

REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

**THE RELATIONSHIP BETWEEN UNIVERSITY STUDENTS' SELF-
EFFICACY BELIEFS AND FOREIGN LANGUAGE CLASSROOM ANXIETY**

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MASTER OF ARTS

MERSİN/MAY 2018

APPROVAL

REPUCLIC OF TURKEY

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We certify that thesis under the title of “**The Relationship between University Students’ Self-Efficacy Beliefs and Foreign Language Classroom Anxiety**” which was prepared by our student Bayram DEMİR with number 20168023 is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Education**.



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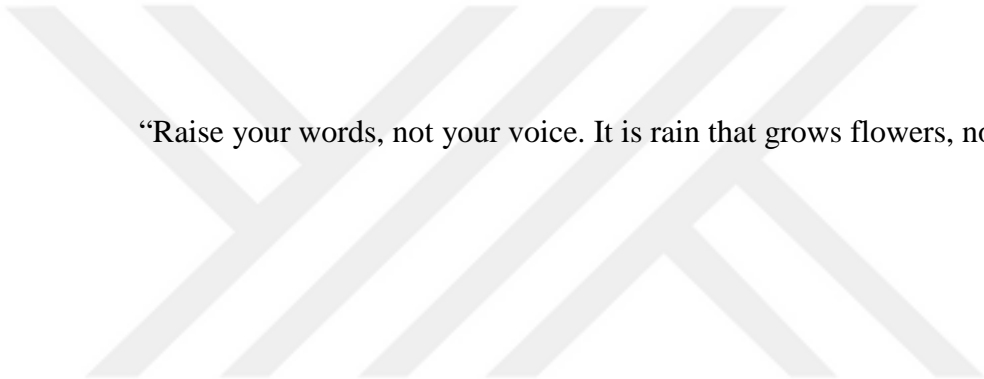


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DEDICATION



“Raise your words, not your voice. It is rain that grows flowers, not thunder.”

RUMI

ETHICS DECLARATION

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

ACKNOWLEDGEMENTS

Foremost, I would like to express my gratitude to my thesis supervisor Assist. Prof. Dr. Seden Tuyan. It would not possible to complete this thesis without her unlimited positivity, knowledge, expertise, guidance, suggestions, and patience. I feel so lucky to study with her not only for my professional development but also maintaining amazing positive vision towards whole life.

Besides, I would like to offer my special thanks to Prof. Dr. Şehnaz Şahinkarakaş. She was the first person encouraged me to start the MA programme and has been always there to supporting and inspiring me to get through the difficulties.

My sincere thanks go to my friends Research Ass. Mehmet Ekizoğlu and M.Emin Munis for their, support, patient, and valuable suggestions.

I would also like to thank my wife Songül Demir, and my lovely daughters, Lara and Nilay for their unlimited love and support. I feel so happy that I have them.

Finally, my special thanks are extended to the preparatory school administration and students for helping and participating to the research. Without their participation, it would be difficult to complete this thesis.

ABSTRACT**THE RELATIONSHIP BETWEEN UNIVERSITY STUDENTS'
SELF-EFFICACY BELIEFS AND FOREIGN LANGUAGE
CLASSROOM ANXIETY****Bayram DEMİR****Master of Arts, Department of English Language Education****Supervisor: Dr. Seden TUYAN****May, 2018, 81 Pages**

This study is designed as quantitative research to examine the relationship among English self-efficacy beliefs, foreign language classroom anxiety, and academic achievements of preparatory school students. It also includes the analysis of relationship between participants' achievement scores and some part of their demographic characteristics. One hundred and sixty-three preparatory department students from a university in Mersin participated in the investigation. English Self- Efficacy Questionnaire and the Foreign Language Classroom Anxiety Scale (FLCAS) are used as instruments. Proficiency scores are taken from the achievements exams, which are conducted at the end of the academic term. Collected data is analysed and evaluated with the Statistical Package for the Social Sciences (SPSS). According to findings, there is meaningful relationship between receptive and productive skills of self-efficacy and academic achievement scores and negative relation among the anxiety related to foreign language classroom and achievement scores. The findings demonstrated negative relationship among productive and receptive skills of self-efficacy and foreign language classroom anxiety. Also, female group indicates higher academic achievement than male group. In addition, the present study indicates no significant relationship between participants' English learning background and their foreign language anxiety and academic scores.

Key Words: self –efficacy, foreign language learning anxiety, academic achievement

ÖZET**YABANCI DİL HAZIRLIK OKULUNDA ÖZYETERLİK İNANCI VE
YABANCI DİL ÖĞRENME KAYGISI ARASINDAKİ İLİŞKİ****Bayram DEMİR****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışman: Dr. Öğr. Üyesi Seden TUYAN****Mayıs, 2018, 81 sayfa**

Bu çalışmanın temel amacı üniversite hazırlık sınıfında okuyan öğrencilerin yabancı dil özyeterlik inançları, yabancı dil kaygısı ve akademik başarıları arasındaki ilişkisini incelemektir. Ayrıca katılımcıların akademik başarıları ve bazı demografik özellikleri arasındaki olası ilişkiler de incelemeye tabi tutulmuştur. Çalışmaya Mersin’de bulunan bir üniversiteden 163 hazırlık okulu öğrencisi katılmıştır. İngilizce Özyeterlik Anketi ve Yabancı Dil Kaygısı Anketi’nin Türkçe uyarlamaları veri toplama amacıyla kullanılmıştır. Öğrencilerin akademik başarı puanları dönem sonunda uygulanan sınavlardan elde edilmiştir. Toplanan veriler Sosyal Bilimler İstatistik Programı (SPSS) kullanılarak analiz edilmiştir. Sonuçlar, özyeterlik inancı ile akademik başarı puanları arasında anlamlı pozitif bir ilişkinin olduğunu göstermiş fakat yabancı dil kaygısı ve akademik başarı puanları arasında ise olumsuz bir ilişkinin varlığını ortaya koymuştur. Ayrıca çalışmanın sonuçlarına göre özyeterlik inancı ile yabancı dil kaygısı arasında olumsuz bir ilişkinin varlığı tespit edilmiştir. Bunlarla birlikte kadın katılımcıların üretken özyeterlik inançlarının erkek katılımcılardan daha yüksek olduğu görülmüş ayrıca kadın katılımcıların akademik başarıları erkek katılımcılardan daha yüksek değerler ortaya koymuştur. Bu çalışmada katılımcıların İngilizce öğrenim özgeçmişleri ile yabancı dil kaygısı ve akademik başarıları arasında anlamlı bir ilişki bulunamamıştır. Çalışmanın sonuçları alan yazını irdelenerek tartışılmıştır.

Anahtar Kelimeler: Özyeterlik inancı, yabancı dil kaygısı, akademik başarı

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CHAPTER I

1. INTRODUCTION

1.1. Introduction

This chapter provides the practiced information about English self-efficacy beliefs and foreign language classroom anxiety, which are the fundamental base for the current study. The purpose of the study, implications, research questions, limitations of the study, and the definitions of the terms are also presented in this chapter.

1.2. Background of the Study

Rapid strides of science and technology turn the worlds into a global village. Economic, politic and social relationships have never been interrelated so far. Interaction and integration became the most crucial reality in today's world. The term of globalization refers to development of communication and combination between and among different governments, companies and people. These processes have various effects on the economy, politics, education, science and cultures throughout the world. As language is in the centre of every piece of the human interaction, globalization, at the same time, means globalization of the language. Because of several reasons, English became the lingua franca of the modern world. It is a verifiable truth that English is the pre-eminent language for the economy, politics, science, and technology in current times. Particularly the rapid advancements of communication and computers make learning English as one of the main requirements for global interaction and integration. Specifically, these requirements become more vital during the university period. This period is one of the crucial steps that mostly effect students' academic performance and their professional life. Therefore, achievement in English is one of the most important keys to help them obtain both their academic and occupational goals.

Achievement is influenced by many cognitive and psychological factors. In contemporary times, self-related elements turned into the dominant parts of the academic studies; researchers pay more attention to self-related factors as so to understand why some learners gain high achievement whereas some have difficulties on attaining their goals. Therefore, learners have turned into one of the most important central attractions of the academic studies. Self-related factors such as emotional and

psychological elements and their relationship with the development of foreign language learning are the main focus of these studies. Accordingly, the factors such as age, former language learning experiences, the period of education, and family education level considered to have some impacts on learners' language construction. Likewise, motivation, anxiety, and self-efficacy beliefs also display crucial functions on learners' language development.

Self-efficacy basically concerns the learners' judgement about their own capabilities to gain targeted goals. Bandura (1986), the pioneer of self-efficacy concept, defines self-efficacy as personal perception about self-proficiency to be able to construct and perform goals, which demands to reach established achievements. The reflections of self-efficacy on the process of language learning are not only limited with resistant and determined behaviours but also high self-efficacy beliefs contribute to be more effective and successive at reaching targeted goals. Therefore, higher self-efficacy beliefs in language learning indicate more decisive willingness to achieve targeted tasks and students attempt harder efforts to reach targeted tasks. While high self-efficacy beliefs create stronger cognitive and emotional position, low self-efficacy beliefs cause more delicate and resistless attitudes towards hard targeted tasks.

Self-efficacy copes with emotionally and cognitively recognized competence of the self. According to Cubukcu (2008) the focal point of self-efficacy concept is the perceptions of the competence about to successfully fulfil a targeted task. Self-efficacy, which is constructed as fundamental part of Social Cognitive Theory, influences achievement, self-discipline, determination, and emotional reactions of the learners. Although ability and learning background play an important role to be able to reach the goals, self-efficacy is one of the most crucial determiners for achievement.

After Bandura, the pioneer of self-efficacy concept, presented the conception in 1977, academicians on the field of education have scrutinized the effect of self-efficacy on learning (Wang, Schwab, Fenn & Chang, 2013; Larson & Daniels, 1998; Pajares & Schunk, 2002; Wang & Pape, 2005). Preceding studies reported that self-efficacy dominate on learning process and the achievements. Self-efficacy, which is significant element of Social Cognitive Theory, not only has impact on emotional and psychological behaviours but also affects the characteristics of exertion, dedication, mental and affective attitudes of the learners. While ability and the quality of education are the fundamental necessities for being successful but self-efficacy is one of the basic requirement to achieve the targeted goals.

Foreign language anxiety is another factor that plays crucial role on language learning process. Language classrooms have some distinctive features such as intensive interaction environment and community-like atmosphere. Therefore, interaction and community-like environment require supportive, and positive emotions in order to create strong connection among community members and to keep the fluent, natural relationships among interactors. Foreign language learning anxiety can create destructive and weakening impacts on learners' performance. According to Gregersen & MacIntyre (2013) "negative self-comparison, extreme self-judgement, apprehensions on possible failures, fears about others' thoughts; these are some of the self-related thoughts that have anxious language learners focusing on their flaws rather than on their achievements"(p.1).

Several studies (Cassady, 2010; Horwitz, Horwitz & Cope, 1986; MacIntyre& Gardner, 1991) related to foreign language classroom defined that foreign language classroom as most anxious classes. Numerous researches examined the distinctive role of foreign language anxiety especially on learner's achievement or proficiency. According to Horwitz, Horwitz, and Cope (1986) the anxiety related to foreign language classrooms is different from other type of apprehensions. Complicated feelings, perceptions, and attitudes based on the recognition of foreign language create anxious and pressure on learners. As reported to be the most anxiety-generating classrooms, language anxiety has turned into a significant research topic for many years. A large numbers of researches have been conducted to understand the connection among language learning anxiety and academic achievement, competence in language learning, learning and teaching achievements, learning strategies, and speaking courses (Cassady, 2010; Dalkılıç, 2001; Dobson, 2012; Scovel, 1978; Tuncer & Doğan, 2015; MacIntyre & Gardner, 1991). Although these studies have some different variables and results, however, all of them pay attention to the crucial role of language classroom anxiety and emphasise its importance on the process of language learning.

1.3. Purpose of the Study

The main purpose of present study was to find out the relationship between preparatory school students' language self-efficacy beliefs and language classroom anxiety with their achievement scores. As a first step, participants' English language self-efficacy beliefs and language classroom apprehension were examined. Then,

gender, education level of participants' parents, and the number of years of English language learning, were included as variables to investigate whether or not they have relationship with the participants' achievement scores.

1.4. Research Questions

Following research questions were developed for the aims of study.

1. What is the level of perceived self-efficacy beliefs of Turkish preparatory school students?
2. What is the level of language classroom anxiety experienced by Turkish preparatory school students?
3. What is the relationship between preparatory school students' self-efficacy beliefs and their academic achievement scores?
4. What is the relationship between preparatory school students' foreign language classroom anxiety and their academic achievement scores?
5. Do variables such as the English language learning background, gender, and parents' education level relate to the level of anxiety and self-efficacy of the students?

1.5. Significance of the Study

In recent years, learning and teaching English have become one of the most important requirements in universities of Turkey. Therefore, almost all universities organize preparatory classes to meet the requirements. The main purpose of preparatory school is to provide optimum learning of English language learning experience. Through intensive programmes students can acquire and produce English language. Having a foreign and common language helps students to fulfil their academic goals and to advance their professional development. To reach this, not only bare information and activities related to developing language skills but also some self-related elements such as beliefs, social and emotional elements that impact on the learning process should be planned carefully. The current study may contribute to comprehension of insight factors that play critical role in the process. As a critical self-related element, self-efficacy influences the development of foreign language. Self-perceptions are pivotal parts of the theory of social-cognitive therefore, the scholars stressed on

conceptualizing self-efficacy beliefs and its impacts. The scholars located the perception of self-efficacy in the fundamental instrument of self-consideration.

Bandura (1997) states that self-efficacy; beliefs that a person has the ability of taking action successfully to reach pre-determined tasks. Numerous investigations have been administered to emphasise the importance of self-efficacy beliefs and its relationship with English students' achievement. (Acıkel, 2011; Chen, 2007; Cubukcu, 2008; Nicole, 2014; Pajares & Miller, 1994; Pape & Wang, 2005). Various researches have been handled to find out and prove the crucial role of self-efficacy beliefs foreign language learning and teaching process. However, the topic still needs to be improved and emphasised in the field of ELT.

Foreign language classroom anxiety is another essential factor that influence learning and teaching foreign language. Although anxiety seems to be a well-known concept, determination of anxiety as concept is not a simple question, because of the complicated nature of human characteristics. According to academic researches especially foreign language classroom anxiety differs from other types anxieties. Horwitz, Horwitz & Cope (1986) states that FLCA is a specific and complex situation related to language learning classrooms. It based from the uniqueness of the language learning nature and environment. Various researches have been implemented to emphasise the impacts of anxiety on language learners (Casady, 2010; Gregersen & MacIntyre 2014; Zhang & Zhong, 2012; Tuncer & Doğan, 2015; MacIntyre & Gardner, 1991; Cubukcu, 2008). The related literature reports that FLCA plays critical role on learners' language development. Emphasising the critical role of anxiety and raising awareness about how to keep anxiety at optimum level and how to control it would be one of the vital keys for learners and teachers.

The essential functions of self-efficacy and foreign language anxiety in the process of learning and teaching indicate that the pair influences the process in a deep way. Correspondingly, the correlations between self-efficacy and language anxiety, gender, and the relationship level of students' background of learning English and academic achievement scores possibly have some contribution to the literature. Accordingly, related variables are involved into the study to examine correlation between preparatory school students' self-efficacy beliefs, anxiety level, gender, accomplishment scores, and the numbers of the years of studying English. Both abroad and in Turkey, relatively deficient researches conducted on the relationships of self-

efficacy, anxiety related to foreign language learning, gender, the year of studying and achievement scores.

Moreover, present study can be a counsellor to instructors if the study introduces significant relationship between variables. Instructors can make the best use of different approaches, which are related to the significant variables. For example, instructors can provide multiple opportunities to help students to experience success to raise their self-efficacy beliefs. Also, they can arrange some activities that can help to reduce students' anxiety level so that student can participate in activities and feeling more relaxed instead of anxious. Additionally, instructors can be more precise while preparing their classroom activities considering gender differences.

All those reasons emphasise the importance of the current study. Finally, the study also intended to provide significant findings to the related literature in terms of both self-efficacy and foreign language classroom anxiety.

1.6. Key Terms

Self-efficacy: Personal perception about self-proficiency to be able to construct and perform goals, which demand to reach established achievements (Bandura, 1986).

Foreign Language Classroom Anxiety: Originated from the specific atmosphere and nature of language learning process, the anxiety related to foreign language classroom environment has distinctive and complicated features which are related to self-perceptions, beliefs, feelings and behaviours (Horwitz, Horwitz and Cope 1986).

CHAPTER II

2. LITERATURE REVIEW

2.1. Self-Efficacy Beliefs

In recent years, academic studies increasingly focus on the pivotal impact of perceptions and beliefs related to self-efficacy and its relations with achievement. As a powerful predictor, self-efficacy beliefs essentially influence people behaviours, emotions and actions. This influence is not only limited with academic fields but also affect every part of life. People with strong self-efficacy beliefs perform more resistant and effective behaviours towards defined or non-defined task while people with weak in beliefs in their capabilities execute less effective actions. The reasons of some learners are more successful in academic achievements and some illustrate weak performance lead scholars to focus on learners' self-efficacy beliefs. The judgements that students establish about their capacity are indispensable components for their academic progress and deficiency (Pintrich & Schunk, 1996). Because of those reflections of self-efficacy, it has become to a prominent factors of language learning investigations. The pioneer of SCT Albert Bandura describes self-efficacy as “people’s judgments or their capabilities to organize and execute courses of action required to attain designated types of performances” (Albert Bandura, 1986, p.391). After realising that self-efficacy plays crucial role in learning process, Bandura constructed self-efficacy concept as a fundamental constituent of the Social Cognitive Theory.

2.2. The Brief history of Social Cognitive Theory (SCT)

The theoretical origin of SCT arise from the book called “Animal Drive and the Learning Process: An Essay Toward Radical Empiricism. It published by Edwin B. Holt and Harold Chapman Brown in 1931. They conceptualises the animal behaviours based on accomplish of psychological needs such as desire, feeling and, emotion. (Holt, E.B. & H.C. Brown, 1931). The social learning theory was broadened and formulated by Canadian scholar Albert Bandura. In 1977, Bandura claimed in his famous article “*Self-efficacy: Toward a Unifying Theory of Behavioural Change*” that Social Learning theory displays an explicit interconnection between an individuals' perceived self-efficacy and attitude changing.

In 1986, Bandura broadened and referred to his earliest theory. He named the new theory as social cognitive theory. By changing the name, Bandura aims to indicate the major role of cognition that plays in organizing and performing behaviours. In this study, he argues that human behaviour is caused by personal, environmental and behavioural impacts.

He suggests that three main components construct individual personality: traits of the person, behaviour and environment. In his study in 1997 Bandura developed a model, which called “triadic reciprocity” also known as triadic determinism to use in SCT. Triadic reciprocity emphasises that these factors not only construct individual personality but also influence one another. Bi-directional relationships among person, environment and behaviour explain why there are individual differences even in people who are grown up in a similar environment.

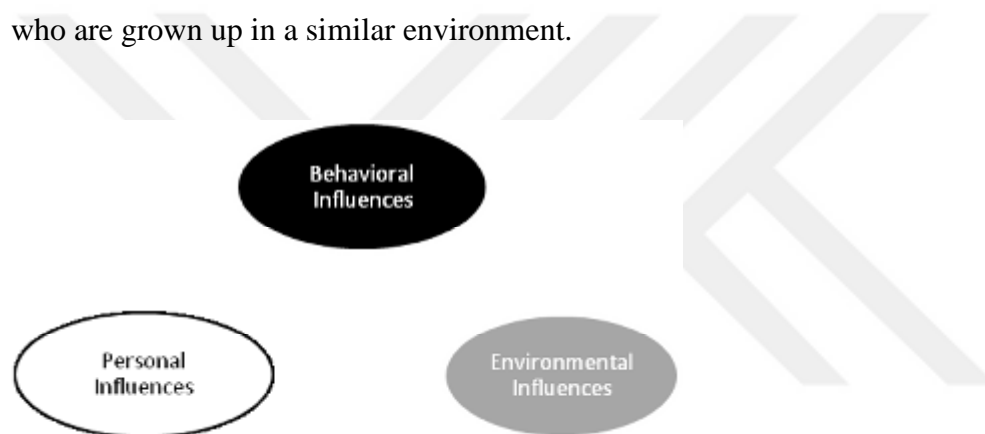


Figure 1. The triadic reciprocal conception

(Source: Adapted from Bandura, 1997, p. 6)

SCT was adapted to many various fields of human functioning such as understanding classroom motivation, learning, achievement as well as career choice, sports, mass media, and organizational behaviour.

2.3. The Four Main Sources of Self-Efficacy Beliefs

Self-efficacy beliefs represent future-oriented conceptions of the self and are alterable by fostering the main four sources of information: (a) mastery experiences: successful performances, (b) vicarious experiences: appraisal of abilities in relation to the accomplishments of peers, (c) verbal persuasions: others’ judgments, (d) affective indicators: physiological and emotional states.

As one of the most influential sources, mastery experience is about the individual successful or failure performance. While achievement restores a strengthened reliance in individuals' self-efficacy, failures weaken it and it solidly settled, particularly when failures emerge before the perception of efficacy (Bandura, 1997). It means that accomplished practices boost self-efficacy beliefs while failures undermine it. That is, achieving difficult tasks under challenging circumstances strengthen self-efficacy and stronger self-efficacy beliefs positively influence the performance and the results. On the contrary, failure or weak performances undermine the self-efficacy beliefs and they negatively affect the performance and discourage individual for future tasks.

Vicarious experience is the next sources of the self-efficacy. Vicarious experience is a kind of crosscheck among the self and peers or those who have the same or similar abilities. While it is difficult to measure certain competencies, individuals commonly estimate their own capabilities through matching with others performance. Similarity is one of the most important factors because self-efficacy is affected by similar exemplary, yet if there is no similarity between exemplary then self-efficacy beliefs are not affected much by the comparison (Bandura, 1997).

Another source that establishes self-efficacy beliefs is verbal persuasions. Verbal persuasions are one of the widely used sources because it is easy to access and obtain (Bandura, 1997). According to Bandura (1997) by verbal persuasion the person who is verbally stimulated or inspired by demonstrating that he/she has the capability to reach the defined task would display considerable exertion. Although verbally supporting and encouraging judgements raise one's self-efficacy level, being realistic and keeping in the balance in verbal support play crucial role. Unrealistically and exaggerated persuasions may cause failure which also may debilitate and damage self-efficacy beliefs. Consequently, being realistic, verbally drawing positive picture of the situation, and encouraging self-efficacy beliefs promote students' self efficacy beliefs. On the other hand, the verbal persuasions, which consist of unrealistic and unbelievable judgements, may cause the failure and may cause optimal self-efficacy level.

The fourth and the last sources of the self-efficacy are affective indicators, which indicate the feedbacks about task performance. Bandura (1997) states that disturbing and stressful circumstances draw out affective activation. So another essential source of knowledge that can influence recognised self-efficacy in dealing with ominous situations is named "emotional arousal" (Bandura, 1997, p. 198).

According to Bandura (as cited in Acikel, 2011) emotional arousal influences people's achievement and people have dissimilar perceptions about the sources. Negative thought and anxiety in one's abilities may reduce the self-efficacy beliefs and may create weak performance and result in failure (Pajares, 2002). As result, self-efficacy is the outcome of psychological, emotional, social, verbal and vicarious knowledge. Developing self-efficacy beliefs improve the value and features of human functioning.

2.4. Studies on Self-efficacy

The studies on self-efficacy show that self-efficacy is not only limited with ones beliefs on their capability of performing defined tasks. Mills (2012) emphasize that self-efficacy beliefs are among the most significant structures of self- reflection as well. In another study on self- efficacy, Bandura (1997) states that self-efficacy beliefs involved with the effort of discipline to accomplished defined tasks and self-managing of mental actions, inspirations, emotional, and physical conditions.

The crucial impacts of self-efficacy beliefs on people's mental, emotional and physical performance, many different researches were conducted to find a connection among self-efficacy and different variables: self-efficacy and confidence in sport (Feltz & Chase, 1998), self-efficacy and communication skills (Morin & Latham, 2000), self-efficacy and career selection (Betz and Hackett, 1986), self-efficacy and the obsessive manners (Diclemente, C. C. 1986), self-efficacy and instructional progress (Zimmerman, 1995), self-efficacy and education success (Pajares & Schunk, 2001), self-efficacy and mathematic achievement (Norwich, 1987), internet self-efficacy (Eastin & LaRose, 2000).

Although limited in numbers, recently researchers specifically concentrate on the impacts of self-efficacy beliefs in the field of English language teaching. One of the studies conducted by Pape & Wang (2005), focuses on notions related to self-efficacy and self-monitored learning approaches in studying English. The study examined learners' self-monitored methods and practicing their beliefs of self-efficacy, which are related to learning English. The findings indicated meaningful connections among participants' perception of self-efficacy, self-monitored strategies, and success in learning English. Lower self-efficacy reported to hold less SRL strategies and less successful practice in learning English than the students who possessed higher self-efficacy.

Marashi & Dakhili (2015), tried to examine correlation between the self-efficacy and anxiety among students with different kinds of multiple intelligences. 246 non-English undergraduate and graduate students in Iran were involved in the study. The findings admitted meaningful bound among language anxiety and self-efficacy. Another result of study revealed critical connection among linguistically intelligent learners' self-efficacy and anxiety. In another study, Nawarat (2013) investigated English self-efficacy beliefs of below level undergraduate students in Thailand. The study questioned the self-efficacy beliefs of 43 below level undergraduate learners and examined the underlying reasons of students' achievement or lack of success in learning English. The data was collected by self-efficacy questionnaire adopted from Bandura (1990). Using quantitative and qualitative data, researcher explored the students' awareness against to achievement and lack of success. In the light of the findings, the study highlighted that lower self-efficacy levels may causes low achievement among graduate students in Thailand.

A study handled by Chen (2007) specifically focuses on in language students' self-efficacy level and its significance with learning and teaching outcome. The study lightened the correlation among listening self-efficacy, English anxiety, and perceived value of English language and culture on EFL learners' English listening performance were investigated. 277 Taiwanese university students participate to the study and Questionnaire of English Listening Self-efficacy, which contains four self-report measures, used as data collection instruments. Additionally, the study examined the leading sources of the ELT students' English listening self-efficacy. Bivariate regression analysis and hierarchical multiple regression analysis revealed meaningful link among English listening self-efficacy and English listening anxiety. Doordinejad & Afshar (2014) conducted a study on Iranian high school students to search the connection among English performance and self-efficacy perceptions. After applying Self-efficacy Questionnaire, it was noticed a moderately meaningful relationship between the level of participants' self-efficacy level and their English achievement. The results of the study indicate that student with higher language self-efficacy were likely to have higher English proficiency scores. Also the findings of the study emphasize that boosting students' self-efficacy by teachers and parents has bright and serious implications on students' achievement.

Yough (2011), tried to find out the correlation among self-efficacy perceptions, willingness-to-communicate, and course scores. The researcher also explored the key

contextual elements that influence self-efficacy, willingness-to-communicate, and also examined definite teacher applications that possibly rose to self-efficacy beliefs. The study was conducted with 577 university students and 33 teachers. After survey, intervention, interview and observations, the results showed that participants' speaking self-efficacy boosted during the term, and this increase predicted both participants' willingness-to-communicate as well as their achievement scores. Raoofi, Tan, and Chan (2012), analysed the empirical literature of belief related to self-efficacy in foreign language learning by targeting self-efficacy as predicting variable. The researchers also investigated the elements that effect learners' perceptions and beliefs that have relations with self-efficacy. Thirty-two articles published between 2003 and 2012 were analysed. The findings of the study presented that several factors affect learners' opinion about the notion of self-efficacy and the concept is a dominant element for achievement in particular skills and actions.

Noroozi & Mehrdad (2016) administrated an inquiry to find out the consequences of peer interaction of EFL learners' self-efficacy in vocabulary learning. Self-efficacy confirmed to be a meaningful variable that contributes to students' language development. In the study participants were randomly positioned in to experimental and control group and data were collected by self-efficacy questionnaire on vocabulary learning. The questionnaire was applied twice once before the intervention as the pre-test and once after intervention as the post-tests. After analysing the data by Analysis of Covariance (ANOVA), the results demonstrated that peer interaction could be an effective factor to promote students' self efficacy. In another study, Balehizadeh and Masoun (2013) investigated the role of self-evaluation on learners' self-efficacy level. 57 Iranian EFL learners were cooperated and students were separated into two different groups as experimental and control group. Self-assessment questionnaire and self-efficacy questionnaire were used as instruments. The collected data analysed by Analysis of Covariance (ANCOVA). According to findings learners' self-efficacy level significantly boosted in the experimental group. The findings of the research revealed that self-assessment on a formative basis improve students' self-efficacy level.

In Turkey ELT context, a number of researches conducted to analyse the relations between self-efficacy beliefs, academic achievement, or language learning development. In a study, Çubukçu (2008) explored possible links among learners' perception of self-efficacy and the anxiety related to foreign language acquisition. 100

students from the English teacher-training program participated the study and self-efficacy scale and FLCAS were used as data collection instruments. The results of the research indicated that there was no meaningful correlation between both variables and revealed that gender is an essential factor in aspect of self-efficacy level and language anxiety. Another study, conducted by Genc, Kulusaklı and Aydın (2016) addressed on EFL learners' perceived self-efficacy and beliefs on English language learning. The study tried to highlight the relationship between Turkish EFL learners' self-efficacy beliefs and their beliefs on language learning. 210 undergraduate students from a state university joined the study and the collected data analysed quantitatively. The results demonstrated that participants had medium scores in English self-efficacy and had strong beliefs about learning language. The study also emphasized that motivation factors play significant role on language learning process furthermore self-efficacy influence participants' beliefs about language learning. Sener and Erol (2017) are other researchers who carried out a study to investigate Turkish students' inspirations tendency and their perceptions of self-efficacy towards learning English. The participants were 100 EFL students studying at a private high school. Two different scales were used to gather data. Designed quantitatively, the findings signify students were moderately motivated to learn English as a foreign language and also meaningful differences were found between students' instrumental and integrative orientations towards EFL learning. Participants' self-efficacy level was found to be at moderate level and female students' self-efficacy scores were significantly higher than the male students. Moreover, the study indicates that there was a positive correlation between students' self-efficacy beliefs and motivational orientations. The results showed the importance of promoting self-efficacy beliefs and motivational orientations in learning English language. Acıkel (2011), aimed to investigate the relationship of students' self-efficacy beliefs and language learning strategies with language proficiency. The study was conducted at a language preparatory school and 489 participants were involved the study. Analysing and evaluating the data by multiple regression analysis, the findings indicated that participants' achievement scores is predicted by self-efficacy beliefs, the years of taking English courses, to be found at abroad, using language learning strategies, and high school types. The results of the study highlighted the critical role of self-efficacy beliefs and LLS in the language learning process.

The studies on self-efficacy provide enormous messages about self-efficacy and achievement in language learning. The literature related to self-efficacy reveals that

self-efficacy is a certain element in learning and teaching a language. The academic studies and the scientific findings prove that self-efficacy beliefs play crucial role and have indisputable influence on language learning process. Therefore, the number of researches on self-efficacy and their impact on language learning has been increased enormously for decades. The studies that referred above demonstrate the raising awareness on the academic field and findings reveal the vital impact of self-efficacy beliefs on learning and teaching a foreign language.

2.5. Foreign Language Classroom Anxiety

Anxiety is another distinguishing factors, which plays a crucial role in foreign language learning process. Although the term of anxiety is commonly familiar it is not as simple as to determine it. Because of complex and dynamic characteristics of human nature, identifying anxiety with a simple definition is not an easy subject for scholars. In a study, Sarason (1984) characterised anxiety as “a complex state that includes cognitive, emotional, behavioural and physical reactions” (p.931). The complexity of human psychology causes to scholar to be more careful about the definition of the term. Because anxiety has not only a physical effect on people but also has cognitive and affective impacts, which shapes individuals’ attitudes towards every step of life. In his study Brown (1994) tried to generalize the term as “one of the affective variables in human behaviour along with self- esteem, extroversion, inhibition and empathy.”

Research on anxiety demonstrates that anxiety has different characteristics in different fields. As Trang (2012) states that findings related to anxiety is not uncommon in almost all academic disciplines. Academic anxiety, which occurs in the process of the learning, is differing in some way with treat anxiety. According to Cassady (2010), anxiety related to academic fields has associated foundation to collection of apprehensions that learners involved while in the school. There are some standard features and consequences of anxiety, however; academic anxiety, which cognitively and affectively influence students, is different from other kinds of anxieties. Foreign language anxiety results the fear and negative feelings during learning and practicing a foreign language and is especially related to classroom atmosphere the place that individul statements occurs (Gregersen and MacIntyre, 2014).

Learning foreign language is different in some way from other academic fields such as mathematic, history or science. The process of acquiring new language

influences whole self cognitively and emotionally. Mathematics, physics, history or other academic field do not influence and change self as languages do. The famous Turkish proverb “one language, one person” summarizes the impact of language on personality. It means that learning a new language, constructing new self. That is why the process of learning a foreign language influences whole self, cognitively, emotionally, and culturally. Also, foreign language classroom environment is different from another classrooms. A foreign language classroom creates a culturally distinctive atmosphere because of the relationship between language and culture. When learners get in a different cultural atmosphere their psychological and cognitive changes. Those changes influence their cognition and emotion. On defining distinctive features of foreign language classrooms, Horwitz, Horwitz & Cope (1986) states that there is a distinctive features between students real-self and restricted-self during foreign language learning and this tell the difference of foreign language anxiety from other academic apprehensions such as relate to math or science. Besides, in defining foreign language classrooms anxiety, Horwitz, Horwitz & Cope (1986) suggest that the complicated nature of the period of language learning causes specific complexity of feelings, beliefs, behaviours, and self-concept associated with language classrooms. Finally, MacIntyre and Gardner (1991) note that English class anxieties are notably more anxiety provoking than other subjects. Presumably, no other disciplines involve self-concept and self- expression to the intensity that language teaching does.

2.6. Studies on Foreign Language Classroom Anxiety

As indicated earlier foreign language anxiety affects the process of language learning and it is the learners who are the main subject of the issue. FLA anxiety not only influences students physically and psychologically but also affects their academic achievement. Believing that FLA is critical to learning a foreign language and being successful to reach academic goals, scholars conducted numerous researches to examine and understand the association between FLA and academic success of students. Especially after 1980s there has been an expanded interest in FLA among foreign language researchers. Recently, FLA is confirmed as one of the most debilitating factor that influences learners and learning process.

Scovel (1978) is one of the earliest pioneer scholars who used the term ‘anxiety’ in Foreign Language Learning (FLL) context. Since earlier studies viewed the anxiety

of language learning related and alike with manner, test and public anxiety. Horwitz, Horwitz & Cope (1986) are other pioneers of studies on FLA. They argue that currently, academics have broadly admitted the distinctive features of language classroom anxiety with other types of apprehensions. They also contributed to field by developing a scale for measuring learners' foreign language classroom anxiety called FLCAS and the scale is used in numerous studies as a data collection instrument.

As mentioned above academic studies in the field of ELT and applied linguistics have conducted broad researches on FLA. The studies commonly focused on both the debilitating influence of FLA and its relationship with academic achievement.

One of the leading studies that conducted by Horwitz, Horwitz & Cope (1986) focused on especially on FLA. In this study, researchers tried to identify the conceptual foundations of the foreign language anxiety. The study draws laterals among three related performance anxieties: 1. Communication apprehension; 2. Test anxiety; and 3. Fear of negative evaluation. The negative impact of those performances on language learning was analysed and it put emphasis on the crucial role of language anxiety. The study also attempted to identify those learners who are especially anxious in foreign language class. They analysed a study, which is conducted in 1983 in University of Texas, and reported that many of the students experience psycho-physiological symptoms which are generally related to anxiety such as tenseness, trembling, perspiring and sleep disturbances. In addition, the research revealed the pedagogical implications of the language anxiety. Zhang & Zhong, (2012) investigate potential reasons of language anxiety. The results of the study demonstrated that the possible causes of anxiety presented perceptive point of view to clear understanding of the challenges that learners can face in the process of language learning. A study by Dobson (2012) explored the relationship between anxieties, students' achievement and self-concept. The study highlighted that anxiety causes to lower level of academic achievement, lower self-efficacy level and self-concept. Students' working memory was also evaluated by using the automated working memory assessment (AWMA) and the Cambridge neuropsychological test automated battery (CANTAB) for measuring working memory. The findings indicated a significant but negative relations among anxiety, depression and apprehension.

The results of the tests demonstrated that there is a negative correlation between anxiety, depression, and apprehension. While the level of anxiety, depression, and apprehension expanded, academic achievement declined. Learners who have got high

level of anxiety may also have more complication while learning a new language compared the ones that have got lower level of anxiety.

According to the study, reduction of the anxiety demands specific efforts of learners, teachers, and parents. The study put emphasises on reduction strategies such as mindfulness meditation, metacognition, coping, teacher involvement, and test question order. It also highlighted that giving to multiple choices to students to express their feelings and thoughts may also reduce the anxiety and depression related to language learning.

In another research Anyadubalu (2010), studied on learners' anxiety and self-efficacy beliefs in acquiring EFL and explored the relationship between students' performances. In the study, hypotheses were tested by using a sample group consisted of 318 participants. The results demonstrated that anxiety related to language classrooms and academic achievement scores have moderate negative connection. On the other hand the possible connections among perceptions of self-efficacy and students' language performance were not found significant. The study also revealed that the relation among anxiety and self-efficacy was moderately meaningful. Accordingly, the consequences of the study prove that the anxiety related to language classroom and self-efficacy beliefs were effective factors for English language achievement among middle-school students in Bangkok.

Owens, Stevenson, Hadwin, & Norgate (2012). conducted a study related to anxiety and weak academic achievement. In their study, researchers examined the connection of between anxiety and academic performance and working memory. Participants were from two different schools in UK and aged 12 to 13 years old. After parents and students signed the consent form about the study, students were asked to fill a self-report questionnaire about anxiety. In addition, the researchers investigated the relationship between negative influences of apprehension, working memory and academic achievement with school-conducted tests, and a batter of computerized working memory tasks. The conclusions of the self self-report demonstrated that there was a negative correlation between anxiety and academic achievement ($r = -0.42$). According the study high level of anxiety and apprehension caused lower level academic performance. While the level of anxiety rose, academic achievement declined. The study also discussed the implications to school methods and suggested further studies for these assumptions in larger samples. Onwuegbuzie, Bailey, & Daley (1997) examined foreign language anxiety as predictors in 210 university learners who studied

in French, Spanish, German and Japanese language courses. Along four weeks, data were collected on students' characteristics, the behaviours of the study, attitudes, and language learning anxiety. Researchers also gathered information about fourteen variables such as; perceived self-worth, cooperativeness, intellectual ability, scholastic competence, appearance, course achievement, visiting foreign countries, gender and age. The multiple regression analysis indicated that there was significant relationship between variables ($[14, 195] = 10.70, p < .0001$). The regression model demonstrated that learners with high levels of language anxiety were likely to carry at least one of the variables that mentioned above. The results also indicated that freshmen and second graders carried the lowest levels of anxiety and anxiety level increased depends on the objectives of the grades. The study strongly emphasized that foreign language anxiety is an effective predictor in the process of language learning. Accordingly, the study highlighted the importance of language learning anxiety not only to understand the debilitating role of anxiety but also to identify the learners who experience the risk of anxiety.

In context of Turkey, numerous investigations have been conducted related to foreign language learning anxiety. Cubukcu (2008) was one of the researchers that investigate the relationship between foreign language anxiety and self-efficacy beliefs among junior level students at a university. 100 participants, aged between 20-22 voluntarily joined to the study. FLCAS and language self-efficacy scales were used as instruments. According to the study participant experienced more stress and nervous in language classes. Especially, anxiety level increased in the classroom atmosphere as participants' anxiety level not as high as while speaking with native speakers. According to t-test results there was no significant difference between male and females anxiety level: the mean of female anxiety level was 101.106, the mean of male anxiety level was 101.75. The conclusions of the study revealed that there was no significant correlation between foreign language classroom anxiety and self-efficacy beliefs and there was no the role of gender on participants' anxiety level and their self-perception. In another study, Tuncer and Doğan (2015) carried out an investigation about the effect of English language classroom anxiety and academic achievement in English courses. The study was designed as quantitative descriptive research, a correlational survey model administered and convenience sampling was carried out. 271 university students joined the study. The collected data were analysed by logistic regression analysis. The results of the study indicated that foreign language classroom anxiety is not a significant

predictor of academic achievement. However, the findings indicated that at the end of term, participants' anxiety level caused the academic failure specially for speaking skill. Also students' anxiety level expanded in the course of English prep-education and anxiety was a vital element to participants' academic performance. In addition, the study emphasized that in order to facilitate students' learning process the negative influences of the language anxiety should be minimized.

Kaya (1995) investigated the association of anxiety, motivation, self-reliance and extroversion/introversion to students' participation in an EFL classroom. Participants were university students who were studying at Middle East Technical University Preparatory School. The results of Pearson product-moment correlation revealed that there is a strong relationship between variables. According to findings there was a negative correlation was between self-confidence and anxiety ($r = -.83$, $p = .000$) and the correlation between motivation and anxiety showed lowest results but correlated negatively ($r = -.50$, $p = .022$). In addition the relationship between anxiety and participation showed the lowest correlation but negatively ($r = -.61$, $p = .0003$). The results of the study demonstrated that specially anxiety and motivation influence students' participation. Also the study highlighted that anxious and unmotivated students participate less than low-anxiety and motivated students. The study suggested that instructor needed to raise their awareness about the significant role of the affective variables such as anxiety, motivation and self-confidence.

Demirdaş, and Bozdoğan (2013) conducted another investigation on 331 university students to find out the connections of language performance and language anxiety. FLCAS was used to indicate participants' anxiety levels, and achievement test scores were used to identify language performance. According to the investigation, students' anxiety level was relatively low level. Scores ranged from 37 to 145, with a mean 93.5 and standard deviation 20.69. Also, the findings demonstrated that female participants ($M = 3.27$) experienced more anxiety than the male participants ($M = 3.01$) and display negative relationship with anxiety and performance ($p < .05$). The study reconfirmed that having higher anxiety influenced the performance of learners. In addition, research emphasized that foreign language anxiety is a vital factor, and play critical role on the frame of language learning and teaching. Finally, the study explained that the rate of learners' language anxiety affect their academic performance.

2.7. Summary

It is commonly accepted that English language is one of the main requirements for university students. However, acquiring and learning foreign language is a complex process that influence self-concept. There are several different elements that affect the learning process. Besides, age, gender, the number of the years of education, and parents' educations are some effective variables also play vital role on learners' cognitive and emotional situations. Learner' aptitudes influenced and changed by the perceptions of self-efficacy and foreign language anxiety .The related literature demonstrates that learners' perceptions about self-efficacy and the anxiety related to language classroom are significant variables for learners' achievement in language learning.

All in all, the current study investigates the relationship between preparatory students' self-efficacy beliefs and their language learning anxiety level also tried to examine their correlation with gender, the year of studying English and their academic achievement.

CHAPTER III

3. METHODOLOGY

The current research aimed to explore the relationship between higher education preparatory school students' language-self-efficacy beliefs, language learning anxiety level, academic achievement scores, gender and their total English education time. This chapter represents the methodology that carries out to perform current study. The chapter also includes the information related to participators, the procedure of gathering data, instruments, the procedure of analysing data, and the limitations of the research.

3.1. Design of the Study

The current study was designed as survey-based correlational study. It was employed to a number of preparatory students' of a university in Mersin. Correlational studies try to see if there is a relationship between two or more variables without any manipulation on variables (Fraenkel, Wallen, and Hyun, 2011). Correlational studies cannot prove a casual relationship but they can be used for prediction, to support a theory or to measure test-retest reliability. In this study correlational research was chosen for the purpose of investigating the relationship between students' academic achievement scores, self-efficacy, language learning anxiety and other variables such as gender the total English learning time and examine which variables have got strong relationship.

3.2. Participation

The target population of the present study was 629 language preparatory school students at a private university in Mersin. 163 students cooperated with the study voluntarily. Table 1 presents the personal data about the participants' gender, the years of learning English, and level of English.

Table 1.

Frequency table of the participants for gender, the years of English learning period, and level

Characteristics	N	%
Gender		
Female	102	62.6
Male	61	37.4
Years of Learning English Period		
6 Years	8	4.9
7 Years	15	9.2
8 Years	27	16.6
9 Years	41	25.2
10 Years	47	28.8
11 Years	4	2.5
12 Years	14	8.6
13 Years	7	4.3
Level		
A1	0.0	0.0
A2	107	65.5
B1	52	31.9
B2	3	1.8

Note: n=163

In the present study, 102 (62.6%) female and 61 (37.4%) male students cooperate as participants.

Participants had been studying English as a school subject since primary and high school. As presented in the table above, the largest proportion of the students (28.8%) had been studying English for 10 years while 25.2% indicated 9 years. Besides, the smallest proportion was 4.3% reported 13 years while 4.6% reported 6 years.

Regarding their level of competence in English, the largest rates of participants were from A2 level 107 (65.5%). Numbers of the students who are at B1 level were (52) made up (31.9%) of the participants. There were only 3 participants at B2 level, which formed (1.8%) of the participants. There were no participants at A1 level. Additionally, the age of participants change within 19 to 23.

The study also examined the education level of students' parents. Table 2 explains the frequency sum of the education level of participants' parents.

Table 2.

Frequency table of the participants' parents' education

Characteristics	N	%
Parents' Education		
Mother		
Primary School	26	16.0
Secondary School	19	11.7
High School	55	33.7
BA	57	35.0
MA	5	3.1
PhD	1	0.1
Father		
Primary School	14	8.6
Secondary School	14	8.6
High School	61	37.4
BA	61	37.4
MA	13	8.0

Note: n=163

The demographic form that participants were asked to answer involved parents education level. Table 2 presents the proportions of participants' parents' education level. According to data, the largest proportion of mothers' education level was Bachelor of Arts (BA), 57 (35.0%). High School level reported as 55 mothers (33.7%), and Primary School level consisted of 26 (16.0%), Secondary school level consisted of 19 (11.75%), Mastery of Arts (MA) level reported only 5 (3.1%), and PhD level was 1 (0.1%). Father's education level relatively showed higher scores. The largest proportion of High School and Bachelor of Arts (BA) reported at same level 61 (37.4%). Primary and Secondary school graduates' score was also have equal to the score of 14 (8.6%). The smallest proportion was of Mastery of Arts by 13(8.0%).

3.3. Data Collection Instruments

In this study two questionnaires and a demographic form were used for gathering data. Demographic form (Appendix C) was formed by the investigator for gathering some personal information such as age, gender, level, department, the time of studying English, and parents' education level of participants. Beside demographic form, two others scales were administrated to collect data: Questionnaire of English Self-Efficacy and Questionnaire of Foreign Language Classroom Anxiety (FLCAS). In addition participants' academic achievement scores were obtained from the average results of exams that applied during first term of 2017-2018 education years.

3.3.1. The Questionnaire of ESEB (English Self-Efficacy Beliefs)

English self-efficacy questionnaire (Appendix D) developed by Wang aimed to reach EFL students' level of English self-efficacy beliefs level. The questionnaire contains 32 items, which request the students to mark their perceptions over their abilities and performances in English language. It contained four main subscales: Speaking self-efficacy, reading self-efficacy, listening self-efficacy, and self-efficacy for writing. Five-point Likert-type scale which was developed to ask students to respond to 32 items ranging from 1. Strongly disagree, 2. Disagree, 3. Undecided, 4. Agree, 5. Strongly agree. According to Wang et al. (2013) the Cronbach's alpha was .96, and test-retest reliability was .82. The concurrent validity was .55, and the predictive validity was .41. In current study, the reliability of the self-efficacy scale was reported .96 by Cronbach's Alpha Test. The Turkish version of the questionnaire was translated and adapted by Açıkel (2011).

3.3.2. Foreign Language Classroom Anxiety Scale (FLCAS)

Foreign Language Classroom Anxiety Scale (FLCAS) (Appendix F) was developed by Horwitz, Horwitz, & Cope (1986) in order to measure the level of students' foreign language classroom anxiety. The questionnaire consists of thirty-three testimonies that involved communication apprehension, test anxiety and fear of negative evaluation. Five-point Likert-type scales, which ranged from strongly disagree, disagree, neither agree nor disagree, agree and strongly agree was used.

According to Horwitz, Horwitz, & Cope (1986) the Foreign Language Classroom Anxiety Scale's Cronbach's alpha coefficient .93 with all items showing

significant corrected item-total scale correlation. Test- retest reliability over eight week provided an $r = .83$, $p < .001$, $n = 78$). In current study, the reliability of the Foreign Language Classroom Anxiety Questionnaire was reported .68 by Cronbach's Alpha Test. Although this result regarding the reliability of test is relatively low, it is considered as an acceptable value and evaluated accordingly. The Turkish version of the scale was adapted and constructed by Aydın, Harputlu, Güzel, Çelik, Ustuk, and Genç (2016).

3.3.3. Students' English Language Achievement Scores

Academic achievement scores obtained from Çağ University Preparatory School Administration in order to analyse the relationship between academic achievement scores and other variables. The scores were the results of achievement exams that applied during the first term. Achievement exams were prepared by Preparatory School in order to observe and evaluate the progress of the students. Students take part in three different exams during a term and one final exam at the end of the year. Exams involved listening, reading and writing skills and assess grammar topics such as tenses, adjectives, adverbs, modals, noun clauses, conditional sentences, and etc. Students get points between 0 and 100. Passing grade is 60 points over 100 points. At the end of the term all three exams results calculated over 100 as top scores. In the present study the average scores of three exams of the first term were used as participants' academic achievement scores.

3.4. Data Collection Procedures

Data collection procedures consisted of two steps. The first step involved the implementation of the questionnaires. Before implementing questionnaires, the permission was received from Çağ University Social Sciences Ethics Committee. After the written permissions, the questionnaires, which contained English self-efficacy scale, foreign language classroom anxiety scale and demographic form were distributed to the students. Data were collected from 163 students at different English level.

At the second step, students' academic achievement scores were obtained. To receive students' scores, a petition was written to the Preparatory School Administration and to Social Science Institute Management. After the formal permission, students'

academic achievement scores were obtained from Preparatory School Administration at the end of the first term of 2018-2019 academic years.

3.5. Data Analysis

In this study two questionnaires and a demographic form were used as data collection instruments. Data was collected using on paper survey method, 163-language preparatory school students were presented with the survey forms included demographic form, English Self-efficacy Questionnaire and Foreign Language Classroom Anxiety Questionnaire. Collected data then ported to IBM Statistical Package for Social Sciences (SPSS) v22. Following data were tested and retested for the reliability of the porting operation. The scores of the scales calculated according to their ranks. Preliminary analysis was conducted for the statistical tests. After the results showed that there was no normal distribution, appropriate statistical tests were conducted according to the satisfaction of assumption. During analyses, Spearman' Rank Order Correlation and Mann Whitney U Test has been conducted.

3.6. Limitations of the Study

There are several limitations of the current study, which have impacts on the results. Basically, this study is limited with sample participants. It means that the data restricted with only a preparatory school students at a university in Mersin. Thus, the consequences demonstrate the data, which are only related to limited number of students. Therefore, generalizing of the results to other universities or other schools is impossible.

The subjectivity of the evaluation of the data is another limitation of this study. Since self-reported questionnaires were used as data collection tools, self-reported calculation contains students' judgements about themselves. Therefore, it was possible that self-reported measurement results were influenced by participant beliefs about themselves.

In addition, present study was a correlative study and examined only the relationship between variables. Correlative studies do not demonstrate the cause and effect results between self-efficacy, anxiety and other variables. The current study examined the variables only for a short period; however, it is possible that students' opinions and perceptions may alter in the course of a long duration.

CHAPTER IV

4. FINDINGS

The aim of present research was to investigate the relationship between university preparatory school students' self-efficacy beliefs, language learning anxiety level, academic achievement scores, gender, their total English education time, and parents' education level. In this chapter, firstly the descriptive statistics related to English self-efficacy beliefs and foreign language classroom anxiety is introduced. Then the correlation and descriptive results of other variables are presented.

4.1. The Level of Perceived Self-Efficacy Beliefs of Turkish Preparatory School Students

Table 3

Descriptive statistics of Turkish Preparatory School Students' Self-Efficacy Beliefs

	Productive Skills of Self-Efficacy Beliefs	Means	S. D.
4	Can you introduce your school in English?	3.72	.95
5	Can you write diaries in English?	3.63	1.08
6	Can you give directions from your classroom to your home in English?	3.52	1.15
7	Can you write English compositions assigned by your teachers?	4.07	.95
8	Can you tell a story in English?	3.09	1.14
11	Can you leave a message to your classmates in English?	4.39	.74
13	Can you make new sentences with the words just learned?	4.06	.80
14	Can you write email messages in English?	3.72	.89
17	Can you ask questions to your teachers in English?	4.47	3.99
18	Can you make sentences with English phrases?	2.82	1.13
19	Can you introduce your English teacher in English?	4.17	.89
20	Can you discuss in English with your classmates some topics in which all of you are interested?	3.94	3.28
23	Can you answer your teachers' questions in English?	4.06	.80
28	Can you compose messages in English on the internet?	2.63	1.04
30	Can you introduce yourself in English?	4.61	.66
31	Can you write an article about your English teacher in English?	3.79	1.07

Table 3 displays the descriptive statistics of students' productive skills of self-efficacy beliefs, indicating the mean and standard deviation of participants' productive skills of self-efficacy beliefs. These productive skills include students' speaking and writing abilities. Learners produce a message through speech or written text to express their ideas and want to others to understand their messages. Regarding to the findings, students' productive skills of self-efficacy beliefs are above the average level ($M= 3.79$, $SD= 1.27$). Participants display the highest productive skills of self-efficacy beliefs at item 30, which is about introducing themselves in English ($M= 4.61$, $SD= .66$).

Meanwhile, at item 17, while students' productive skills of self-efficacy level displays a high score ($M=4.47$, $SD=3.99$), the high level of standard deviation indicate that there is a big difference between the amounts of the students who have high and low self-efficacy beliefs. Therefore, it is difficult to say the reliability of the item is a strong level.

On the other hand, participants carry out lowest productive skills of self-efficacy beliefs about composing messages in English on the Internet ($M= 2.63$, $SD= 1.04$). Item 18, which is about making sentences with English phrases, also displays lower productive skills of self-efficacy ($M=2.82$, $SD=1.13$). The findings show that participants experienced difficulties about expressing their ideas with relatively complex and advanced English.

Table 4

Descriptive statistics of Turkish Preparatory School Students' Self-Efficacy Beliefs

	Receptive Skills of Self-Efficacy Beliefs	Means	S. D.
1	Can you understand stories told in English?	3.86	.83
2	Can you finish your homework of English reading independently?	4.25	.89
3	Can you understand English TV programs?	3,38	.88
9	Can you understand radio programs in English speaking countries?	2.91	1.00
10	Can you understand English TV programs made in Turkey?	3.56	1.00
12	When you read English articles, can you guess the meaning of unknown words?	3.63	.86
15	If your teacher gives you a tape-recorded English dialogue about school life, can you understand it?	3.77	.94
16	Can you understand the English news on the Internet?	3.60	.90
21	Can you read English short novels?	4.21	.87
22	Can you understand English movies without Turkish subtitles?	3.34	1.72
24	Can you understand English songs?	3.55	1.03
25	Can you read English newspapers?	3.30	.99
26	Can you find the meaning of new words by using English- English dictionaries?	3.72	1.14
27	Can you understand numbers spoken in English?	4.63	.74
29	Can you understand English articles about Turkish culture?	3.47	1.10
32	Can you understand new lessons in your English book?	3.96	.95

Receptive skills of self-efficacy include understanding the messages while reading or listening. Students receive the language and decode the meaning to understand the messages. As seen in Table 4, participants' receptive skills of self-efficacy beliefs are above the average level ($M= 3.69$, $SD= .98$). In the light of the findings, it is possible to say that participants possess high self-efficacy beliefs on

decoding messages while reading a text or listening to a conversation. Item 27 displays highest self-efficacy belief scores ($M=4.63$, $SD= .74$). This means understanding numbers in spoken English can be an easy task for students at B1 and B2 levels. Therefore, the results of this item cannot be considered as an unexpected finding. However, while item 3 and 9 relatively ask very close questions, the participants' answers display different results. Item 3 ask students whether or not they can understand English TV programs ($M=3.38$, $SD= .88$) and item 9 ask learners whether or not they can understand radio programs in English speaking countries ($M= 2.91$, $SD= 1.00$). The different scores between items can be interpreted as its being easier for learners to decode the messages, which was supported by visual objects.

4.2. The Level of Language Classroom Anxiety Experienced by Turkish Preparatory Scholl Students

Table 5.

Descriptive Statistics of Participants' Foreign Language Anxiety

	Foreign Language Anxiety	Means	S.D
1.	I never feel quite sure of myself when I am speaking in my foreign language class.	2.92	1.17
2.	I don't worry about making mistakes in language class.	3.32	1.32
3.	I tremble when I know that I'm going to be called on in language class.	2.36	1.25
4.	It frightens me when I don't understand what the teacher is saying in the foreign language.	2.45	1.35
5.	It wouldn't bother me at all to take more foreign language classes.	3.04	1.41
6.	During language class, I find myself thinking about things that have nothing to do with the course.	2.62	1.22
7.	I keep thinking that the other students are better at language than I am.	2.64	1.22
8.	I am usually at case during tests in my language class.	3.33	1.34
9.	I start to panic when I have to speak without preparation in language class.	3.14	1.28
10.	I worry about the consequences of failing my foreign language class.	3.29	1.43
11.	I don't understand why some people get so upset over foreign language class.	3.18	1.33

Table 5. Continue

12. In language class, I can get so nervous I forget things I know.	3.48	1.37
13. It embarrasses me to volunteer answers in my language class.	1.85	1.16
14. I get upset when I don't understand what the teacher is correcting.	2.74	1.42
15. Even if I am well prepared for language class, I feel anxious about it.	2.55	1.33
16. I often feel like not going to my language class.	2.22	1.25
17. I feel confident when I speak in foreign language class.	3.23	1.12
18. I am afraid that my language teacher is ready to correct every mistake I make.	1.99	1.13
19. I can feel my heart pounding when I'm going to be called on in language class.	2.29	1.36
20. The more I study for a language test, the more confused I get.	2.19	1.18
21. I don't feel pressure to prepare very well for language class.	3.55	1.32
22. I always feel that the other students speak the foreign language better than I do	2.29	1.27
23. I do not feel very self – conscious about speaking the foreign language in front of other students	2.29	2.53
24. Language class moves so quickly I worry about getting left behind.	2.00	1.13
25. I feel more tense and nervous in my language class than in my other classes.	1.86	1.14
26. I get nervous and confused when I am speaking in my language class.	2.03	1.20
27. When I'm on my way to language class, I feel very sure and relaxed.	3.58	1.09
28. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2.74	1.28
29. I am afraid that the other students will laugh at me when I speak the foreign language.	2.01	1.21
30. I would probably feel comfortable around native speakers of the foreign language.	3.50	1.18
31. I get nervous when the language teacher asks questions which I haven't prepared in advance.	2.48	1.36

Table 5 shows the mean and standard deviation of participants' foreign language classroom anxiety level. According to findings participants' foreign language classroom anxiety level is moderately above the average ($M=2.68$, $SD=1.30$). Item 27 displays highest score ($M= 3.58$, $SD= 1.09$). The results revealed that students mostly feel very sure and relaxed when they are on the way to language class. It means that student anxiety level do not raise when they are preparing to attend the language classes. It can be interpreted that language anxiety rises at the different stages of the process such as peer evaluations or preparing for exams. Despite its high score of standard deviation, item 21 also showed high score which indicated that students did not feel under pressure to prepare very well for language class ($M=3.55$, $SD=1.32$). Another item that showed high scores related to their foreign language anxiety level was item 30 which examined whether student feel comfortable around native speakers of the foreign language ($M=3.50$, $SD=1.18$).

On the other hands, item 13 investigating whether students feel embarrassed or not when voluntarily answering the questions required, showed lowest scores about language anxiety level ($M=1.85$, $SD=1.16$). The findings indicated that students did not feel embarrassed at high levels to voluntarily answers in their language class. Another item that indicated interesting results was 25 ($M=1.86$, $SD=1.14$). According to the findings students did not feel more tense and nervous at high level in the language class than in other classes.

4.3. The Relationship between Preparatory School Students' Self-Efficacy Beliefs and Academic Achievement Scores

Preliminary analysis of Self-Efficacy factors of Receptive Skills and Productive Skills, Anxiety Scale, Total English Education Time, Parents' Education Level and Scores indicated that none of the pairs had satisfied the assumption of normality therefore Spearman's correlation was conducted instead of Pearson's correlation.

Table 6.

Receptive Skills Factor of Self-efficacy Scale and Achievement Scores: Correlational Statistics (N= 159)

Variables	Receptive Skills	Score
Achievement Score	.4279**	-
Receptive skills	-	.4279

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

Table 6 shows the correlations results of receptive skills factor of self-efficacy scale and scores. Spearman's rank order correlation is run to discover the possible relations of receptive skills factor of self-efficacy scale and scores. As shown in the table, the findings revealed meaningful but moderate correlation between receptive skills factor and scores ($r_s = .4279$, $CI = [.2917, .5471]$, $p < .01$). In the light of results, it might be said that if learners possess high self-efficacy beliefs in listening and reading skills, they might have higher academic scores than the students who have not high self-efficacy beliefs regarding to receptive skills. The confidence interval values $CI = [.2917, .5471]$, also support the idea that participants who carry out higher self-efficacy beliefs related to reading and listening skills may achieve higher scores in the exams.

Table 7.

Productive Skills Factors of Self-efficacy Scale and Achievement Scores: Correlational Statistics (N= 159)

Variables	Productive Skills	Score
Achievement Score	.3285**	-
Productive Skills	-	.3285**

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

Considering productive skills of self-efficacy and achievement scores, Table 7 shows the correlations and descriptive statistics of the variables. Spearman's rank order correlation is run to identify the correlation among productive skills factor of self-efficacy scale and scores. Findings of analysis indicate that there is a significant but weak correlation between productive skills factor and scores ($r_s = .3285$, $N = 159$, $CI = [.1821, .4606]$, $p < .01$). As it is seen from the results, students with high self-efficacy related to speaking and writing skills might indicate higher achievement scores than the

participants who have lower self-efficacy beliefs. In addition, it is possible to say the learners who carry out higher self-efficacy perception related to speaking (discussing on a topic, introducing themselves, asking questions, answering teachers' questions, etc.) and writing (writing an e-mail, article, text message, letter, etc.) may perform higher achievement scores than the one who have lower self-efficacy beliefs.

4.4. The Relationship between Preparatory School Students' Foreign Language Anxiety and Academic Achievement Scores

Table 8.

Achievement Scores and Foreign Language Anxiety Scale Correlational Statistics

Variables	Score	Anxiety
Achievement Score	-.2373**	-
Productive Skills	-	-.2373**

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

As seen in the Table 8, results of the present research demonstrate that there is a weak negative correlation between anxiety scale and scores ($r_s = -.2373$, $N=159$, $CI = [-.379, -.0848]$, $p < .01$). This result might mean that students who experience higher-level anxiety in the foreign language classroom would obtain lower scores in the achievement exams. In consideration of the results it can be interpreted that anxiety slightly threatens the achievement in the exams.

4.5. The Relationship between Preparatory School Students' Self-Efficacy Beliefs and Foreign Language Classroom Anxiety

Table 9.

Receptive Skills Factor of Self-efficacy Scale and Foreign Language Anxiety Scale: Correlational Statistics (N= 163)

Variables	Receptive Skills	Anxiety
Anxiety	-.3436**	-
Receptive Skills	-	-.3436**

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

Table 9 illustrate the correlation results of receptive skill factors of self-efficacy scale and language anxiety scale. Spearman's rank order correlation is run to find out the relations among receptive skills factor of self-efficacy scale and anxiety scale. The results of analysis indicate negative but slight correlation among receptive skills factor and language anxiety scale ($r_s = -.3436$, $N=163$, $CI = [-.4724, -.2005]$, $p < .01$). As it seen in the Table 8, the negative but slight correlations between variables signify that participants who realize themselves more adequate about receptive skills such as listening and reading slightly display less anxiety in the foreign language classroom. According to the results, it can be said that the less apprehension level of students results in slightly higher self-efficacy beliefs. In other words, it might be said that the participants who realize themselves more capable about listening and reading activities experience slightly less anxious emotions in the foreign language classroom.

Table 10.

Productive Skills Factor of Self-efficacy Scale and Foreign Language Anxiety Scale Correlational Statistics

Variables	Productive Skills	Anxiety
Anxiety	-.3821**	-
Productive Skills	-	-.3821**

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

The correlations statistics of productive skills factor of self-efficacy scale and anxiety scale are demonstrated in Table 10 Spearman's rank order correlation is run to identify the relation among productive skills factor of self-efficacy scale and anxiety scale. Considering the consequences of the analysis, the current research finds a negative but poor correlation between productive skills factor and anxiety scale ($r_s = -.3821$, $N=163$, $CI = [-.5061, -.2427]$ $p < .01$). Negative relationship means that learners who have higher elevation of self-efficacy in productive skills might display less apprehension towards the language learning process. The correlation rates of productive skills and anxiety ($r_s = -.3821$, $p < .01$) also demonstrate consistency with receptive skills rates ($r_s = -.3436$, $p < .01$). It is possible to say that high level of self-efficacy beliefs for both productive and receptive skill probably reduce learners' anxiety level, high level of apprehension is likely to reduce the self-efficacy level.

4.6. The Relationship between Preparatory School Students' Self-Eff. Beliefs and the Years of Studying English

Table 11.

Receptive Skills Factor of Self-efficacy Scale and Education Time Correlational Statistics (N= 163)

Variables	Receptive Skills	Education Time
Years of Learning English	.3902**	-
Receptive Skills	-	.3902**

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

As shown in the Table 11, it is found that receptive skills factors display weak but significant correlation with total education time ($r_s = .3902$, $N=163$, $CI = [.2516, .5131]$, $p < .01$). Spearman's rank order correlation is administered to identify the relationship among receptive skills factors of self-efficacy scale and total English education time. As it is seen from the results, significant but weak correlation between variables represents that those students who have longer English education time would experience greater receptive self-efficacy level. Saying in other words, the students have extended time of English background might carry out higher self-efficacy beliefs related to receptive skills such as listening and reading. Considering the exposed duration and acquisition of language, the results were consistent with the idea of students who have more exposure time with language learning; probably they have higher self-efficacy beliefs towards language skills.

Table 12.

Productive Skills Factor of Self-efficacy Scale and Education Time: Correlational Statistics (N= 163)

Variables	Productive Skills	Education Time
Years of Learning English	.3526**	-
Productive Skills	-	.3526**

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

Table 12 shows the statistical results of the correlation of productive skills factors of self-efficacy scale and English education time. To determine the correlational

results, Spearman's rank order is run to find the relationship between productive skills factor of self-efficacy scale and total English education time. Significant but slight correlation is found between productive skills factor and total English education time. ($r_s = .3526$, $N=163$, $CI = [.2103, .4803]$, $p < .01$) It can be interpreted that participants who have longer English learning period may perform higher self-efficacy beliefs in productive skill such as speaking and writing. The correlation rate ($r_s = .3526$, $p < .01$) of productive skills of self-efficacy can be associated with the results of receptive skills of self-efficacy in the Table 10. Both findings demonstrate associated results that can be evaluated as longer education period in English learning probably display higher self-efficacy perception about both productive and receptive skills.

4.7. The Relationship between Preparatory School Students' Foreign Language Anxiety Level and the Years of Learning English

Table 13.

Anxiety Scale and Years of Learning English Correlational Statistics (N= 163)

Variables	Anxiety	Education Time
Years of Learning English	-.0489	-
Productive Skills	-	-.0489

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

Table 13 illustrate the statistical results of the correlation rate of language anxiety scale and students' English education time. The findings show non-significant but negative relation among anxiety scale and total English education time. ($r_s = -.0489$, $N=163$, $CI = [-.2031, .1075]$, $p > .05$). That is, the consequences of the present research demonstrate that the duration of studying English is not correlated with language anxiety level. In other words, students' anxiety level not necessarily increases or decreases the level of anxiety when they have longer or shorter English learning duration.

4.8. The Relationship between Preparatory School Students' Achievement Scores and the Years of Learning English

Table 14.

Scores and English Education Time: Correlational Statistics (N= 159)

Variables	Scores	Education Time
Years of Learning English	.1348	-
Scores	-	.1348

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

As it seen in the Table 14, the relation rate among students' achievement scores and their total English learning time is not found significant ($r_s = .1348$, $N=159$, $CI = [-.0213, .2845]$, $p > .05$). It means that the length of the learning duration has no relationship with achievement scores. In other words, students who have higher or lower achievement scores do not necessarily have longer or shorter education periods in learning English.

4.9. The Relationship between Preparatory School Students' Achievement Scores and Gender

Table 15.

Results of Mann-Whitney U Tests and Descriptive Statistics for Achievement Scores and Gender

Gender	N	Mean Rank	Sum of Ranks	U	p
Male	59	67.19	3964.00	2194	.007*
Female	100	87.56	8756.00		
Total	159				

Preliminary analysis of Self-Efficacy Productive Skills Scale and Male and Female variables indicate that none of the variables has satisfied the assumption of normality; therefore, Mann-Whitney U test (Table 16) has been conducted in order to determine if Achievement Scores differ between male ($Mdn=69.25$) and female ($Mdn=74.07$) groups. Results of analysis indicate that female group has significantly ($U=2194$, $z=-2.695$, $r = -.21$, $p < .05$) higher achievement scores than male group.

However, values of the results demonstrate that there is a slight difference between variables, i.e. the female group pointed out slightly significant greater achievement scores than the male group.



CHAPTER V

5. CONCLUSION

The present study examined the level of university students' self-efficacy beliefs, anxiety related to foreign language classroom, the relationship between these variables, and the relationship between participants' academic achievement scores. Also, the study identified the relation between students' gender, English education background, and parents' education level. Finally, it aimed to find out the relationship between variables such as gender, English education time and parents' education. This chapter includes the discussions of the findings of the investigations and their relationship with the related literature. While doing this, the recommendations for future studies and the possible implications of this study for teaching and learning practices will be given.

5.1. Discussion on the Results

The results of the current investigation reported significant relations among participants' productive and receptive factors of self-efficacy and their academic achievement scores. The findings also revealed meaningful correlations between the level of anxiety related to foreign language classroom and participants' achievement scores. Additionally, the correlations among students' opinion about self-efficacy perceptions, language anxiety and other elements such as the period of learning English, as foreign language, and gender was found significant. The related literature also reported and supported the significant relationship between aforementioned variables.

In the relation to English self-efficacy perceptions and academic achievement results, the findings of the present study were relevant and consistent with former researches. The previous studies (Pajares & Schunk, 2001; Pajares & Miller, 1994; Chen, 2007; Mills, Brown, & Lent, 1991; Pajares, & Johnson, 1996; Demitdaş, & Bozdoğan, 2013;) proved that self-efficacy beliefs are significant variables that they have significant correlation with academic achievement. Several previous studies focused on self-efficacy beliefs and specific language skill such as speaking, listening, reading, and writing (Pajares, Johnson, & Usher, 2007; Pajares, & Valiante, 1997; Rahimi, & Abedini, 2009; Li, & Wang, 2010; Liu, 2013).

Besides, self-efficacy beliefs were classified into two different divisions: 1. Self-efficacy for receptive skills (reading and listening) 2. Self-efficacy for productive skills (speaking and writing). Regarding to receptive skills of self-efficacy perceptions, the present study pointed out meaningful interrelation among participants' receptive skills of self-efficacy and their academic achievement scores. Previous studies, particularly about the interrelationship among language self-efficacy and academic achievement correlatively supported the results of the present study (Lent, Brown, & Larkin, 1986; Tılfarlıođlu, & Cinkara, 2009; Açıkel, 2011).

Accordingly, the results of present study discovered statistically meaningful but slightly negative relation among receptive skills of self-efficacy and students' anxiety level, which is related to language classroom atmosphere. In the relevant literature, several studies administered connected with receptive skills of self-efficacy and language anxiety. In a study Herron, Mills, and Pajares, (2006) discovered that listening skills of self-efficacy was specifically associated with listening competency but only for female students, however, reading self-efficacy was not paralleled with reading anxiety.

Receptive skills such as listening and reading marked significant but weak relationship with students' English education time. As pointed out at the conclusions of the present study, receptive skill of self-efficacy has significant but poor relationship with students' academic achievement scores. Secondly, receptive factors of self-efficacy has positive significant but slight correlation with language classroom anxiety and English learning duration. These findings deduced that learners' who have higher self-efficacy about listening and reading skills might be more successful than the other who carried out lower self-efficacy beliefs about listening and reading activities. It also showed that higher receptive skills of self-efficacy reflected weak significant correlations not only with academic achievement scores but also with foreign language classroom anxiety. According to findings, students who perform higher receptive self-efficacy beliefs probably have lower level foreign language classroom anxiety. As mentioned above, lower language anxiety is one of the factors that might positively effect academic achievement.

Another component that displayed a statistically significant correlation with receptive skills of self-efficacy was the English education time. The current study reported that the students that have longer English education background may perform higher receptive skills of self-efficacy beliefs. These kinds of results were not unanticipated because the more students are exposed to the language the more

improvement they make. The associated studies (Magno, 2010; Grandman Hanania, 1991) have also inferred that the time of learning language might influence students' achievement.

Correspondingly, the present research reported a significant but slightly poor correlation between productive skills of self-efficacy and participants' academic achievement scores, anxiety of language classroom and their English learning duration. These results can suggest that students who carried out higher productive self-efficacy beliefs regarding their speaking and writing skills might have higher academic achievement scores. Additionally, the study also affirmed that the participants who have greater productive self-efficacy beliefs might be less anxious in the English language classroom.

The relationship between productive skills of self-efficacy and English education time that indicate the length of students' English learning period was another significant but weak variable of this research. The correlation rates between two factors suggested that the learners who have longer English education period might have higher productive skills of self-efficacy. In other words, length of exposure period showed significant rate of relationship with productive skills of self-efficacy, however the connection bound between variables is not at moderate level. These variables have relatively weak relationship.

The relationship between foreign language classroom anxiety and achievement scores is another main question of the present research. The conclusions reported a weak but meaningful negative association among participants' anxiety level of language classroom and their achievement scores. According to the conclusions, it is possible to interpret that students with higher anxiety levels might have lower achievement scores. In the related literature, there are some studies that have parallel findings. Al-Shboul, Ahmad, Nordin, Rahman, (2013) conducted a study to find out the associations among anxiety of language classroom and academic achievement. The findings revealed meaningful but negative connections among the research variables, essentially ranged from moderate level to stronger. In another study, Awan, Azher, Anwar, Naz, (2010) administered an inquiry to discover the correlations among anxiety of language classroom and academic performance. The findings revealed supportive conclusion: Negative correlation between anxiety of language classroom and students academic performance.

However, in a study conducted by Tuncer & Doğan, findings demonstrate that the foreign language anxiety was not impressive predictor for academic achievement at the beginning of the prep-classes but at the end of the term, students' anxiety level increased and expanded as a significant factor on their academic achievement. Although some studies show moderately different findings, language anxiety is an effective element that has a significant relationship with students' academic scores. In terms of the connections of anxiety that arise from language classroom and academic achievement scores, present study demonstrated similar results with the related studies.

Another major research question of the present research is to discover the possible associations among the anxiety derive from language classroom and the duration of learning English as school subject. The findings recorded non-meaningful relations among the aforementioned research variables. It means that the findings of the current study do not prove of having longer periods of studying English at the school contribute to less apprehension in the language classroom. Other conclusion of the present study is about the correlations between the duration of learning of English background and achievement scores. The results showed no significant relationship between both variables. In other words, having longer English education period does not mean having higher achievement scores.

The present study also investigated whether productive skills of self-efficacy beliefs differ between male and female groups. According to findings female group demonstrated higher productive skills factors scores than male group. However, the difference between them is at very minor level. There are several studies on self-efficacy and gender differences in academic performance. Huang (2013) administered a study about gender differences in academic self-efficacy. As reported by the results of the study females demonstrated more advanced self-efficacy level of language and arts than males. At the same time, males displayed grated scores of mathematics, computer, and social sciences self-efficacy level than females. In another study, Sundry (2014) found that the level of speaking self-efficacy, which is a part of productive skills, is moderate for both female and male students. However, Demir (2017) stated that female group showed higher verbal communication skills and the factors such as parental education, spending more time on reading books may led to an increase verbal communication skills and self-efficacy. This study indicated that the correlation between gender and speaking skills displayed no statistically significant association. As it can be observed from related literature, the relation among genders' productive skills

of self-efficacy, and academic achievement results not always indicates similar conclusions. However, regarding productivity, females' nature displays higher performance especially at learning language and arts. The dominance of female in the field of language teaching can also be evaluated as relatively evidence for the findings of the present study.

Finally, the findings of the present study demonstrated a slight difference among male and female groups' achievement scores. It means that female groups' scores showed higher scores than the man group. However, some previous studies have different results about the gender differences. There are several academic studies, which tried to discover possible association among gender differences and academic achievement scores. Female advantage in academic achievement has been an attractive topic and it has been discussing on course subjects such as language, math, science...etc. The result of present study indicated that female group has slightly higher academic scores than male group in foreign language learning.

5.2. Recommendations

The current research was operated at a private university in Mersin, Turkey. The study can be represented with different sample of foreign language learning environments. It can also be represented with different universities not only private but also state to reach more data about the associations among students' self-efficacy beliefs, the anxiety arises from language classrooms, and students' academic achievement.

The present study was limited only with participants' language self-efficacy beliefs, anxiety derive from language classrooms, the period of learning English, parents' education, and gender. Forthcoming studies can involve different and more specific variables such as receptive skills of self-efficacy, gender dominance in ELT field, mothers' education level, and the differences between faculties to reach more specific data about the elements that influence on language learning at high education. Also these variables can be examined for a longer period of time, for example from preparatory school to graduation time.

Future studies can also involve two different types of research designs such as qualitative and quantitative. The techniques such as observation and interview may help to determine students' self-efficacy beliefs and language classroom anxiety level and

the findings may be more spectacular.

5.3. Implications

Self-efficacy beliefs towards foreign language learning are as significant determinants in the process of EFL. The results of the current research indicate that learners who hold greater self-efficacy beliefs toward language learning also perform higher academic scores. For that reason, building and boosting students' perceptions about their capability toward learning English as important as constructing language competence by a curriculum. Moreover, instructors can specifically study on constructing and boosting self-efficacy beliefs as well as study on improving language skills. The current study implicated that instructors can consciously put activities that can help develop students' self-efficacy into their classroom activities. Task accomplishment can help building and boosting students' self-efficacy beliefs. Experiencing the feel of success relatedly can influence the other sources of self-efficacy such as vicarious experiences, verbal persuasions, and affective indicators. To achieve that goal, instructors should be sensitive about preparing tasks. Individual differences, gender differences and level differences should be taken into account that every student can improve their mastery experiences. Also, positive feedback and inspiration can influence and increase students' self-efficacy beliefs.

Correspondingly, foreign language classroom anxiety also plays crucial role in the process of language learning. As the findings of present study revealed that there was a negative relationship between self-efficacy and language anxiety, students who was less anxious have higher self-efficacy beliefs and higher scores.

Therefore, it is important to teacher, curriculum designer and the specialists to raise their awareness on the critical role of this factor and prepare lessons plans and effective model that can reduce students' anxiety. Instructors could design classroom environment accordingly to build and improve students' perception about their self-capability and could develop various techniques to reduce learners' apprehension and pressure.

When instructors construct lesson plans and in-class activities by using diverse strategies to reducing language anxiety, the sense of "yes, I can do" can develop at parallel level. Also, syllabus designers can administer diverse context to students and support their former knowledge and improve the new in a wider range. Especially,

students who have low self-efficacy level and higher anxiety are influenced by monotonous syllabi. Monotonous syllabi can also cause students to learn helplessness.

In addition, universities language preparatory schools can develop conferences, workshops, and seminars for instructors and students to raise awareness about self-efficacy beliefs and language learning anxiety. Also, universities can conduct some research-development studies to establish new strategies and techniques to guide both teachers and students on improving self-efficacy beliefs and reducing language-learning anxiety.



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7. APPENDICES

7.1. Appendix 1: I. Permission Letter



SAYI : 23867972/1335
KONU: Tez Anket İzini Hakkında

16.11.2017

T.C.
ÇAĞ ÜNİVERSİTESİ
HAZIRLIK OKULU MÜDÜRLÜĞÜNE


1. İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olup, programdaki kaydı halen devam etmekte olan ve tez aşamasına geçmiş olan 20168023 numaralı Bayram DEMİR, "Yabancı dil hazırlık okulunda öz yeterlilik inancı ve yabancı dil öğrenme kaygısının yeterlilik sınav sonuçları ile olan ilişkisi" konulu tez çalışmasını Üniversitemiz öğretim üyesi olan Yrd. Doç. Dr. Seden TUYAN danışmanlığında yürütmektedir.
 2. Adı geçen öğrencinin bu tez çalışması kapsamında Üniversitemiz Hazırlık Okulu Müdürlüğü bünyesinde halen ders almakta olan öğrencileri kapsamak üzere kopyası Ek'te sunulan bir anket uygulaması yapması planlanmıştır.
 3. Bu kapsamda, adı geçen öğrencinin bu tez çalışması ile ilgili Ek'lerde sunulan anketi uygulayabilmesi için gerekli iznin verilmesi makamlarının tensiplerine maruzdur.
- Arz ederim.



EKLERİ: 8 (Sekiz) Sayfa Anket Formu Listesi.

7.2. Appendix 2: II. Permission Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY



SAYI : 23867972/1429
KONU: Hazırlık Okulu Sınav Sonuçları Hakkında

01.12.2017

REKTÖRLÜK MAKAMINA

1. Üniversitemiz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olup, programdaki kaydı halen tez aşamasında devam etmekte olan 20168023 numaralı Bayram DEMİR, "Yabancı dil hazırlık okulunda öz yeterlilik inancı ve yabancı dil öğrenme kaygısının yeterlilik sınav sonuçları ile olan ilişkisi" konulu tez çalışmasını Üniversitemiz öğretim üyesi olan Yrd. Doç. Dr. Seden TUYAN danışmanlığında halen yürütmektedir.


2. Adı geçen öğrencinin bu tez çalışması kapsamında Üniversitemiz Hazırlık Okulu Müdürlüğü bünyesinde halen İngilizce hazırlık ders aşamasında olan B1 sınıfındaki 17 öğrenciye, B13 sınıfındaki 17 öğrenciye, B21 sınıfındaki 17 öğrenciye, P1 sınıfındaki 23 öğrenciye, P2 sınıfındaki 23 öğrenciye, E1 sınıfındaki 24 öğrenciye, E2 sınıfındaki 24 öğrenciye, E3 sınıfındaki 25 öğrenciyi kapsamak üzere kopyası Ek'te sunulan bir anket uygulamasını yapmış olup, toplam 180 öğrenciye ait 2017/2018 Güz dönemi dönem sonu sonuç notlarını tezinde anketler ile alınan notları karşılaştıracak olduğundan bahse konu öğrencilerin notlarını müdürlüğümüzden talep etmiştir.

3. Bu kapsamda, Üniversitemiz Hazırlık Okulu Müdürlüğü bünyesinde halen İngilizce hazırlık ders aşamasında olan öğrencilere ait tezinde karşılaştırma yapılabilmesi için 2017/2018 Güz dönemine ait dönem sonu notlarının adı geçen öğrenciye verilebilmesi için gerekli iznin verilmesi makamlarının tensiplerine maruzdur.

Arz ederim.

• Fen-Ed. Fak. Dekanlığı
• Genel Sekreterlik
• SOBE
• Hazırlık Ok. Md.

5/12/2017 / N-J
5218 / Rektör


Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

EKLERİ: 8 (Sekiz) Sayfa Anket Formu Listesi, 1 (Bir) Sayfa Tez Etik Kurul onay formun fotokopisi.

A. Yaşar Bayboğa Kampüsü, Adana-Mersin Karayolu 33800 Kenanpaşa / TÜRKİYE T: +90 (0)324 651 48 00 F: +90 (0)324 651 48 11
www.cag.edu.tr

7.3. Appendix 3: Bilgi Ve Kabul Formu

Sevgili Öğrenciler,

Adım Bayram DEMİR ve Çağ Üniversitesi'nde İngiliz Dili Eğitimi Yüksek Lisans öğrencisiyim. Öğrencilerin İngilizce öz yeterlik düzeyleri ile yabancı dil kaygısı arasındaki ilişkiyi inceleyen bir araştırma yapıyorum. İngilizce derslerinizin herhangi bir saatinde, bu araştırmayla ilgili iki adet anket uygulanacaktır.

Kimliğinizle ilgili hiçbir bilgi bu araştırma sonunda hazırlanacak olan herhangi bir raporda kullanılmayacaktır. Ders öğretmeniniz dahil hiç kimse adınızla birlikte verdiğiniz cevapları bilmeyecektir.

Anket sorularına vereceğiniz cevaplar araştırmaya katkıda bulunacaktır. Eğer bu araştırmaya katılmak istiyorsanız, bu sayfanın altına adınızı ve soyadınızı yazarak bu formu imzalamayı unutmayınız.

Bayram DEMİR
MA ELT Programı
Çağ Üniversitesi/Mersin

Bu formdaki bilgileri okudum ve araştırmaya katılmayı Kabul ediyorum.

İsim:

İmza:

Tarih:

7.4. Appendix 4: Demographic Form

Kişisel Bilgiler

Anketin bu bölümündeki sorularda ilgili seçeneklerden durumunuza uygun olanı seçiniz.

1. Cinsiyet:

Kadın

Erkek

2. Doğum yılınız: _____

3. Kurunuz:

A1

A2

B1

B2

4. Eğitim hayatınız boyunca, kaç yıl İngilizce dersi aldınız?

_____ yıl

5. Üniversitedeki bölümünüz: _____

6. Anne ve Babanızın Eğitim Seviyesi?

ANNE

- İlkokul
- Ortaokul
- Lise
- Lisans
- Yüksek lisans
- Doktora
-

BABA

- İlkokul
- Ortaokul
- Lise
- Lisans
- Yüksek lisans
- Doktora

7.5. Appendix 5: Questionnaire Of English Self-Efficacy (English)

There are 32 questions about your English Self-Efficacy. Please read each question carefully and make an accurate evaluation of your current command of English no matter whether you are doing it or not. These questions are designed to measure your judgment of your capabilities, so there are no right or wrong answers.

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1. Can you understand stories told in English?	1	2	3	4	5
2. Can you finish your homework of English reading independently?	1	2	3	4	5
3. Can you understand American English TV programs?	1	2	3	4	5
4. Can you introduce your school in English?	1	2	3	4	5
5. Can you write diaries in English?	1	2	3	4	5
6. Can you give directions from your classroom to your home in English?	1	2	3	4	5
7. Can you write English compositions assigned by your teachers?	1	2	3	4	5
8. Can you tell a story in English?	1	2	3	4	5
9. Can you understand radio programs in English speaking countries?	1	2	3	4	5
10. Can you understand English TV programs made in Turkey?	1	2	3	4	5
11. Can you leave a message to your classmates in English?	1	2	3	4	5
12. When you read English articles, can you guess the meaning of unknown words?	1	2	3	4	5
13. Can you make new sentences with the words just learned?	1	2	3	4	5
14. Can you write email messages in English?	1	2	3	4	5
15. If your teacher gives you a tape-recorded English dialogue about school life, can you understand it?	1	2	3	4	5
16. Can you understand the English news on the Internet?	1	2	3	4	5

17. Can you ask questions to your teachers in English?	1	2	3	4	5
18. Can you make sentences with English phrases?	1	2	3	4	5
19. Can you introduce your English teacher in English?	1	2	3	4	5
20. Can you discuss in English with your classmates some topics in which all of you are interested?	1	2	3	4	5
21. Can you read English short novels?	1	2	3	4	5
22. Can you understand English movies without Turkish subtitles?	1	2	3	4	5
23. Can you answer your teachers' questions in English?	1	2	3	4	5
24. Can you understand English songs?	1	2	3	4	5
25. Can you read English newspapers?	1	2	3	4	5
26. Can you find the meaning of new words by using English-English dictionaries?	1	2	3	4	5
27. Can you understand numbers spoken in English?	1	2	3	4	5
28. If you have access to internet, can you release news on the Internet?	1	2	3	4	5
29. Can you understand English articles about Turkish culture?	1	2	3	4	5
30. Can you introduce yourself in English?	1	2	3	4	5
31. Can you write a composition about your English teacher?	1	2	3	4	5
32. Can you understand new lessons in your English book?	1	2	3	4	5

7.6. Appendix 6: İngilizce Özyeterlik Ölçeği (Turkish)

Bu anket Çağ Üniversitesi hazırlık sınıfı öğrencilerinin İngilizce Öz-Yeterlik İnancı ile ilgili bir araştırmanın parçasıdır. Maddeleri anlamamız ve sizi en iyi yansıtan rakamı daire içine almanız anketin geçerliliği ve güvenilirliği açısından önemlidir. Vereceğiniz cevaplar kesinlikle **gizlilik** ilkeleri içinde ele alınacaktır. Her ifadeyi dikkatlice okuyup, kendinizi “1=Hiç Katılmıyorum”, “5= Kesinlikle Katılıyorum” arasında uzanan beşli değerlendirme ölçeğinde değerlendirmeniz beklenmektedir. Doğru veya yanlış cevap yoktur. Lütfen **kendinizi** en iyi yansıtan derecelendirmeyi işaretleyiniz. İlgı ve zamanınız için çok teşekkür ederim.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce anlatılan hikayeleri anlayabilir misiniz?	1	2	3	4	5
2. Kendi başınıza İngilizce okuma ödevini bitirebilir misiniz?	1	2	3	4	5
3. İngilizce TV programlarını anlayabilir misiniz?	1	2	3	4	5
4. Okulunuzu İngilizce tanıtabilir misiniz?	1	2	3	4	5
5. İngilizce günlük tutabilir misiniz?	1	2	3	4	5
6. Okulunuzdan evinize giden yolu İngilizce tarif edebilir misiniz?	1	2	3	4	5
7. Öğretmeniniz tarafından verilen İngilizce kompozisyon yazma ödevlerini yerine getirebilir misiniz?	1	2	3	4	5
8. İngilizce hikaye anlatabilir misiniz?	1	2	3	4	5
9. İngilizce konuşan ülkelerde yayınlanan radyo programlarını anlayabilir misiniz?	1	2	3	4	5

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
10. Türkiye’de yapılan İngilizce televizyon programlarını anlayabilir misiniz?	1	2	3	4	5
11. Sınıf arkadaşınıza İngilizce mesaj bırakabilir misiniz?	1	2	3	4	5
12. İngilizce makale okuduğunuzda, bilmediğiniz kelimelerin anlamını tahmin edebilir misiniz?	1	2	3	4	5
13. Yeni öğrendiğiniz kelimeleri kullanarak cümle oluşturabilir misiniz?	1	2	3	4	5
14. İngilizce e-posta yazabilir misiniz?	1	2	3	4	5
15. Öğretmeniniz okul yaşamıyla ilgili İngilizce kaydedilmiş bir konuşma kaydı verirse anlayabilir misiniz?	1	2	3	4	5
16. İnternetteki İngilizce haber okuduğunuzda anlayabilir misiniz?	1	2	3	4	5
17. Öğretmenlerinize İngilizce soru sorabilir misiniz?	1	2	3	4	5
18. İngilizce deyimler kullanarak cümle yazabilir misiniz?	1	2	3	4	5
19. İngilizce öğretmeninizi İngilizce tanıtabilir misiniz?	1	2	3	4	5
20. Hepinizin ilgilendiği konularda sınıf arkadaşlarınızla İngilizce tartışabilir misiniz?	1	2	3	4	5

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
21. İngilizce kısa romanları okuyabilir misiniz?	1	2	3	4	5
22. İngilizce filmleri Türkçe altyazısız anlayabilir misiniz?	1	2	3	4	5
23. Öğretmenlerinizin sorularını İngilizce cevaplayabilir misiniz?	1	2	3	4	5
24. İngilizce şarkıları anlayabilir misiniz?	1	2	3	4	5
25. İngilizce gazeteleri okuyabilir misiniz?	1	2	3	4	5
26. İngilizceden İngilizceye olan bir sözlük kullanarak bilmediğiniz bir kelimenin anlamını bulabilir misiniz?	1	2	3	4	5
27. İngilizce rakamları söylendiğinde anlayabilir misiniz?	1	2	3	4	5
28. İnternette İngilizce haber yayınlatabilir misiniz?	1	2	3	4	5
29. Türk kültürü hakkında yazılmış İngilizce makaleleri anlayabilir misiniz?	1	2	3	4	5
30. Kendinizi İngilizce tanıtabilir misiniz?	1	2	3	4	5
31. İngilizce öğretmeniniz hakkında İngilizce bir kompozisyon yazabilir misiniz?	1	2	3	4	5
32. İngilizce kitabınızdaki yeni konuları okuduğunuzda anlayabilir misiniz?	1	2	3	4	5

Katkınız için teşekkür ederim.

Wang, C., Schwab, G., Fenn, P., & Chang, M. (2013). English Version

Açikel, M. (2011). Turkish Version

7.7. Appendix 7: Foreign Language Classroom Anxiety Scale (English)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I never feel quite sure of myself when I am speaking in my foreign language class.	1	2	3	4	5
2. I don't worry about making mistakes in language class.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on in language class.	1	2	3	4	5
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	1	2	3	4	5
5. It wouldn't bother me at all to take more foreign language classes.	1	2	3	4	5
6. During language class, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
7. I keep thinking that the other students are better at language than I am	1	2	3	4	5
8. I am usually at ease during tests in my language class	1	2	3	4	5
9. I start to panic when I have to speak without preparation in language class.	1	2	3	4	5
10. I worry about the consequences of failing my foreign language class.	1	2	3	4	5
11. I don't understand why some people get so upset over foreign language class.	1	2	3	4	5
12. In language class, I can get so nervous I forget things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in my language class.	1	2	3	4	5
14. I would not be nervous speaking foreign language with the native speakers.	1	2	3	4	5
15. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
16. Even if I am well prepared for language class, I feel anxious about it.	1	2	3	4	5
17. I often feel like not going to my language class.	1	2	3	4	5

18. I feel confident when I speak in foreign language class.	1	2	3	4	5
19. I am afraid that my language teacher is ready to correct every mistake I make.	1	2	3	4	5
20. I can feel my heart pounding when I'm going to be called on in language class.	1	2	3	4	5
21. The more I study for a language test, the more confused I get.	1	2	3	4	5
22. I don't feel pressure to prepare very well for language class.	1	2	3	4	5
23. I always feel that the other students speak the foreign language better than I do	1	2	3	4	5
24. I feel very self – conscious about speaking the foreign language in front of other students.	1	2	3	4	5
25. Language class moves so quickly I worry about getting left behind.	1	2	3	4	5
26. I feel more tense and nervous in my language class than in my other classes.	1	2	3	4	5
27. I get nervous and confused when I am speaking in my language class	1	2	3	4	5
28. When I'm on my way to language class, I feel very sure and relaxed.	1	2	3	4	5
29. I get nervous when I don't understand every word the language teacher says.	1	2	3	4	5
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	2	3	4	5
31. I am afraid that the other students will laugh at me when I speak the foreign language.	1	2	3	4	5
32. I would probably feel comfortable around native speakers of the foreign language.	1	2	3	4	5
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

7.8. Appendix 8: Yabancı Dil Kaygı Ölçeği

Bu anket Çağ Üniversitesi Hazırlık Sınıfı öğrencilerinin Yabancı Dil Kaygısı ile ilgili bir araştırmanın parçasıdır. Maddeleri anlamamız ve sizi en iyi yansıtan rakamı daire içine almanız anketin geçerliliği ve güvenilirliği açısından önemlidir. Vereceğiniz cevaplar kesinlikle gizlilik ilkeleri içinde ele alınacaktır. 1=Hiç Katılmıyorum, 5= Tamamen katılıyorum arasında beş cevap seçeneğiniz vardır. Lütfen kendinizi en iyi yansıtan rakamı işaretleyin. İlgi ve zamanınız için çok teşekkür ederim.

	Hiç katılmıyorum	Katılmıyorum	Ne katılıyorum ne de katılmıyorum	Katılıyorum	Tamamen katılıyorum
1. Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.	1	2	3	4	5
2. Yabancı dil derslerinde hata yapmak beni endişelendirmiyor.	1	2	3	4	5
3. Yabancı dil derslerinde bana söz hakkı verileceği zaman titriyorum.	1	2	3	4	5
4. Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.	1	2	3	4	5
5. Daha fazla yabancı dil dersine girsem bile sıkılmam.	1	2	3	4	5
6. Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.	1	2	3	4	5
7. Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.	1	2	3	4	5
8. Yabancı dil derslerinin sınavlarında genellikle rahatım.	1	2	3	4	5
9. Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panic olmaya başlıyorum.	1	2	3	4	5
10. Yabancı dil derslerinde başarısız olmanın sonuçları beni endişelendiriyor.	1	2	3	4	5
11. Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.	1	2	3	4	5

12. Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.	1	2	3	4	5
13. Yabancı dil derslerinde parmak kaldırmaya utanıyorum.	1	2	3	4	5
14. Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.	1	2	3	4	5
15. Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzülüyorum	1	2	3	4	5
16. Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.	1	2	3	4	5
17. Sıklıkla yabancı dil derslerine gitmeyi istemiyorum.	1	2	3	4	5
18. Yabancı dil derslerinde konuşurken kendime güveniyorum.	1	2	3	4	5
19. Yabancı dil öğretmenim yaptığım her hatayı düzeltecek diye korkuyorum.	1	2	3	4	5
20. Yabancı dil derslerinde bana seslenildiği zaman kalbimin çarptığını hissedebiliyorum.	1	2	3	4	5
21. Yabancı dil dersinin sınavına ne kadar çok çalışsam kafam o kadar karışıyor.	1	2	3	4	5
22. Yabancı dil derslerine çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.	1	2	3	4	5
23. Diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını her zaman hissediyorum.	1	2	3	4	5
24. Diğer öğrencilerin önünde yabancı dilde konuşurken çok sıkıldığımı hissediyorum.	1	2	3	4	5
25. Yabancı dil dersleri öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.	1	2	3	4	5
26. Yabancı dil derslerinde diğer derslerdekinden daha gergin ve sinirli hissediyorum.	1	2	3	4	5
27. Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.	1	2	3	4	5
28. Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.	1	2	3	4	5

29. Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.	1	2	3	4	5
30. Yabancı dili konuşmak için öğrenmem gereken kuralların sayısı beni boğuyor.	1	2	3	4	5
31. Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.	1	2	3	4	5
32. Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissedirdim.	1	2	3	4	5
33. Yabancı dil öğretmeni hazırlanmadığım yerlerden sorular sorduğunda sinirleniyorum.	1	2	3	4	5

Katkınız için teşekkür ederim.



8. BIOGRAPHY

1975 yılında Şanlıurfa'da doğan Bayram DEMİR sırasıyla Gazi Paşa İlköğretim Okulu, Siverek Ortaokulu, Siverek Lisesi ,Çağ Üniversitesi İngilizce Öğretmenliği (Lisans), Çağ Üniversitesi İngiliz Dili Eğitimi (Yüksek Lisans) bölümlerinden mezun olmuştur.

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