleri planlama ve yürütme yetenekleri hakkındaki inançlarını tanımlamak için sosyal bilişsel teorisinin bir bileşeni olarak öz-yeterlik kavramını ortaya koymuştur. Bandura'ya göre, öz-yeterlik, bireylerin hangi eylemleri planlayacaklarını, uygulayacaklarını, ne kadar çaba sarf edeceklerini ve zorluklarla karşılaştıklarında ne kadar ısrarcı olduklarını belirlemede kritik bir rol oynamaktadır. Öz-yeterlik inancı, yeni bir becerinin kazanılmasında diğer faktörlerden daha etkilidir (Graham & Weiner, 1996) ve öğrenenlerin dil öğrenme hedeflerini belirlemelerine yardımcı olur. Birçok araştırma, öz-yeterlik inancının yeni bir dil öğrenme performansı üzerindeki en önemli belirleyici olduğunu göstermektedir (Magogwe & Oliver, 2007; Mills ve ark., 2007; Hsieh & Schallert, 2008; Tılfarlıoğlu & Çiftçi, 2011; Raoofi ve ark., 2012). Bu nedenle, bu çalışmanın temel amacı, Türkiye'deki bir devlet üniversitesinde hazırlık sınıfında öğrenim gören EFL öğrencilerinin İngilizce öz-yeterlik inançlarını belirlemektir.

Yöntem

Çalışmada nicel ve nitel verilerin yer aldığı karma yöntem kullanılmıştır. Çalışmanın nicel boyutunda 2022-2023 eğitim-öğretim yılında Türkiye'de bir devlet üniversitesinin hazırlık programında öğrenim görmekte olan 456 üniversite öğrencisi yer almıştır. Bu öğrencilerin belirlenmesinde uygun örnekleme tekniği kullanılmıştır. Bununla birlikte araştırmanın nitel verileri için 32 öğrenci ile görüşmeler yapılmıştır. Nitel verilerin katılımcıları olarak öz yeterlik inancı çok yüksek düzeyde olan sekiz öğrenci, yüksek düzeyde olan sekiz öğrenci, orta düzeyde olan sekiz öğrenci ve düşük düzeyde olan sekiz öğrenci belirlenmiştir. Ek olarak, öğrencilerin öz-yeterlik inanç düzeylerine ilişkin ayrıntılı veri elde etmek için dokuz yabancı dil öğretim elemanıyla görüşülmüştür. Görüşme yapılacak öğretim elemanlarının seçiminde, hizmet yılı temel alınmıştır. Buna göre 1-5 yıl kıdeme sahip 3 öğretim elemanı, 6-11 yıl kıdeme sahip 3 öğretim elemanı ve 12 yıl ve üzeri kıdeme sahip 3 öğretim elemanı olmak üzere toplam 9 öğretim elemanı ile yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Araştırmada, araştırmacılar tarafından hazırlanan ve katılımcıların demografik özelliklerini belirlemeye yönelik kişisel bilgi formu, "İngilizce Öz Yeterlik İnanç Ölçeği", öğrenci ve öğretim elemanları için yarı yapılandırılmış görüşme formları kullanılarak araştırma verileri elde edilmiştir. Üniversite öğrencilerinin İngilizce öz-yeterlik inanç düzeyleri aritmetik ortalama, standart sapma gibi betimsel istatistikler kullanılarak hesaplanmıştır. Üniversite öğrencilerinin İngilizce öz-yeterlik inanç düzeylerinin cinsiyet, önceki İngilizce kursu deneyimi değişkenlerine göre anlamlı farklılık gösterip göstermediğini belirlemek için bağımsız örneklem t-testi kullanılmıştır. Üniversite öğrencilerinin İngilizce öz-yeterlik inanç düzeylerinin haftalık ders dışı İngilizce çalışma saatlerine göre anlamlı farklılık gösterip göstermediğini belirlemek için ANOVA testi kullanılmıştır. Araştırmada nitel verilerin analizinde içerik analizi tekniği kullanılmıştır. Bu çalışmada görüşme verileri kodlanmış ve içerik analizine tabi tutulmuştur. Katılımcıların isimleri açıkça belirtilmemiş, bunun yerine Ö1, Ö2, Ö1, Ö2 gibi kodlar kullanılmıştır.

Sonuç, Tartışma ve Öneriler

Araştırmada üniversite öğrencilerinin İngilizce yazma ve konuşma becerileri açısından öz yeterlik inançlarının yüksek düzeyde olduğu; buna karşın okuma, İngilizceyi öğrenebilme ve dinleme becerileri açısından orta düzeyde İngilizce öz-yeterlik inancına sahip oldukları görülmüştür. Erkek ve kadın öğrenciler arasında yazma, okuma ve İngilizceyi öğrenebilme becerisine ilişkin öz-yeterlik inançları açısından anlamlı bir fark olmadığı, buna karşın konuşma ve dinleme ile ilgili öz-yeterlik inançlarında erkek öğrencilerin özyeterlik inancı düzeylerinin kadın öğrencilere göre daha yüksek olduğu bulgusu elde edilmiştir. Daha önce İngilizce ders deneyimi olan öğrencilerin öz-yeterlik inanç düzeylerinin daha önce İngilizce dersi deneyimi olmayan öğrencilere göre daha yüksek olduğu görülmüştür. Öğrencilerin çoğunluğu (n=225) kendilerini okuma becerisinde en yeterli olarak algılarken, konuşma becerisinde en az yeterli hissettiklerini belirtmiştir. Öğrenciler çeşitli bireysel, dil becerisi odaklı, sınıf ortamı, öğretim elemanları, ders kitabı, dil öğrenme süreci ve sınavlardan kaynaklı ve okul dışı çeşitli faktörlerin İngilizce özyeterlik inançlarını olumlu ve olumsuz açılardan etkilediğini dile getirmişlerdir. Öğretim elemanları da öğrencilerin İngilizce özyeterlik inançlarını arttırmak için, konuşma ve yazma ödevleri ile becerilerini geliştirmelerine yardımcı olma, öğrencilere derste söz hakkı verme gibi süreçlere yer vererek öğrenci merkezli öğretim yaklaşımını uyguladıklarını belirtmişlerdir. Sonuç olarak, elde edilen bu bulgular, çeşitli faktörlerin öğrencilerin dil öğrenme konusundaki öz yeterlik inançlarını etkileyebileceğini göstermektedir.

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Researchers contributed equally to the planning, application and writing of this study.

Conflict of Interest

The researchers do not have any personal or financial conflicts of interest with other individuals or institutions related to the research.

Ethics Committee Declaration

This study was conducted with the approval of Selcuk University School of Foreign Languages Ethics Commission dated 02.03.2022 and numbered 2022/01.