

**REPUBLIC OF TURKEY**

**ÇAĞ UNIVERSITY**

**THE INSTITUTE OF SOCIAL SCIENCES**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**INVESTIGATING HIGH SCHOOL EFL LEARNERS' SELF-EFFICACY BELIEFS**

**IN THE ONLINE LEARNING ENVIRONMENT**

**THESIS BY**

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**MASTER OF ARTS**

**MERSİN / JANUARY 2022**

**APPROVAL****REPUBLIC OF TURKEY****ÇAĞ UNIVERSITY****DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

We **certify** that thesis under the title of “**Online self-efficacy perceptions of EFL learners at a university context.**” which was prepared by our student **CANSU YANÇ** with number **20198061** is satisfactory consensus for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

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**DEDICATION**

*To my beloved family*

## ETHICS DECLARATION

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Department: English Language Education

Program: Master Thesis

Thesis Title: Investigating High School EFL Learners' Self-efficacy Beliefs in the Online Learning Environment

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 utilized 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)

28/01/2022

Cansu YANÇ

## **ACKNOWLEDGEMENTS**

First of all, I would like to express my gratitude to my very dear mother and the head of the school who encouraged me to join the master's program. They were very supportive of me, reminding me that the results would bring positive feedback every time I had a hard time. I am grateful to them for the unlimited patience they have shown to the ideas they have given.

I would like to thank my beloved fiancé, Görkem Can AKIN for his patience and respect for the time I spent writing my dissertation at home. He has always supported my academic career and made me feel every second that he trusts me. I would like to thank him very much for supporting me to take a step closer to my future goals.

Dr. Semiha KAHYALAR GURSOY, my very valuable thesis advisor, read every line of my thesis patiently and with her loving and friendly attitude, the contribution of the feedback she gave was invaluable. I would also like to thank her for his support and his trust in me. I will use the valuable information she has given all my life, thanks to her I have developed my investigative side and I am grateful to my thesis advisor, who is the most important part of this thesis, making sure that we will not break our ties.

Finally, I would like to express my eternal gratitude to my dear friend Çağla USUL YÜZER for the friendship, valuable information and academic contributions she has added to me for the last two years. I have always felt her by my side in every process of my dissertation, she has never left me alone, so I am grateful for her patience and sincerity.

## **ABSTRACT**

**Cansu YAŒ**

**INVESTIGATING HIGH SCHOOL EFL LEARNERS' SELF-EFFICACY BELIEFS  
IN THE ONLINE LEARNING ENVIRONMENT**

**Master Thesis, Department of English Language Education**

**Supervisor: Dr. Ögr. Üyesi Semiha KAHYALAR GÜR SOY**

**January 2022, 72 pages**

English is the most widely used language in our developed world for all work, research, and also in some communities. As a result, learning English has become a must in virtually every country in order to have good position and a reasonable income. Unfortunately, this requirement may have an effect on English as a Foreign Language (EFL) learners' experiences and opinions on learning. Although some of them can concentrate on learning a second language regardless of where they are learning, others will be influenced by their learning environment. Although some of them can concentrate on learning a second language regardless of where they are learning, others will be influenced by their learning environment. Nowadays, the online learning environment is becoming increasingly common in Turkey. Most educational institutions have indeed attempted to improve the efficiency of online learning resources in order to maximize learners' confidence and self-efficacy. Furthermore, they want to make it easier for EFL learners to understand and evaluate their own skills in an online learning environment. This research will be conducted for the topic ‘‘The Investigation of EFL Learners' Self-efficacy Beliefs in the Online Learning Environment’’. This study will also be taken into consideration in terms of demographic factors. High school EFL learners' gender, age, their English level, will be the demographic factors in the study. In order to measure ESBS, the questionnaire will be applied which is prepared by Yanar (2012). Moreover, a semi-structured interview will be done with the participants to understand their opinions about self-efficacy during online language learning. The study will be conducted in a high school in Mersin, Turkey. The analyzed results will be presented in the study.

**Key Words:** Online learning, self-efficacy belief, online learning self-efficacy belief, distance education

**ÖZ**

# **Lisede Yabancı Dil Eğitimi Alan Öğrencilerin Çevrimiçi Öğrenme Ortamındaki Öz Yeterlik İnançlarının Araştırılması**

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İngilizce, gelişmiş dünyamızda tüm çalışmalar, araştırmalar ve bazı topluluklarda en çok kullanılan dildir. Sonuç olarak, iyi bir konuma ve makul bir gelire sahip olmak için hemen hemen her ülkede İngilizce öğrenmek bir zorunluluk haline gelmiştir. Ne yazık ki, bu gereksinimin Yabancı Dil Olarak İngilizce (EFL) öğrenenlerin öğrenme konusundaki deneyimleri ve görüşleri üzerinde etkisi olabilir. Bazıları nerede öğrendiklerine bakılmaksızın ikinci bir dil öğrenmeye konsantre olabilseler de, diğerleri öğrenme ortamlarından etkilenecektir. Bazıları nerede öğrendiklerine bakılmaksızın ikinci bir dil öğrenmeye konsantre olabilseler de, diğerleri öğrenme ortamlarından etkilenecektir. Günümüzde Türkiye'de çevrimiçi öğrenme ortamı giderek yaygınlaşmaktadır. Çoğu eğitim kurumu, öğrencilerin özgüvenini ve öz yeterliliğini en üst düzeye çıkarmak için çevrimiçi öğrenme kaynaklarının verimliliğini artırmaya çalışmıştır. Ayrıca, EFL öğrencilerinin çevrimiçi bir öğrenme ortamında kendi becerilerini anlamalarını ve değerlendirmelerini kolaylaştırmak istiyorlar. Bu araştırma "EFL Öğrencilerinin Çevrimiçi Öğrenme Ortamındaki Öz Yeterlik İnançlarının Araştırılması" konusu için yürütülecektir. Bu çalışma demografik faktörler açısından da dikkate alınacaktır. Çalışmada lise EFL öğrencilerinin cinsiyetleri, yaşları, İngilizce düzeyleri demografik faktörler olacaktır. Esb'leri ölçmek için Yanar (2012) tarafından hazırlanan anket formu uygulanacaktır. Ayrıca, katılımcılarla çevrimiçi dil öğrenimi sırasında öz yeterlik hakkındaki görüşlerini anlamak için yarı yapılandırılmış bir görüşme yapılacaktır. Çalışma Mersin'de bir lisede yürütülecektir. Analiz edilen sonuçlar çalışmada sunulacaktır.

**Anahtar Kelimeler:** Çevrimiçi Öğrenme, öz yeterlilik inancı, çevrimiçi öğrenmede öz yeterlilik inancı, uzaktan eğitim

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**ABBREVIATION**

EFL: English as a Foreign Language

ICT: Information and communication technologies (ICTs)

SE: Self-efficacy

SEBS: Self-efficacy Beliefs Scale

SPSS: Statistical Package for the Social Sciences

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## **INTRODUCTION**

### **Introduction**

This study is prepared to investigate EFL learners' self-efficacy beliefs depending upon learners' English language skills in the online learning environment. The background of the study is firstly addressed to be introduced to the research topic. This section points out the purpose of this study and some problematic issues about being self-efficacy based on learning English language skills in the online learning environment. Self-efficacy and its processes, academic self-efficacy for EFL learners, and online learning are explained in this study section.

### **Background of the Study**

In our developing world, English is the most commonly used language for all jobs, studies, and even in some communities in our developing world. This necessity, unfortunately, might affect English as Foreign Language (EFL) learners' beliefs and thoughts on learning. Language learners' attitudes may vary from language environment to lots of factors. While some of them can focus on second language learning regardless of giving importance to learning, others may be influenced by the learning environment. However, their self-efficacy, one of the most potent factors in learning, increases or decreases depending upon the language learning environment.

The online learning environment nowadays has gained more attention in Turkey. Covid-19 has been labeled pandemic by the World Health Organization as a current threat to humanity. This virus has rapidly caused the worldwide suspension of various activities, especially classroom instruction, leading to colossal conflict migration of institutions to distance learning as the online learning platform. Most institutions have also been trying to enhance the quality of online learning tools to increase learners' interest and self-efficacy. Moreover, they aim to create advantages for EFL learners to recognize and assess their capabilities in the online learning environment since learners study alone. They must control their motivation, time management and especially measure their self-efficacy. According to the original definition of Bandura, the father of the self-efficacy concept (1986), it refers to "people's judgments of their capabilities to organize and execute courses of action required attaining designated types of performances." (p. 391). In order to reach the highest success in online learning, EFL learners should notice their self-efficacy, which is the most influential factor to continue success. In addition to this, EFL learners' perception of online learning is wondered. Compared to Turkey's traditional education system, both challenges and advantages

are more in the online education system. English language teaching and learning require a lot of text-based and oral communication techniques. Furthermore, especially in Turkey, EFL learners' perceptions about online education's potential benefits and barriers need further investigation because when literature was searched extensively, it was found that there are limited studies that investigated EFL learners' perceptions about online education's potential benefits and barriers.

The online learning environment engorges itself on innovative and technological applications. According to Lim et al. (2003) and Hew and Brush (2007), educators use technology to help students strengthen cognitive skills. Integration of technology mainly relates to using technological devices in broad teaching areas to allow students to use computers. The use of technology to improve the educational environment and students' interest in the target language is technology integration. Educational tools are pretty broad on the Internet. Therefore, teachers and learners can use the Internet to reach various English learning and teaching activities. For instance, a Zoom application has enabled both learners and teachers to talk and share whatever they need, such as saved files on the computer or breakout rooms. Software inventions, techniques, and practices in acquiring language skills have emerged due to the different opportunities provided by technology. Many elements of our social and professional lives and many of our social and leisure activities are becoming significantly influenced by technology. It is important to note that technological development evolves and spreads, and people cannot disregard its influence on the learning process (Solanki & Shyamlee, 2012). In terms of improving English language skills, technology has a significant influence on lecturers' teaching techniques during their lessons and plays a crucial role in encouraging meaningful tasks for learners. Technological developments have accompanied the improvement of English and are transforming the way we communicate. Humans might find it hard to catch up with new technologies if they disregard technological advances in their classrooms. As a result, it is critical for learners and teachers to be aware of the most up-to-date equipment and to have a thorough understanding of how to apply these technologies in various contexts. While the Covid-19 pandemic has accustomed many students to online education, it has also exposed many students to miss face-to-face education. However, there are several to keep up with the innovative education system in our developing world. Many students should be able to use modern technology to develop language skills in their classes.

### **Statement of the Problem**

According to Alivernini and Lucidi (2011), self-efficacy is really a strong indicator of performance and helps learners adapt to new educational contexts. The recent technological advancement has transmitted English language education into an online platform and made it more accessible. The advancement of Internet technology has contributed to the advancement of online learning and resulted in the establishment of online English learning networks and applications like Kahoot, educational videos on Youtube, or online quizzes. These web-based applications may help learners evaluate their own performances and raise awareness of their self-efficacy on English language learning. Many types of research are now being undertaken to assure the efficiency and efficacy of e-learning that serves a developmental goal in English language education. Presenting multimedia-enhanced learning materials during distance learning, using online communication platforms, and sending many materials are significant elements of online English language learning.

Internet self-efficacy may also be another problematic or motivational factor for learners' success during distance education. English language learners, especially those alone at home, can be exposed to negative feelings like self-confidence. In addition, many different environmental factors are encouraged in the online classroom. For instance, a learner may not have Internet access in his living area, which leads to decreased performance, or a learner may have a slow connection or background noises can affect the performance of learners and this can decrease performance, motivation and increase the anxiety of the learner. As a result, language learners' self-efficacy may be influenced by some environmental problems in the online learning environment. Moreover, Kuo et al. (2014) state that learners' experiences might vary based on technological tools used in online classes. Each technological tool might be created with a specific language learning and teaching goal. For instance, giving students online tasks or assignments such as Kahoot or Quizziz tasks could improve their language skills such as grammar, reading or listening, etc. Therefore, in order to provide language learners' self-efficacy, language teachers should give importance to the wide range of web-based tasks and use them efficiently in their online classes. Thanks to these kinds of activities, learners' self-efficacy may be developed since learners can measure their success by reviewing their performances on web tasks on English language skills. For instance, when a document related to reading an article and answering the comprehension questions is sent to a student on the Internet during online learning, the language learner may assess his/her performance on this article. Lim (2001) discovered that accessing the Internet in the classroom positively correlates with learners' pleasure. On the other hand, according to Kuo et al. (2014), more studies are

required to investigate the effect of Internet self-efficacy on online collaborative learning in order to approach evidentiality.

The difficulties of learning a foreign language and online learning may lead to poor self-efficacy for learners. Several research on self-efficacies in face-to-face education was investigated throughout the years (Alrabai & Moskovsky, 2016; Du, 2012; Mutlu et al., 2019; Rodriguez & Loos-Santana, 2015). Nevertheless, research mainly on the COVID-19 epidemic and, in particular, the transition of the educational system to online learning or the implications for learners in terms of self-efficacy are limited. Stress and decreasing self-confidence, for instance, can create a negative impact on academic performance. According to Roed (2003), Outgoing learners are more likely to stay extrovert behind the screen. Still, students who are more introverted in the classroom are more likely to be included in a virtual learning environment. However, it is also vital to note that dominating a group of students online is more complicated than controlling and training a group in a classroom.

### **Purpose Statement**

The aim of this study is to investigate EFL learners' self-efficacy belief in an online learning environment and EFL learners' perceptions toward online learning. In other words, the present research aims to explore whether there are differences in terms of self-efficacy while learning English language skills among the students. The research questions will help to reach the objectives in this study:

1. What are EFL learners' self-efficacy belief levels about language learning during online education?
2. Is there any statistical difference between students' English language skills during online education?
3. Is there any relationship between the students' self-efficacy beliefs during the online learning period and their;

Gender

Age

Class Grade

English Language Level

4. What are EFL learners' perceptions of their self-efficacy during online learning compared to traditional face-to-face education systems?

### **Significance of the Study**



The importance of this study is to add decisive factors to the literature on the topic of online learning by investigating the high school EFL learners in Turkey. Because of the Covid-19 pandemic, EFL learners have not received education by studying at the stereotyped beginning and ending of an academic year. They have had to be hard put to take online education at home. Therefore, EFL learners have had difficulties adapting to the online learning system when the pandemic year is considered. In addition, though there have been several types of research related to online learning in the literature, only a few studies of which EFL learners study in a high school have been conducted. Moreover, it is commonly known that EFL learners' self-efficacy on their language skills in online learning is one of the most valuable factors in order to obtain success. The learners recognize their capability in second language learning and overcome issues such as developing speaking skills or correcting the grammar of utterances, so enhancing new ways to increase learners' self-efficacy is required by considering EFL learners' perceptions and language skills.

## **Literature Review**

### **Self-efficacy**

Bandura explains learners' self-efficacy (1994) as someone's beliefs "about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives." (p. 71). Moreover, according to Bandura (1994), "person's self-efficacy belief occurs how s/he feels, thinks or might be motivated and as a result of those, behaviours and acts begin to be shaped." (p.71). Peterson and Arnn (2005) indicate that self-efficacy is the substructure of human functioning. They summarize that studies in self-efficacy might offer information that may develop workplace accomplishment that could affect the teaching environment of both learners and teachers. Zimmerman and Schunk (2003) also point out that "the predictive power of self-efficacy beliefs on students' academic functioning has been extensively verified" (p. 446). In this way, awareness of self-efficacy opens the way for people to achieve the success they think and deserve. Individuals with high self-assurance feel powerful in terms of efficacy with their abilities. They do not perceive their works as obstacles, yet instead, they accept tasks as a test to build up their abilities. They identify the goals that challenge them and look for ways to deal with them. As a result of this endeavor, their sense of efficacy can rapidly improve. Bandura (1994) identifies many types of research divided into four psychological processes -cognitive, motivational, affective, and selection processes- which create self-efficacy in people's performances. (p. 71-81)

**Cognitive Process:** Bandura (1994) states this process that "the effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behaviour, purposive, is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them." (pp. 71-81)

**Motivational Process:** According to Bandura (1994), individuals propel themselves and guide their activities expectantly by the activity of thinking ahead. Their beliefs are formed by their abilities. They expect likely results from forthcoming activities. They set objectives and make plans intended to acknowledge esteemed works. (pp. 71-81)

**Affective Process:** Bandura states that (1994) people's beliefs about their capacities depend upon their stress level and feelings of depression in challenging situations. He continues that (1994) "perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal" (pp. 71-81)

**Selection Process:** According to Bandura (1994), when people make decisions, individuals develop various capabilities, interests and interpersonal organizations that identify life courses. Every factor that impacts decisions can significantly influence personal development and self-efficacy. (pp. 71-81)

These processes are related to each other. For instance, if a learner is confident and feels that he has grasped it, he will also increase his motivational self-efficacy. Moreover, at the same time, by gaining practical learning skills, the same student develops his/her decision mechanism and becomes aware of his/her interest and capacity. Considering these ways, it can be seen that these four self-efficacy processes are related to each other.

Psychological factors might also influence one's self-efficacy. According to Schunk et al. (2007), self-efficacy can be measured with physiological responses (e.g., crying, breathing rate). People who experience less anxiety than expected while completing tasks may perceive this as a sign of increased proficiency and raising self-efficacy. People desire control over crucial parts of life, according to Bandura (2001). The concept of mutual relationship describes how people's attitudes and beliefs may influence their behavior and environments. *Self-efficacy* is an essential mechanism that people obtain by exerting effort. Dexon et al. (2007) explain that by defining the objectives people set, how much effort individuals put into obtaining goals, and their resilience when confronted with problems or failure, self-efficacy affects motivation and, especially, health behaviors. Furthermore, according to Jones and Riaz (2011), self-efficacy beliefs might specify how individuals behave in terms of health and how they think, react, and try soul-searching.



*Figure 1.* Self-Efficacy Theory by Albert Bandura

Note. This figure was occurred by Albert Bandura in 1997

As seen in figure 1, Bandura (1997) explains in a more detailed way that "there are four main sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion and physiological feedback." Those experiences lead to valuable results in order to investigate, and various researchers in their scientific articles have inferred them. For instance, Laar and Bijl (2002) consider positive aspects in a project or performance as the source of self-efficacy, mastery experience. In order to increase one's self-efficacy belief, dividing activity into more minor components might be more manageable, and it might help increase confidence. As for the second source of self-efficacy, according to Bandura's explanation (1997), vicarious experience is obtained by comparing and taking a model of another person since it might be advantageous to witness somebody effectively executing a task. Moreover, according to Sabari et al. (2000), observing others' accomplishments, particularly those unsure of their own abilities to execute particular tasks, can convince observers that they can perform similar tasks. The third element of self-efficacy is verbal persuasion. According to Bandura (1997), verbal persuasion strengthens a person's belief regarding individual competence by using convincing and affirmation from another person. Finally, psychological feedback is mentioned as the fourth source of self-efficacy. According to Ewart (1992), the formative assessment of a person's physical and mental emotions can boost self-efficacy belief.

### **Self-efficacy in Foreign Language Learning**

According to the literature, a strong sense of self-efficacy is linked to higher educational success and performance. Wen and Johnson (1997) emphasized the importance of self-efficacy while beginning and sustaining academic language education. Learners who feel they can accomplish academic difficulties engage more significant cognitive and meta-cognitive methods and keep up with the learning environment. Furthermore, when the social-cognitive theory is investigated, people's self-efficacy belief plays a vital role in learners' achievement. As the ideas about the social cognitive theory of Schunk (1989), self-efficacy affects various components of people's actions, including one's activity selection, performance and perseverance, and, eventually, their learning and accomplishment. This is significant for teachers because learners with high self-efficacy involve in completing a specific task. As a result, they acquire more excellent scores than learners with low self-efficacy, despite their low ability. According to an article written by Raofi et al. (2012), even though many studies have focused on the function of self-efficacy in the many domains of learning, there has been less study on self-efficacy in the area of learning a foreign language. Also, according to Chan et al. (2012), self-efficacy has been studied in connection to a small number of factors in the second language learning circumstances, such as learning techniques, learners' performance, outcome expectations, and language anxiety. There is a massive link between self-efficacy and language anxiety in several research studies on L2 learners. For instance, Cheng (2001) explored the links between language learning self-efficacy and language anxiety, claiming that self-efficacy might be the cause of gauging learning anxiety. Learners' worry over English class is favorably and significantly connected with their confidence in high academic achievement.

Finally, current success and past achievements are vital in determining self-efficacy belief level. For instance, according to Jabbarifar (2011), before learners arrive in your classroom, they carry a variety of prior experiences behind themselves. Any of these experiences are beneficial, while others would not. Therefore, their previous accomplishments and failures influence students' self-efficacy. In addition, Bandura states that (2006) "self-efficacy, as a central element of human agency, mediates between learners' aptitude, past achievements and subsequent performances." As a result, past and current academic performance can be paralleled with learners' previous and current self-efficacy belief against the second language learning performance.

## **Distance Education**

Huang et al. (2020) explain that a new coronavirus called Covid-19 was detected at a fish market in Wuhan in 2019. In et al. (2020) state that the virus's scientific study revealed its spread widely to people. For Coinfection spread, social distance is a deliberate increase in the physical distance among individuals (Red Cross, 2020). By pressuring many institutions to relocate to digital platforms, the epidemic has caused the physical shutdown of companies, sports events, and colleges worldwide; according to Fry (2001), online education is a process of teaching resources, delivering teaching, and managing a curriculum using the internet and much other especial technology. In addition, according to Hrastinski (2008), two forms of distance learning, asynchronous and synchronous web-based, have heavily been contrasted. However, companies and schools must thoroughly understand the advantages and limits of enabling one-off courses to be successful and creative. Tallent-Runnels et al. (2006) stated that since the early 2000s, the continual growth in technological advancement and global connectivity had enhanced the encouragement of teachers to accustom to online education. However, Joshi et al. (2020) indicate that online learning's academic performance is controversial since it eliminates face-to-face interactions between students and students. It can be said that the changes from face-to-face to online learning have resulted in several responses from different parties.

### **Studies Related to Online Language Learning**

The researcher Sun (2011) states that whether traditional, hybrid or entirely online, student attendance and engagement effectively affect language acquisition. Moreover, it is also thought that active class interaction leads to increased conceptual and comprehensible studying (Paskey, 2001), or Borokhovski et al. (2012) state that effective communication is related to more excellent learners' self-fulfillment and success. The benefits of student-teacher and student-student-based learning styles are numerous, including encouraging effective and creative learning and extensive information processing and invoking analytical reasoning, thinking, and target-based studying (Bernard & Rubalcava, 2000).

The use of Computer-mediated Communication (CMC), which "provides a robust environment for collaborative learning across the globe," enables online involvement in collaborative learning (Grooms, 2003, p. 2). CMC is becoming increasingly popular among foreign language lecturers. In addition, each synchronous and asynchronous use of CMC within universities and colleges in education and learning is becoming a significant growing concept (Nguyen, 2011).

Grooms (2003) investigated students' views of CMC in a web-based Ph.D. program (n = 28) and discovered that participants' communication and collaboration were essential. In online learning, they all emphasized the critical role of communication. Participants also indicated a willingness to participate in a particular type of real-time or asynchronous exercises, and they advised that teachers should continue to urge everyone to participate. However, the pupils' displeasure with the poor communication and connection is evident in their reactions to Groom's study. This becomes clear that additional and comprehensive research into students' engagement and collaborated usage of many CMC technologies is required.

## **2. METHODOLOGY**

### **2.1. Introduction**

The content of this section comprises research design, context and participants, data collection, the procedure, ethical consideration, and lastly, the part of data analysis. This academic research aims to investigate EFL Learners' Self-efficacy Beliefs in the Online Learning Environment.

## **2.2. Research Design**

In order to research the high school EFL learners' self-efficacy beliefs in the online environment and find explainable data results, both qualitative and quantitative research methods were applied for this study. A qualitative study is a research analysis method conducted to comprehend participants' beliefs and perspectives related to the research questions in a more detailed way during the study. Researchers who use a qualitative research method gather more knowledge to get a more comprehensive view of problems, situations, or incidents (Arora & Stoner, 2009). Researchers want to know when and how a thing happened and what, where, and why it happened. In addition to this, quantitative research is also based on test hypotheses to examine more specific results. Therefore, the researcher could make predictions and reach sensible results about the conducted study when investigating the results. This study aims to achieve the most efficient results and mixed study. In this study, considering all these, it was deemed appropriate to use a descriptive research design to examine high school EFL learners' self-efficacy beliefs based on their English language skills which are reading, listening, writing and speaking during online learning. Moreover, inferential statistics would be applied in the research to comment about population parameters. Therefore, each research design was utilized to understand EFL high school students' self-efficacy beliefs during online learning. Both research designs helped explain the results better by measuring participants' self-efficacy beliefs in online courses and measuring the link between dependent and independent variables. The independent variables of this research were the EFL learners' grades, gender, and English level. In contrast, the dependent variables were used to reach the self-efficacy beliefs results by considering the second language acquisition, online self-efficacy, and distance English language education details.

## **2.3 The Context and the Participants of the Study**

This study was conducted in 2021-2021 in the high school named Çağ Anatolian and Science and Technology High School in Mersin, Turkey. The participant members of the study involved EFL learners from 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. One hundred ten students participated in this study. The English levels of the participants are A2, B1, B1+, B2, and B2+. The high school's English teachers had determined the English levels of the participants in a professional way by applying an English proficiency test at the beginning of the fall semester of the 2021-2022 academic year. The participants were accustomed to taking online and traditional English language courses from their high school. In addition, the participants have been taking all required second language skills (writing, speaking, listening, and reading) in their courses. Moreover, the interview questions were asked to 10 participants by recording their voices during the interviews. The participants' English levels are A2, B1, B1+, B2, and B2+ and their class grades are 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>. The reason why high school students preferred to speak Turkish, which is their mother tongue, during the interview was that they felt more comfortable expressing themselves. The reason also why the ten participants were chosen by considering their grades, English language level, and their ages were given importance and all participants had different ages, class grade, and English language levels. Moreover, convenience sampling could be applied for this study because there was no difficulty reaching the participants. 115 participants might not be enough for normality in this study. However, more high school EFL learners could not be reached due to the pandemic days. Required permissions from the school administration were obtained to survey all participants. Table 1 indicates the demographic information of the participant members of the research.

Table 1.

*Demographic Background of Participants*

	F	%
Gender		
Male	60	52,2
Female	55	47,8
Age		
14	28	24,3
15	32	27,8
16	28	24,3
17	27	23,5



English Level		
A2	11	9,6
B1	21	18,3
B1+	18	15,7
B2	34	29,6
B2+	31	27,0
Grade		
9	25	21,7
10	45	39,1
11	45	39,1

## 2.4. Data Collection

The data collection tools, a qualitative and quantitative study, were implemented to the participants. In order to be gathered data by the participants, a questionnaire was applied. The questionnaire taken from the study conducted by Hancı Yanar and Bümen in 2012 was used for this study. Necessary permission was obtained before applying the survey. This questionnaire was translated into Turkish and applied to ensure a better understanding of the participants (see Appendix 1). 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>. The translation was carried out with two EFL teachers from Çağ College. Moreover, since this study was carried out to measure students' self-efficacy beliefs in online second language education, each question in the questionnaire was asked to answer students based on online education. The title of the questionnaire is the Self-efficacy Beliefs Scale (ESBS), consisting of 34 questions and four sub-title: "Reading, Writing, Listening, Speaking". Thirty-four items were applied with a Likert scale consisting of 5 choices. Likert scales range from "strongly agree" to "strongly disagree". Participants would be required to complete demographic information. These could provide information about their age, gender, school grade and English level. The participants were asked to participate in a semi-structured interview in Turkish to collect data more correctly. While speaking English, participants might have stress. Every interview was moved into word file, and the transcripts were back-translated into English. During the interview, it was preferred that the students speak Turkish, which is their mother tongue, so that they would be more comfortable. The interview lasted almost

fifteen minutes with each student throughout the online platform, Zoom. The codes were created and categorized by using content analysis.

The researcher sent the Vice Principal an attachment to the questionnaire, and he also sent it to the students. The data was gathered over five days; the findings were saved into source data the findings were saved into source data to use for the following analysis.

## **2.5 Semi-Structured Interview**

In the part of qualitative data collection part, a semi-structured interview was applied to the participants. The interview question number was 6 and these questions were asked in the Çağ Anatolian and Science and Technology High School. The interview questions were determined with six questions including open-ended types of questions. At the beginning of the interview, the consent form was distributed for the participants' sign in order to get confirmation of volunteering. The interview questions were prepared together with the advisor that she checked and allow the researcher to be used the questions. Moreover, the questions were related to the measurement of students' motivation, success results, and their perspectives of learning language skills in the online learning environment. The interviews with the participants were applied by using the program called Zoom at the appointed time. The Turkish language was spoken with the participants during the interview in terms of occurring more reliable results. At the end of the 10 interviews, the researcher translated the Turkish conversation into English and this was transformed to a written format throughout the web-based program, Microsoft Word.

## **2.6 Data Analysis**

The data from Self-efficacy Beliefs Scale (ESBS) was analyzed using the Statistical Package for the Social Sciences (SPSS). Both inferential and descriptive statistics were utilized so as to assess the participants' self-efficacy beliefs during online learning was assessed. The standard deviations and means were reviewed. In order to determine normal and non-normal data distributions, parametric and nonparametric analyses were used. The analysis were done using analysis of variance, t-test, Kruskal-Wallis. For the first research question, descriptive statistics were used, for the second research question, inferential statistics were utilized. For content analysis in interviews, the ATLAS-ti program will be used, as well as data will be

collected utilizing emergent coding. By defining and classifying codes, the data collected by each interviewee and in form of reports will also be transformed.

## **2.7 Procedural Details**

The essential permission was taken from the high school in order to apply the questionnaire and the interview to the participants. Instead of manually distributing, an electronic way was used to send the questions throughout Google Forms. The questionnaire enabled the researcher to reach a reliable result for this study. The results were reached with the valuable permission of the Çağ High school's principal.

## **2.8 Validity and Reliability**

The reliability and validity results of the research were measured with the help of Cronbach alpha. The subscales of the *Self-efficacy Beliefs Scale* (ESBS) consist of four language skills, which are, reading, writing, listening and speaking skills. The overall Cronbach alpha was calculated as 0.95; the reading skill was measured as 0.95, writing skill was 0.81, listening 0.89 and lastly speaking was measured as 0.85.

### 3. RESULTS

#### 3.1 Introduction

This chapter analyses data obtained by the “Self-efficacy Beliefs Scale” (ESBS), which was developed by Hancı Yanar and Bümer (2012). ESBS is used to analyze the EFL learners’ self-efficacy levels in the online environment in the high school context. ESBS consists of 34 items in total. The first eight items in the scale measure reading skills; The items from the 9<sup>th</sup> to 18<sup>th</sup> writing skills; the items from the 19<sup>th</sup> to 28<sup>th</sup> listening skills; items from 29<sup>th</sup> to 34<sup>th</sup> speaking skills. The distribution of data was checked in the SPSS, and it was found out that data was normally distributed. Therefore, parametric analysis was utilized. The participants of this study were 115 high school students. Quantitative analysis methods including descriptive statistics, independent t-test, one-way ANOVA, and Pearson correlation were used.

#### 3.2 Descriptive Statistics for the First Research Question

The participants’ self-efficacy beliefs in distance education were investigated, and descriptive statistics were used for the first research question. The mean and standard deviation for each item was analyzed within the subscales of the ESBS. There were four dimensions in the ESBS: Reading, Writing, Listening and Speaking. In addition to dimensions of the ESBS, overall of the scale was added as a dependent variable. In order to analyze the data, a scoring range produced by Sözen and Güven (2019) was used (see Table 1). The participants rated 34 items in this scale with a 5 point Likert scale ranging from “strongly disagree” to “strongly agree.”

*Table 2.*

*Scoring Range of Likert Scale of the Survey*

	Value	Range
Strongly Disagree	1	1.00-1.80
Disagree	2	1.81-2.60
Neutral	3	2.61-3.40

Agree	4	3.41-4.20
Strongly Agree	5	4.21-5.00

*Table 3.*

*Descriptive Statistics for Subscales of ESBS*

	N	M	SD
Reading	115	3,91	0,73
Writing	115	3,61	0,63
Listening	115	3,87	0,69
Speaking	115	3,81	0,71
Overall Self-efficacy	115	3,79	0,63

N=115

According to Table 3, participants had high levels of self-efficacy in terms of ESBS and subscales. The mean scores of reading are (M=3,91, SD = 0,73), the mean scores of listening are (M=3,87, SD=0,69), the mean scores of speaking are (M=3,81, S=0,79), and the mean scores of overall ESBS are (M=3,79, SD = 0,63). Moreover, the mean scores of the writing are (M=3,61, SD=0,63). Results illustrated that participants showed higher self-efficacy beliefs in reading skills. Moreover, results showed that participants illustrated slightly lower self-efficacy beliefs in speaking skills to listening skills. Furthermore, participants showed slightly lower self-efficacy beliefs in writing compared to other subscales.

*Table 4.*

*Descriptive Statistics for Reading Subscale*

Items		Strongly	Disagree	Neutral	Agree	Strongly	M	SD
		Disagree	Neutral	Agree	Disagree	Agree		
1. I can understand when I read a text in English.	F	2	1	24	49	39	4,0 6	0,86
	%	1,7	0,9	20,9	42,6	33,9		
2. I can understand important points when I read academic texts in English.	F	1	3	38	50	23	3,7 9	0,82
	%	0,9	2,6	33	43,5	20		
3. I can visualize what I read in my mind.	F	2	3	11	60	39	4,1 4	0,83
	%	1,7	2,6	9,6	52,2	33,9		
4. I can find the theme or main idea of the English text I read.	F	2	6	15	57	35	4,0 2	0,90
	%	1,7	5,2	13	49,6	30,4		
5. I can answer questions about an English text.	F	3	1	23	51	37	4,0 3	0,89
	%	2,6	0,9	20	44,3	32,2		
6. I can guess words that I do not know the meaning of in an English text I read.	F	3	14	34	40	24	3,5 9	1,03
	%	2,6	12,2	29,6	24,8	20,9		
7. I can easily find the information I am looking for in an English text.	F	2	5	40	36	32	3,7 9	0,96
	%	1,7	4,3	34,8	31,3	27,8		
8. I believe that I will be successful in the reading sections of the English exams.	F	2	6	28	40	39	3,9 4	0,98
	%	1,7	5,2	24,3	34,8	33,9		

N=115

Participants' self-efficacy beliefs and their reading skills in distance education were analyzed according to the first research question of the study. Items related to Reading and its analysis is shown in Table 4. According to the results, Item 3 (M=4,14, SD=0,83) and Item 1 (M=4,06, SD=0,86) had a higher mean score compared to other items in the reading subscale.

Moreover, Item 6 ( $M=3,59$   $SD=1,03$ ) had the lowest mean score compared to others in the reading subscale. Results illustrated that every item in the reading subscale had a 3.50 or higher mean score and indicated that participants had high levels in terms of self-efficacy beliefs and in reading skills.

*Table 5.*

*Descriptive Statistics for Writing Subscale*

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
9. I can write a good paragraph or composition.	N	6	18	28	35	28	3,53	1,17
	%	5,2	15,7	24,3	30,4	24,3		
10. I can use grammatical rules correctly when writing a paragraph or essay in English.		3	19	37	40	16	3,41	1,01
		2,6	16,5	32,2	34,8	13,9		
11. I can use punctuation marks correctly when writing an English text.		8	9	27	40	31	3,67	1,16
		7	7,8	23,5	34,8	27		
12. I can express my thoughts fully and clearly when writing a text in English.		1	19	34	36	25	3,57	1,04
		0,9	16,5	29,6	31,3	21,7		
13. When I can't write something in English, I try to solve the problem instead of giving up.		3	3	22	51	36	3,99	0,92
		2,6	2,6	19,1	44,3	31,3		
14. I can emphasize important points while writing in English.		1	9	38	40	27	3,72	0,94
		0,9	7,8	33	34,8	23,5		
15. I can rewrite an English text in my own sentences.		3	12	31	44	25	3,66	1,02
		2,6	10,4	27	38,3	21,7		

16. I can express myself in written English in daily life (curriculum vitae, application form, complaint letter, etc.)		4	11	24	45	31	3,77	1,06
		3,5	9,6	20,9	39,1	27		
I can realize my mistakes after writing anything in English.		2	10	36	51	16	3,60	0,90
		1,7	8,7	31,3	44,3	13,9		
18. I need help while doing the activities related to writing in English.		9	24	33	32	17	3,21	1,17
		7,8	20,9	28,7	27,8	14,8		

Participants' self-efficacy beliefs and their writing skill level in distance education were analyzed according to the first research question of the study. Items related to Writing and its analysis is shown in Table 5. According to the results, Item 13 ( $M=3,99$ ,  $SD=0,92$ ), had a higher mean score compared to other items in the Writing subscale. Moreover, Item 18 ( $M=3,21$ ,  $SD=1,97$ ) had the lowest mean score in the Writing subscale. Results illustrated that every item in the Writing subscale had a 3.00 or higher mean score and indicated that participants had high levels in Writing in terms of self-efficacy beliefs in distance education.

Table 6.

*Descriptive Statistics for Listening Subscale*

Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD
19. I can understand spoken English.		2	4	25	50	34	3,96	0,90
		1,7	3,5	21,7	43,5	29,6		
20. I can extract the main idea of the English speech I listen to.		2	4	33	39	37	3,91	0,95
		1,7	3,5	28,7	33,9	32,2		
21. I can understand emotional stresses in a sentence I listen to.		7	9	22	45	32	3,75	1,13
		6,1	7,8	19,1	39,1	27,8		



22. When I listen to a speech in English, I can guess the meaning of words that I do not know.		5	9	32	44	25	3,65	1,04
		4,3	7,8	27,8	38,3	21,7		
23. After hearing a speech in English, I can answer questions about what I have heard.		-	5	30	48	32	3,93	0,85
		-	4,3	26,1	41,7	27,8		
24. I can understand what I am listening to when I watch TV channels/movies in English.		1	7	25	47	35	3,94	0,92
		0,9	6,1	21,7	40,9	30,4		
25. When I listen to a speech, I can distinguish the official language from the daily spoken language.		2	9	26	48	30	3,83	0,97
		1,7	7,8	22,6	41,7	26,1		
26. I can write accurately what I hear while listening to an English reading passage.		3	10	34	43	25	3,67	1,00
		2,6	8,7	29,6	37,4	21,7		
27. I can understand a short English conversation between two people.		2	2	11	54	46	4,22	0,82
		1,7	1,7	9,6	47,0	40		
28. I believe that I will be successful in the listening sections of the English exams.		4	5	23	47	36	3,92	1,00
		3,5	4,3	20	40,9	31,3		

Participants' self-efficacy beliefs and their Listening skill level in distance education were analyzed according to the first research question of the study. Items related to Listening and its analysis is shown in Table 6. According to the results, Item 27 ( $M=4,22$ ,  $SD=0,82$ ) had a higher mean score compared to other items in the Listening subscale. Moreover, Item 22 ( $M=3,65$   $SD=1,04$ ), had the lowest mean score in the Listening subscale. Thus, results illustrated that every item in the Listening had a 3.00 or higher mean score and indicated that participants had high levels in Listening in terms of self-efficacy beliefs in distance education.

Table 7.

*Descriptive Statistics for Speaking Subscale*

Items		Strongly	Disagree	Neutral	Agree	Strongly	M	SD
29. I can meet my daily needs by using English. (Imagine that you are abroad, finding directions, shopping, etc.)		5	11	32	41	26	3,63	1,07
		4,3	9,6	27,8	35,7	22,6		
30. I can express myself in English in an interview. (University admission, job application, etc.)		1	7	33	52	22	3,76	0,86
		0,9	6,1	28,7	45,2	19,1		
31. I can speak English in a formal or informal way depending on the purpose and situation.		2	-	20	59	34	4,07	0,79
		1,7	-	17,4	51,3	29,6		
32. I can answer questions in English.		3	4	29	55	24	3,81	0,90
		2,6	3,5	25,2	47,8	20,9		
33. I can express my thoughts in a different way when the other person does not understand me.		4	9	32	49	21	3,64	0,98
		3,5	7,8	27,8	42,6	18,3		
34. I can speak English in a way that a native speaker can understand.		2	5	37	43	38	3,96	0,95
		1,7	4,3	23,5	37,4	44		

Participants' self-efficacy beliefs and their Speaking skill level in distance education were analyzed according to the first research question of the study. Items related to Speaking and its analysis is shown in Table 7. According to the results, Item 31 ( $M=4,07$ ,  $SD=0,79$ ) had a higher mean score compared to other items in the Speaking subscale. Moreover, Item 29 ( $M=3,63$   $SD=1,07$ ) had the lowest mean score in the Speaking subscale. Thus, results illustrated that every item in the Speaking had a 3.00 or higher mean score and indicated that participants had high levels in Speaking terms of self-efficacy beliefs in distance education.

### 3.3 Inferential Statistics for the Second Research Question

In order to answer the second research question, an independent t-test and one-way ANOVA were used.

*Table 8.*

*Independent Sample T-test Results for ESBS and Gender*

	Gender	N	M	SD	T	P
Reading	Female	55	3,97	0,71	0,81	0,42
	Male	60	3,86	0,74		
Writing	Female	55	3,69	0,61	1,36	0,17
	Male	60	3,53	0,64		
Listening	Female	55	3,91	0,67	0,57	0,56
	Male	60	3,84	0,71		
Speaking	Female	55	3,81	0,72	0,07	0,94
	Male	60	3,80	0,70		
Overall	Female	55	3,84	0,62	0,82	0,41
	Male	60	3,75	0,64		

First, an independent t-test was used to determine whether the online self-efficacy beliefs and language skills of participants differ according to gender. Table 8 indicates that there was no significant difference between online self-efficacy beliefs and participants' gender. Therefore, it can be observed that the participants' online self-efficacies did not differ according to participants' gender. ( $p = 0,42$ ,  $p = 0,17$ ,  $p = 0,56$ ,  $p = 0,94$ ,  $p = 0,41$ ,  $p < 0,05$ ).

Table 9.

*ANOVA Results for ESBS and Age*

	Age	N	M	SD	F	P
Reading	14	28	4,02	0,81	1,33	0,26
	15	32	3,71	0,72		
	16	28	3,91	0,60		
	17	28	4,06	0,74		
Writing	14	32	3,67	0,69	1,86	0,13
	15	28	3,42	0,59		
	16	27	3,57	0,51		
	17	28	3,80	0,68		
Listening	14	32	4,03	0,71	1,14	0,33
	15	28	3,70	0,66		
	16	27	3,89	0,62		
	17	28	3,89	0,76		
Speaking	14	32	3,95	0,81	1,99	0,11
	15	28	3,55	0,57		
	16	27	3,86	0,60		
	17	28	3,90	0,79		
Overall	14	32	3,91	0,70	1,64	0,18
	15	28	3,60	0,57		
	16	27	3,79	0,51		
	17	28	3,90	0,69		

Besides t-test results, ANOVA was performed to determine whether the online self-efficacies of participants differ according to participants' age. Table 9 indicates that there was no significant difference between online self-efficacies and participants' age. Therefore, it can be observed that the participants' online self-efficacies did not differ according to participants' age. ( $p = 0,26$ ,  $p = 0,13$ ,  $p = 0,33$ ,  $p = 0,11$ ,  $p=0,11$ ,  $p < 0,05$ ).

Table 10.

*ANOVA Results for Grade and ESBS*

	Grade	N	M	SD	F	P
Reading	9	25	3,60	0,66	3,52	<b><u>0,03</u></b>
	10	45	3,96	0,75		
	11	45	4,06	0,71		
Writing	9	25	3,46	0,53	1,67	0,19
	10	45	3,57	0,64		
	11	45	3,74	0,67		
Listening	9	25	3,56	0,62	4,07	<b><u>0,02</u></b>
	10	45	3,89	0,73		
	11	45	4,04	0,65		
Speaking	9	25	3,43	0,70	5,41	<b><u>0,006</u></b>
	10	45	3,84	0,64		
	11	45	3,99	0,72		
Overall	9	25	3,52	0,54	3,95	<b><u>0,02</u></b>
	10	45	3,80	0,64		
	11	45	3,95	0,63		

Moreover, ANOVA was performed to determine whether the online self-efficacies of participants differ according to participants' grades. Table 10 indicates that there was a significant difference between online self-efficacies and participants' grades except for writing skills. Results shown in Table 9 indicate that there was a significant difference between Reading and participants' grades. Participants that study in the 11<sup>th</sup> grade tend to have high reading skills compared to other skills ( $p=0.03$ ,  $p < 0.05$ ). Also, there was a significant difference between

Listening and participants' grade. Participants that studies in the 11<sup>th</sup> grade tend to have high listening skills compared to other skills ( $p=0.02$ ,  $p < 0.05$ ). Moreover, there was a significant difference between speaking and participants' grade. Participants that studies in the 11<sup>th</sup> grade tend to have high speaking skill compared to other skills ( $p=0.006$ ,  $p < 0.05$ ). Furthermore, there was a significant difference between overall and participants' grade. Participants that studies in the 11<sup>th</sup> grade tend to have high overall skills compared to other skills ( $p=0.02$ ,  $p < 0.05$ ). To support this, Tukey HSD Posthoc analysis was also conducted to see the source of the differences. According to Tukey HSD Posthoc results, there is a significant difference between 9<sup>th</sup> grade and 11<sup>th</sup> grade age groups. Therefore, it can be observed that the participants' online self-efficacies differed according to participants' grade.

Table 11.

*ANOVA Results for ESBS and English Level*

	Level	N	M	SD	F	P
Reading	A2	11	3,27	0,58	6,25	<b><u>0,001</u></b>
	B1	21	3,68	0,56		
	B1+	18	3,89	0,93		
	B2	34	3,91	0,68		
	B2+	31	4,34	0,58		
Writing	A2	11	3,33	0,45	5,12	<b><u>0,001</u></b>
	B1	21	3,39	0,51		
	B1+	18	3,46	0,72		
	B2	34	3,57	0,64		
	B2+	31	4,00	0,54		
Listening	A2	11	3,31	0,52	7,11	<b><u>0,001</u></b>
	B1	21	3,62	0,51		
	B1+	18	3,81	0,84		
	B2	34	3,84	0,68		
	B2+	31	4,33	0,53		
Speaking	A2	11	3,26	0,50	7,97	<b><u>0,001</u></b>
	B1	21	3,46	0,63		
	B1+	18	3,77	0,66		
	B2	34	3,79	0,70		
	B2+	31	4,28	0,62		
Overall	A2	11	3,30	0,44	7,82	<b><u>0,001</u></b>
	B1	21	3,54	0,42		
	B1+	18	3,72	0,75		
	B2	34	3,77	0,63		
	B2+	31	4,23	0,53		

Moreover, ANOVA was performed to determine whether the online self-efficacies of participants differ according to participants' English level. Table 11 indicates that there was a



significant difference between online self-efficacies and participants' English level. Results shown in Table 10 indicate that there was a significant difference between Reading and participants' English level. Participants that have B2+ level tend to have high reading skills compared to other skills ( $p=0.001$ ,  $p < 0.05$ ). Furthermore, there was a significant difference between Writing and participants' English level. Participants that have B2+ level tend to have high writing skills compared to other skills ( $p=0.001$ ,  $p < 0.05$ ). Also, there was a significant difference between Listening and participants' English level. Participants that have B2+ level tend to have high listening skills compared to other skills ( $p=0.001$ ,  $p < 0.05$ ). Moreover, there was a significant difference between speaking and participants' English level. Participants that have B2+ level tend to have high speaking skills compared to other skills ( $p=0.001$ ,  $p < 0.05$ ). Furthermore, there was a significant difference between overall and participants' English level. Participants that have B2+ level grade tend to have high overall skills compared to other skills ( $p=0.001$ ,  $p < 0.05$ ). To support this, Tukey HSD Posthoc analysis was also conducted to see the source of the differences. According to Tukey HSD Posthoc results, there is a significant difference between B2+ level and B2, B1+, B1, and A2 level groups. Therefore, it can be observed that the participants' online self-efficacies differed according to participants' English level.

Table 12.

*Correlation Between Subscales of ESBS*

		Reading	Writing	Listening	Speaking	Overall
Reading	Pearson	1				
	Correlation					
	Sig. (2-tailed)					
	N	115				
Writing	Pearson	.791**	1			
	Correlation					
	Sig. (2-tailed)	<.001				
	N	115	115			
Listening	Pearson	.824**	.722**	1		
	Correlation					
	Sig. (2-tailed)	<.001	<.001			
	N	115	115	115		
Speaking	Pearson	.780**	.735**	.860**	1	
	Correlation					
	Sig. (2-tailed)	<.001	<.001	<.001		
	N	115	115	115	115	
Overall	Pearson	.929**	.892**	.933**	.908**	1
	Correlation					
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	
	N	115	115	115	115	115

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

Pearson r correlation was used to determine whether there is a relationship between the subscales of the ESBS. According to Table 12, Pearson correlation analysis indicated that there was a statistically meaningful relationship between subscales of the ESBS. Cohen (1992) indicates that the impact of correlation coefficient as different levels such as; small correlation, ( $.10 \leq r < .30$ ), moderate correlation, ( $.30 \leq r < .50$ ), and strong correlation ( $.50 \leq r < 1.00$ ).

A statistically positive strong relationship exists between Reading and Writing ( $r = .64$ ,  $p < .01$ ). Moreover, there is a statistically positive strong relationship between Reading and

Listening ( $r = .82$   $p < .01$ ). Furthermore, there is a statistically positive strong relationship between Reading and Speaking ( $r = .78$   $p < .01$ ). It can be said that an increase in Reading skills will also increase Writing, Listening, and Speaking skills. Furthermore, there is a statistically positive strong relationship between Writing and Listening ( $r = .72$   $p < .01$ ). Also, there is a statistically positive strong relationship between Writing and Speaking. ( $r = .73$   $p < .01$ ) It can be said that an increase in writing skills will also increase listening and speaking skills. Furthermore, there is a statistically positive strong relationship between Listening and Speaking ( $r = .86$   $p < .01$ ). It can be said that an increase in the listening skill will increase the speaking skill.

Also, there is a statistically positive strong relationship between Reading and Overall Self-efficacy ( $r = .92$ ,  $p < .01$ ). Moreover, there is a statistically positive strong relationship between Writing and Overall Self-efficacy ( $r = .89$ ,  $p < .01$ ). Furthermore, there is a statistically positive strong relationship between Listening and Overall Self-efficacy ( $r = .93$ ,  $p < .01$ ). Finally, there is a statistically positive strong relationship between Speaking and Overall Self-efficacy ( $r = .90$ ,  $p < .01$ ). It can be said that an increase in Overall Self-efficacy will also increase Reading, Writing, Listening, and Speaking skills. Results showed that all relationships are positive, strong, and significant. Moreover, results suggested that an increase in online-self efficacies will also increase skills and overall Self-efficacy levels.

### **3.4 Qualitative Analysis Results**

#### **3.5 Themes from the Interview Data**

Semi-structured interviews were carried out among students selected to acquire relevant data for a clearer appreciation of the theme of the study. The interview questions have reached the answer to the research question which is *What are EFL learners' perceptions about their self-efficacy beliefs during online learning system compared to the traditional face-to-face education system?* In addition, content analysis was used in order to be able to conduct the analysis of interview questions. As a result of the analysis, three significant themes were occurred mentioned in the part of the result of this study. The themes comprise 10 students' perceptions of learning language skills in the online environment, students' performances and motivation during online learning, students' English online exam results.

#### **3.6 Students' Perceptions of Learning Language Skills in the Online Environment**

The participants were asked four questions related to language skills include speaking, listening, writing and reading. While some of them have a better understanding of language

skills, some of them vary from speaking to writing skills. The participants answered the four interview questions related to English language skills. As it is shown in Table 12, in terms of expressing themselves against their teachers and peers in the online environment such as while giving an example or asking a question directed to them, 5 students express themselves in the interview that they are able to speak English during online English course. However, the rest of the 5 students are not able to speak English because of their diffidence. Secondly, as the questions related to listening and reading skills, most of the participants found themselves adequate. As for the lowest rate of the participants' self-efficacy in language skills, their writing skills could not develop because of the given feedbacks in the online environment.

*Table 13.*

*Frequency Distribution of Beneficiaries of English Language Skills in the Online Environment*

<i>Themes</i>	<i>Categories</i>	<i>f</i>
Language Skills	Speaking	5
	Listening	7
	Writing	3
	Reading	7

The participants stated that when they listened to the audio, they were able to concentrate on the spoken person since their areas had been more silent than classrooms and there had not been any item that led to poor concentration. An interviewee told this situation that:

*... I was able to concentrate better while listening in online classes because I was in my room and it was a quieter environment, there was nothing to disturb my concentration. Already in the classroom, the teacher was opening the listening part from the computer. As I said, the house became more comfortable in terms of listening activity. (P2)*

There is another participant explained the writing lessons in the online environment and she expressed herself that:

*... When I wrote an essay, I was getting more productive feedback from my teacher when I was in face-to-face training. Even though it was more comfortable to write in online*

*education, I had difficulty in improving myself and learning the truth because the feedback was not efficient. (P1)*

An interviewee expressed himself related to his self-efficacy of online reading lessons that:

*... Reading lessons were very productive because it was easy for me to read a reading passage on the screen and answer his questions, it was easy because I have the internet and I could access all the words I did not know. Actually, I think the best thing about online education was that we could research everything on the Internet. (P6)*

### **3.7 The Students' Motivation and Performance in the Online Environment**

The participants were asked one question related to their motivation and performances in the online English lessons. Most of them expressed themselves as compared to face-to-face English courses and the online courses, there is no difference between their performances and motivation against learning English. Seven of the participants explained that their motivation and performances could increase but the rest of the three participants expressed the emergence of negative effects on their performances and motivation. These effects were demonstrated in Table 13.

*Table 14.*

*Frequency Distribution of Online Self-Confidence Issues*

<i>Themes</i>	<i>Categories</i>	<i>f</i>
Motivation and Performance	The positive effect of learners' performances	7
	The negative effect of learners' performances	3
	The positive effect of learners' motivation	8
	The negative effect of learners' motivation	2

Most interviewees believed that their performances increased in the online learning environment since they had had various technological applications in order to research whatever they sought about learning English. One of the interviewees express himself as:

*...I can say that my performance did not decrease or even increased, because my belief that I can achieve something on my own increased. For example, my English teacher used to*

*give us short-term assignments and I could quickly search for those assignments on the internet, but my performance on the given projects may decrease because our use of technological tools at school is limited. And this affects my motivation badly.(P4)*

Another interviewee expressed herself that face-to-face education system had been more educative since she had asked a lot of questions to the teacher in the classroom. However, in the online learning environment, she thought that all learners across the computer screen could see and hear her and all of them were silent in the class. Therefore, she might not motivate herself since online courses lead to her shyness.

*...For example, I was embarrassed to express myself because online classes are very quiet and when a person speaks, everyone listens. This is not the case in the classroom, the attention may not always be on the speaker in the classroom environment, frankly, my motivation has not increased since online lessons caused me to be shy. (P8)*

### **3.8 Evaluating the students' Own Success Results during Online English Learning**

The participants had been directed the question was that considering your success results, were you more successful in learning English in the classroom or learning English online? Most of them were pleased with the exam grades and they expressed themselves in a detailed way about this situation because of the process Covid-19. They said their school institutions behaved receptively in terms of exams, even the English exams were applied in an online environment. Therefore, although the system has been equipped with various innovative web-based applications, they did not have any difficulty in their exams.

*Table 15.*

*Frequency Distribution of evaluating English exam result*

<i>Themes</i>	<i>Categories</i>	<i>f</i>
Evaluating Online English Exam Results	Those who are satisfied with their grades	8
	Those who are unsatisfied with their grades	2

As it is seen in Table 15, most interviewees had reached success in their online English courses. Only two of ten students had not felt successful. For instance, one of the participants said that:

*... It was a difficult process for me, but our teachers simplified the exams a little more in order not to reduce our motivation because we were taking the exams online. There was no*

*drop in my grades.*

Another student who has been unsatisfied with their exam results said that:

*...It was a bit of a difficult period for me, especially I didn't understand English lessons at all and my grades dropped a lot.*

## **4. DISCUSSIONS, IMPLICATIONS AND RECOMMENDATIONS**

### **4.1 Introduction**

This section of the research provides an overview of the findings, discussion of the findings, implications, and finally, limitations. Furthermore, at the conclusion of the chapter, essential recommendations will be provided.

### **4.2 Summary of the Study**

The study's aim is to look into high school learners' online self-efficacy beliefs in the online learning environment. Whether the students' have self-efficacy belief in terms of online English learning by taking into consideration English language skills or not were evaluated by the survey called ESBS and descriptive statistics were used to reach the aim. Moreover, by using one-way ANOVA and the t-test, the demographic information of the high school volunteer students was analyzed to see if there was a relationship between ESBS and their gender, age, English level, and grades of the participants. Pearson Correlation was used to examine the OLSES subscales. Secondly, semi-structured interviews with the students were carried out to supplement the quantitative data of this study. The purpose of the interviews was to learn about the high school students' self-efficacy beliefs in the online learning environment. There were 10 students who took part in the interviews.

### **4.3 Discussion of the Results**

#### **4.4 Discussion of the First Research Question**

This research aimed to demonstrate high school EFL learners' self-efficacy beliefs in the online learning environment. This situation was measured by using the survey named ESBS. The questionnaire, ESBS, consists of four subscales which are English language skills, reading, listening, writing, and speaking. When the results of ESBS were investigated, the high school students' self-efficacy beliefs were found high level. Self-efficacy should have been measured by certain projects and environments, (Bandura, 1997), because it can differ among school subjects. Other studies have argued for implementing multidimensional surveys to evaluate ESL learners' self-efficacy rather than basic self-efficacy items (Wang et al., 2013). In that respect, ESL learners' self-efficacy beliefs of learning in the online environment can be investigated by paying attention to separate language skills. A few studies were found almost similar to this study. For example, according to a study performed with Taiwanese college students, a strong link between students' self-efficacy and their writing skills was found and they discussed the reasons of the high self-efficacy beliefs during online learning. (Chen & Lin, 2009).



When the items were examined one by one, the students' self-efficacy beliefs were high in terms of language learning in online education. Therefore, the questions that are of the highest value and decisively related to self-efficiency among the items were chosen for discussion. First, compared to the items of ESBS, item 13, which was related to solving the problem of feeling insufficient in writing an essay instead of giving up, including the writing skill, was the highest score of the subscale. It shows that the EFL learners can try to take correct feedback from their EFL teachers in the online environment. Indeed, they could learn but also create more sophisticated sentences in their essays after the feedback given in the online language courses. In other words, they could use digital dictionaries, corrective grammar applications, and various example essays with the help of the Internet. They Moreover, as for item 16 the second-highest rate of learners' self-efficacy belief, it could be seen that learners are able to express themselves in a detailed way in the online writing courses since learners are empowered that they can write a complaint letter or fill an online application form. The reason why they have high self-esteem in terms of using a computer while writing some tasks in English that Bandura & Schunk (1981) discovered that students' academic self-efficacy seems to be more likely to pursue tough activities, while learners with low are reluctant to accept on difficulties and often avoid them (Schunk, 1990). Furthermore, as for students' self-efficacy in reading skills in the online environment, they had the most grateful rate of self-efficacy. It can be interpreted that, especially items 1 and 3, when EFL learners have read a text, they are able to comprehend utterances and visualize images related to the target text. Learners who can use self-regulatory techniques in digitally learning environments are more challenged and competent in comprehending course topics and encouraged to read tasks (Chang, 2005). Therefore, web-based activities can improve learners' creativity, imagination, performance, and motivation on challenging tasks. In other words, if a learner tries to seek various on the Internet related to reading text at his own English level, he can develop his own capacity to learn English in the online environment. It can be interpreted that the high school EFL learners in this study have tended to search different tasks on the Internet since their self-efficacy of learning online is high. For instance, when item 7, related to finding unknown information in an English text investigated, it can be understood that learners are able to use Internet searching in an efficient way. As for the participants' results of the subscale including listening skills, learners' self-efficacy belief rates are quite high. For example, looking into item 27, related to understanding a conversation between two people, the high school students have been able to recognize the topic of the conversation. It can be interpreted that a listening activity in the online environment, especially dialogues, has enabled learners to occur self-efficacy beliefs against the second language. Even though this research does not emphasize on self-directed education, this is significant for language students to comprehend how to learn English

efficiently in the online environment. In fact, self-directed education might mean more for online education because students are responsible for trying to adopt and strive to learn on their own, and even if it is an online education that is directed by a teacher, most ESBS questions were also a self-efficacy scale for evaluating their ability to study and learn English on their own. In addition, the sub-headings of the ESBS questionnaire were divided according to language skills, so the self-efficacy of students learning English in online education was also measured by taking language skills into account. For example, understanding the self-efficacy belief by investigating learners' improvement of listening skills during distance education might have been a determinant factor. Students look for various listening activities, watch TV series spoken in the English language, and follow daily news supported videos and they may think that they have improved themselves in terms of listening in online education. For example, in this study, item 24 which is related to watching movies and channels in the target language is related to using the internet efficiently. Students have had rather high self-efficacy level on understanding the language when they watch something in an online environment. Moreover, comprehending the main idea of a listening task is quite an important factor in order to comprehend and answer the questions in a correct way. In item 20, the high school students' finding main idea of a listening task was measured and it seemed that they have had quite self-efficacy beliefs related to this situation. In a study conducted by Graham et al. (2008), students were able to communicate about the guidebook exercises they did with learners, but not about ways they studied listening. Their study seems to show a listening technique moulded by practice and books rather than pedagogical concepts, with educators believing that listening is a skill that can be acquired easily by repetition and exercise. As a result, watching educational videos, documentaries and movies might help increase students' online self-efficacy belief. The last and quite important language skill of the questionnaire among subscales was speaking. When investigating items of the subscale of speaking, the mean score of all questions is high. It seems that the high school learners' have been encouraged to speak English in their online courses and they have improved their self-efficacy by speaking English day by day with the help of using English with their peers and foreign language teachers through various web-based applications such as Zoom. Unfortunately, it appears that few studies have been completed on the connection among both speaking skills success and self-efficacy beliefs in speaking. Recent research by Liu (2013), who explored the impacts of a college "English Bar" that is a web-based application on youths' speaking English, is one of very few research concerning speaking self-efficacy. According to a survey and also in interviews, learners who frequently speak English at the "Bar" demonstrated a much greater capacity for self-efficacy than their friends who rarely or never addressed the "Bar". Liu (2013) summarized the benefits of attending the "Bar" as regards initially, learners are empowered to choose their mates and subjects to help them relax.

Furthermore, international educators and their colleagues motivated learners with limited English skills. Lastly, this study also taught that as English language learners attend an environment spoken English, they can develop their fluency in English. As it seems to the survey, item 31 related to speaking formal and informal English language depending on purpose and situation is the highest score among other questions. It demonstrated that encouraging speaking in any environment, online or face-to-face, had improved both formal and informal speaking skills. The lowest but as mean is high, item 29 is related to meeting daily needs by using the English language. For example, there is an almost similar study conducted by Isabelli (2001) that investigated the learning languages of American learners studying in Argentina. She discovered that learners who created online platforms in which students engaged often with native English speakers performed much better than those who had not. Both the findings of this study and Isabelli's findings (2001) suggest that students' increases incompetence competence while their time abroad is linked to relationships with other speakers. It might be learnt that interaction with natives or fluent spoken people in their own country on online platforms might be a key factor to increase the self-efficacy belief on speaking skill. As a result, it could be explored and investigated other studies to make sure to discuss the results of this study.

#### **4.5 Discussion of the Second Research Question**

The second research question of this study and its' results have revealed the relations of gender, age, class grade and English language level and students' self-efficacy belief in the online English classes. Firstly, the results have shown that there is no adequate relationship between the participants and their gender. It might be claimed that learning a second language and learners' gender is not clear evidence to determine the level of self-efficacy belief in the online environment since it has been understood that whether a learner is a boy or girl is not much significant to adapt a language in this study. There have been many studies with respect to the relations of gender and EFL self-efficacy belief yet while some of them have related with gender differences, some others have not been. When taken into consideration other studies like the previous example, gender differences might differ from study to study. For instance, there had been one of the findings with regard to the occurrence of an important difference of gender with the usage of language observed by Rahimi et al. (2004). The fact that the volunteer students in the research were English college learners could be one cause of the lack of gender substantial differences in self-efficacy beliefs against learning English. This example study conducted by Rahimi et. al (2004) illustrates that it's likely that the learners' consciousness of effective learning in the research reduced gender impact (Bonyadi et al., 2012). As for the relationship between participants' age and their self-efficacy belief in online English learning

in this study, it can be observed that the participants' online self-efficacies did not differ according to their age. Even though the link between self-efficacy and age was not well defined, several research has been examined into personality features associated with self-efficacy that change with the age factor (Davis et al, 2007). In this study, there have been high school students who are between 15 and 17, so the difference between young and adult cannot be measured and explained in an effective way. Furthermore, students' class grades had created a significant difference when ESBS was investigated. In this study, it might be comprehended that learners' English language skills may be related to their self-efficacy in the online courses. The survey was conducted in the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades and it has been shown that 11<sup>th</sup> grades have had the highest rate of self-efficacy belief during online English learning. There might be an important reason for the relation between the highest grade and highest rate of self-efficacy beliefs towards English language skills during distance education. English language education requires a lot of effort and performance. The reason why the self-efficacy of the eleventh graders is at the highest rate can be considered as the contribution of the English education they have received since the ninth grade. In fact, it seems that the longer the duration of the English language education received, the greater the self-efficacy and students' sense of confidence in the target language, and this can also be an important reason. When the studies were investigated, according to Chan et al. (2012), There were 12 articles that show the relation between self-efficacy beliefs and achievement as measured by class grades in language learning, such as Mahyuddin et al. (2006); Herron et al. (2007); Hsieh & Schallert (2008) or skills in a particular field of the second language – reading (Herron, 2007), the skill, listening (Abedini & Rahimi 2009; Mills, Pajare The results among those investigations were consistent with previous studies in many subjects, such as math and education in general. For example, those articles are written by Dennissen et al.al (2007), Multon et al. (1991) and Pajares (1996) and Pajares & Schunk (2001) that found self-efficacy was a substantial predictor of performance and linked to class grade. However, these researchers had investigated only the relationship between self-efficacy, language learning by dividing into the participants according to their class grades. They had not added online education to their studies. If some comments are needed to be made in this study, class grades have been playing a role to determine students' self-efficacy beliefs while learning second language in the online environment since students improve their performance, their learning abilities have been increasing day by day. Moreover, it can be said that self-efficacy belief is directly proportionate to students' improvement. In fact, English language learning does not depend on short term acquisition. As students' class grades increase, their self-confidence against the target language has been enhanced. As for the online learning period, even if this period has innovative advances based on technology, most students in this study do not have difficulties in using the web-based applications because those students

have the native ability in the usage of technological devices thanks to the innovations of the 21st century. Therefore, it can also be said that the closer students are to technology, the more efficient they feel in online education. In addition, the student's past experience increases as grades increase. The reason for the fact that eleventh-grade students who are participants in this study, that is, students who study in the highest grade among the participants, their self-efficacy against language learning in online education at the highest rate might be their past experiences. Jan (2015), for instance, performed research involving 103 students enrolled in online classes at a college in the United States. Learners' self-efficacy, Internet self-efficacy, past achievements in online learning, learners' happiness were all assessed. The research showed a positive and important correlation between computer self-efficacy and prior experience with online learning, as well as a high correlation between academic self-efficacy and prior experiences with online learning. It can be inferred from the findings of the research from Jan (2015), past experiences related to computer ability and previous projects done throughout the Internet influences learners' current self-efficacy. As this study showed, 11<sup>th</sup> grades among all participant students in this research were the oldest ones and had the highest rate of self-efficacy belief during learning English in the online environment. As a result, the oldest students among others have had more past experiences with computer technology and had the most self-efficacy belief. As for the last determiner, students' English level, results shown in Table 10 indicate that there was a significant difference between the four skills and participants' English levels. Especially students who take online course at B2+ English level have had the most positive effect and the highest rate of their self-efficacy beliefs. However, not only B2+ students but also the other students divided into English levels have had an efficient positive impact on self-efficacy in the online environment. The subheadings of the survey, called ESBS, were conducted in English language skills, and students at the B2+ level proved that they were very proficient in language skills. The B2+ level is the highest language level of the language education given in the high school where this research was conducted. Given this situation, students' prior knowledge, self-efficacy can be evaluated as discussed in the case of occurrence of a high-level language because the best students at the same time, the most experienced ones are more productive and feel themselves to other students in online education so that it may be inevitable that a comment can be made. Prior knowledge of learners might encourage students' self-efficacy in learning L2. Novak with confreres (Novak et al. 1983) were extremely keen on the contrasts among conventional and relevant acquisition, including the function of past information on language learning. In this research, participants' answers created a nearly similar impact on the determiner factors, class grades and English levels. It can be inferred that both computer use and background knowledge gradually increase students' self-efficacy towards online education. Language teachers play an important role during education since in order to occur a learners'

English level, language teachers and becoming a good organizer during lessons are paralleled with students' English level. As a result, it can be understood that the reason why students who have had B2+ English level had the highest rate of self-efficient might be that they have the highest level of English because they had the most experiences of English learning in both face-to-face and online environments.

#### **4.6 Discussion of the Third Research Question**

In the third research question, the results of qualitative data have been evaluated, and three important themes were found. The themes were related to students' perceptions of learning language skills in the online environment, their motivation and performance and success results in the process of online language learning. First, the result of ESBS and interview results are paralleled with each other in terms of the self-efficacy of the participants. When the participants compared to the face-to-face education system with distance education, their perceptions of learning language skills have hardly ever varied from face-to-face to distance education. There is a result of a study conducted by Bali and Lui (2018) that the results indicated that the college level had little bearing on distance and traditional learning. There has been no substantial distinction in learner views among students in online and traditional learning. Despite the fact that the traditional learning system is regarded to be more satisfying, some people prefer distance classes to face-to-face sessions for the comfortability of scheduling, as well as the willingness to multitask whenever they want rather than when they have to. Moreover, in terms of learning language skills in the online environment, the participants of this study have had various perspectives. When the listening skill is taken into consideration in the interview questions, the participants of this study had not felt a difference while listening to audio since their English language teachers had used computers both in the class and online environment.

The interviews also expressed that apart from online classroom time, their teachers had sent some links in order to listen to the audios at their homes. As a result, with the help of the extra web-based materials, they mentioned they could be able to improve themselves at listening language skills. In addition, research conducted by Megat et al. (2021) demonstrates that according to the findings of the research, the number of learners (80%) selected the internet mainly since it allowed them to log into the network and conduct the listening exercises with their own time and at their own speed, whereas only 20% chose the traditional technique. In fact, studying alone at home is an important learning strategy to increase language learners' self-efficacy. This situation might be supported with online educational platforms by language teachers. Moreover, there had been almost the same expressions of intervenes for reading skill. They had adequate self-efficacy beliefs about using online platforms together with their

language teachers in this study. Learners did not have any difficulties in reading texts in the online environment. Writing and speaking also had created the same impact on students during online language learning. When other studies related to developing language skills and learners' self-efficacy in the online environment investigated, online learning seems to have a real home (Nasir, 2021). Nevertheless, the presenter or teacher must be adaptable and give learners the skills for dealing with this type of education. Furthermore, the teacher must be more conscious of the learners' preparedness to participate in online learning. by using proper technique, a teacher may make studying more interesting for learners, allowing them to become much more innovative or in command of their own education. Supplying the internet to learners involves interacting in active learning, which is accomplished by establishing numerous venues for them to connect, debate, and be imaginative, allowing them to thrive and explore in new ways. Moreover, when investigating the high school students' motivation and performances, it was recognized that since students felt self-efficient while receiving online education, their motivation and performance had increased accordingly. In fact, motivation and performance emerge with the results of success, and in this way, students' self-efficiency is formed. The comments of the volunteer students who participated in the interview were that they did not have difficulty in online education, and they stated that they got used to this education style. Getting used to it is a motivating approach, so it is likely to guide performance and productivity as well. In addition, it seems that students of this age are much better at using technology than previous generations. This may be one of the reasons why they do not have difficulties when their training is online.

This shows that the students were accustomed to the technology and could perform well in the given projects. According to Darasawang et al. (2018), performance evaluations are concerned with how successfully students complete activities at a specific time, while achievement goals are concerned with how well learners perform or understand the content in the end, regardless of how many times it takes. As a result, adopting both sorts of targets may encourage both short- and long-term adaptability and tenacity in trying to write electronically.

To conclude, the three research questions demonstrated that even though the technology is always a self-renewing tool, it has the basic knowledge to be known. The basics of technology can be known today by the youngest generation since the participants of this study are self-efficient in the online environment while learning L2.

#### **4.7 Implications**

The proportionality of the questions used for this study can be an effective example for future studies. Therefore, it may be appropriate to use an ESBS questionnaire for future studies. Thanks to ESBS, it was easy to measure how efficient students felt in online education,

and it became clear that this questionnaire was suitable for use for measuring self-efficiency in online education. At the same time, students who learned English understood that they could easily learn every language skill in online education and made their own assessments thanks to the ESBS questionnaire. For example, when we compared it with other English language skills, a lower rate was seen in students' writing skills. Studies should be researched to increase the self-productivity of students for writing skills during online education. Not only ESBS survey questions, but also the analysis findings made in this direction can be used as a reference for future research. Even if it is easy to find surveys related to self-efficacy, it is not easy to replace and apply these survey questions for online education. The ESBS questionnaire can be easily applied as an assessment for both types of education.

Although the Covid-19 pandemic has caused people to face very difficult days, it cannot be ignored that it has started an innovative revolution in terms of education because almost all students around the world have had to study online for a semester. In fact, it is expected that further research on distance education and student productivity conducted on language education will be conducted in the coming days.

Since the participating students of the data obtained from this study are high school students, it is hoped that the English teachers of the high school where the study was conducted will be provided with the necessary information and recommendations regarding the results. Moreover, EFL teachers should use the survey, ESBS, in their schools in order to obtain an efficient ideas of their students against online English learning. It is expected that a sample of this thesis will be found in the library of the high school where the research was first conducted.

#### **4.8 Limitations**

The data of this study were collected in a high school located in only one city in Turkey. Only high school students may not have been enough to measure self-efficacy in online English language education. Therefore, being able to reach a wider audience in terms of the number and location of participants could have produced more evidential results. Due to the pandemic, the questions were not distributed by hand, they were sent online to high school students.

#### **4.9 Recommendations for Further Research**

Studies in online English language education can be conducted with students of all ages and students of all language levels living in various countries. In addition, such types of studies can be improved by applying more far-reaching platforms of technology. For English language students and not only English language teachers, the possibility of a mixed study can



be quite efficient by making self-efficacy measurements in online education.

#### **4.10 Conclusion**

The pandemic days have led to a change in the perspective of every student and the education system has become innovative. Many research studies were conducted on the students of this period to measure their efficiency. Like every person in the students, they had difficulties in the early days because they were not used to this situation, but the fact that they were young and born in the age of technology made the students more fortunate in terms of getting used to this period. According to the results of this research, students studying online in this age of technology are aware that they can be efficient against the English language. The bottom heads of the questions in the questionnaire called ESBS and the self-efficacy of the four language skills were also examined. Conducting an examination taking into account all four language skills in online education has played an important role in achieving more detailed results, and this has been taken into account when discussing research questions.

Studying students in terms of age, grade, language level was also a determinant and helped to produce more detailed results. As a result, the self-efficacy of EFL students in online language education was examined with both questionnaire and interview questions, and detailed comments and findings were obtained thanks to this mixed study.

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Figure 1. Fig. 1. Components of of Self-Efficacy (Source's: Bandura, 1997)

D.H. Schunk Self-efficacy and achievement behaviors *Educational Psychology Review*, 1 (1989), pp. 173-208

Self-efficacy in Second/Foreign Language Learning Contexts Saeid Raoofi<sup>1</sup> , Bee Hoon Tan<sup>1</sup> & Swee Heng Chan<sup>1</sup>doi:10.5539/elt.v5n11p60 URL: <http://dx.doi.org/10.5539/elt.v5n11p60>

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## APPENDICES

## Appendix A: Appendix A: Ethic Committee Approval of Çağ University

1	T.C	
2	ÇAĞ ÜNİVERSİTESİ	
3	SOSYAL BİLİMLER ENSTİTÜSÜ	
4	TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİN / ETİK KURUL İZİN TALEP VE ONAY TUTANAK FORMU	
5	ÖĞRENCİ BİLGİLERİ	
6	T.C. NOSU	
7	ADI VE SOYADI	CANSU YAŒ
8	ÖĞRENCİ NO	20198061
9	TEL. NO.	
10	E - MAIL	
11	ADRESLERİ	
12	ANA BİLİM DALI	Sosyal Bilimler Enstitüsü - İngiliz Dili Eğitimi
13	HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
14	İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLIK KAYDININ YAPILIP- YAPILMADIĞI	2020 / 2021 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.
15	ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
16	TEZİN KONUSU	Investigating EFL Learners' Self-efficacy Beliefs in the Online Learning Environment
17	TEZİN AMACI	The aim of this study is to investigate EFL learners' self-efficacy belief in an online learning environment and EFL learners' perceptions toward online learning.
18	TEZİN TÜRKÇE ÖZETİ	Yabancı dil olarak İngilizce öğrenen lise öğrencilerinin çevrimiçi öğrenme ortamındaki özverimlilik inançlarının incelenmesi
19	ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/	Sektör: Okul (Özel Çağ Anadolu Lisesi / Özel Çağ Fen ve Teknoloji Lisesi)

İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Tarsus İlçe Milli Eğitim Müdürlüğü Özel Çağ Anadolu Lisesi ve Özel Çağ Fen ve Teknoloji Lisesi / Yenice / Mersin
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Mersin ilinde Yenice ilçesinde bulunan Özel Çağ Anadolu Lisesi ve Özel Çağ Fen ve Teknoloji Lisesi 9, 10 ve 11. Sınıf öğrencilerine İngilizce derslerinde çevrimiçi öğrenme ortamındaki özverimlilik inançlarının incelenmesi ile ilgili anket uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Self Efficacy Belief Scale (Öz Verimlilik İnanç Ölçeği)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 2 Sayfa / Self Efficacy Belief Scale (Öz Verimlilik İnanç Ölçeği) Ölçeği. 2) 1 Sayfa Demographic Consent Form (Demografik Bilgi Formu).
ÖĞRENCİNİN ADI - SOYADI: CANSU YAŒ Tarih: 20.04.2020	Öğrencinin imzası:
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU	



TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI			SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
Adı - Soyadı: Semiha KAHYALAR GÜRSOY	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ			Adı - Soyadı: Şehnaz ŞAHİN KARAKAŞ	
Unvanı: Dr. Öğr. Gör.	Unvanı: .....	Unvanı: Doç. Dr.			Unvanı: Prof. Dr.	
İmzası:Evrak onayı e-posta ile alınmıştır.	İmzası: .....	İmzası:Evrak onayı e-posta ile alınmıştır.			İmzası:Evrak onayı e-posta ile alınmıştır.	
... / ... / 20....	... / ... / 20....	... / ... / 20....			... / ... / 20....	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır.	onayı e-posta ile alınmıştır.	onayı e-posta ile alınmıştır.	İmzası :Evrak onayı e-posta ile alınmıştır.	onayı e-posta ile alınmıştır.	onayı e-posta ile alınmıştır.	onayı e-posta ile alınmıştır.
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Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input checked="" type="radio"/>					
OY ÇOKLUĞU İLE	<input type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 01/ 10 / 2021 - 15/11/2021 tarihleri arasında uygulanmak üzere gerekli izin verilmesi tarafımızca uygundur.				
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

## Appendix B. Self-efficacy Beliefs Scale

1. Cinsiyetiniz: A) Erkek B) Kız
2. Yaşınız: A) 14 B) 15 C) 16 D) 17
3. Lisede kaçınıcı sınıf öğrencisisiniz: A) 9 B) 10 C) 11
4. İngilizce dersi aldığınız seviye: A) A2 B) B1 C) B1+ D) B2 E) B2+

Değerli Katılımcı;

Bu anket sizin uzaktan eğitim sürecinde İngilizce derslerine karşı öz yeterlilik inancınızı ölçecektir. Anket beş kısımdan oluşmaktadır. İlk kısımda demografik bilgilerinizle ilgili bölüm yer almaktadır. İkinci kısımda çevrimiçi okuma, üçüncü kısımda yazma, dördüncü kısımda dinleme ve beşinci kısımda konuşma becerilerinizi ölçmeye yönelik sorular oluşmaktadır. **Soruları cevaplarırken Covid-19 pandemi döneminde evlerinizde çevrimiçi aldığımız eğitimde göre cevaplamayı unutmayınız.** Cevaplarınız yalnızca bu araştırma için kullanılacaktır, bunun dışında hiçbir kişi veya kurum ile paylaşılmayacaktır.

Aşağıdaki ankette kendinize en yakın gelen şıkkı işaretleyiniz.

- 1- Kesinlikle Katılmıyorum
- 2- Katılıyorum
- 3- Tarafsızım
- 4- Katılıyorum
- 5- Kesinlikle Katılıyorum

Katkılarınız için çok teşekkür ederim

Cansu Yanç

**Aşağıdaki soruları Covid-19 pandemi döneminde çevrimiçi eğitimde aldığınız İngilizce derslerine göre cevaplayınız.**

	Kesinlikle Katılmıyorum	Katılıyorum	Tarafsızım	Katılıyorum	Kesinlikle Katılıyorum
	1	2	3	4	5
<b>OKUMA</b>					
1-İngilizce bir metin okuduğumda anlayabilirim.	1	2	3	4	5
2- İngilizce akademik metinler okuduğumda önemli noktaları anlayabilirim.	1	2	3	4	5
3- Okuduklarımı zihnimde canlandırabilirim.	1	2	3	4	5
4- Okuduğum İngilizce metnin temasını ya da ana fikrini bulabilirim.	1	2	3	4	5
5-İngilizce bir metinle ilgili soruları cevaplayabilirim.	1	2	3	4	5
6- Okuduğum İngilizce bir metinde anlamını bilmediğim sözcükleri tahmin edebilirim.	1	2	3	4	5
7- İngilizce bir metinde aradığım bilgiyi kolaylıkla bulabilirim.	1	2	3	4	5
8- İngilizce sınavlarının okuma bölümlerinde başarılı olacağıma inanıyorum.	1	2	3	4	5
<b>YAZMA</b>					
9- İyi bir paragraf ya da kompozisyon yazabilirim.	1	2	3	4	5
10- İngilizce bir paragraf ya da kompozisyon yazarken dilbilgisi kurallarını doğru kullanabilirim.	1	2	3	4	5
11- İngilizce bir metin yazarken noktalama işaretlerini doğru kullanabilirim.	1	2	3	4	5
12- İngilizce bir metin yazarken düşüncelerimi tam ve açık olarak ifade edebilirim.	1	2	3	4	5
13- Bir şeyi İngilizce yazamadığımda, pes etmek yerine sorunu çözmek için çaba sarf ederim.	1	2	3	4	5
14- İngilizce yazarken önemli noktaları vurgulayabilirim.	1	2	3	4	5

15- İngilizce bir metni kendi cümlelerimle yeniden yazabilirim.	1	2	3	4	5
16- Günlük yaşamda kendimi İngilizce yazılı olarak ifade edebilirim(özgeçmiş, başvuru formu, şikâyet mektubu vb.)	1	2	3	4	5
17- İngilizce herhangi bir şey yazdıktan sonra hatalarımın farkına varabilirim.	1	2	3	4	5
18- İngilizce yazma ile ilgili verilen etkinlikleri yaparken yardıma ihtiyaç duyarım.	1	2	3	4	5
<b>DİNLEME</b>					
19- İngilizce konuşulanları anlayabilirim.	1	2	3	4	5
20- Dinlediğim İngilizce konuşmanın ana fikrini çıkarabilirim.	1	2	3	4	5
21- Dinlediğim bir cümledeki duygusal vurguları anlayabilirim.	1	2	3	4	5
22- İngilizce bir konuşma dinlediğimde bilmediğim sözcüklerin anlamını tahmin edebilirim.	1	2	3	4	5
23- İngilizce bir konuşma duyduktan sonra duyduklarım ile ilgili soruları cevaplayabilirim.	1	2	3	4	5
24- İngilizce televizyon kanallarını/ filmleri izlediğimde dinlediklerimi anlayabilirim.	1	2	3	4	5
25- Bir konuşma dinlediğimde resmi dil ile günlük konuşma dilini ayırt edebilirim.	1	2	3	4	5
26- İngilizce bir okuma parçasını dinlerken duyduklarımı doğru olarak yazabilirim.	1	2	3	4	5
27- İki kişi arasında geçen kısa bir İngilizce konuşmayı anlayabilirim.	1	2	3	4	5
28- İngilizce sınavlarının dinleme bölümlerinde başarılı olacağıma inanıyorum.	1	2	3	4	5
<b>KONUŞMA</b>					
29- Günlük yaşamda gerekli	1	2	3	4	5


ihtiyaçlarımı İngilizce'yi kullanarak karşılayabilirim. (Yurt dışında olduğunuzu düşünün, yer-yön bulma, alış-veriş vb.)					
30- Bir mülakatta kendimi İngilizce olarak ifade edebilirim. (Üniversiteye giriş, iş başvurusu vb.)	1	2	3	4	5
31- Amaca ve duruma göre resmi ya da resmi olmayan bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
32- İngilizce sorulan sorulara cevap verebilirim.	1	2	3	4	5
33- Karşımdaki beni anlamadığımda düşüncelerimi başka şekilde ifade edebilirim.	1	2	3	4	5
34- Anadili İngilizce olan bir kişinin anlayabileceği şekilde İngilizce konuşabilirim	1	2	3	4	5

## **Appendix C: Semi-structured interview questions**

### **Interview Questions**

1. What are your expectations in online English language learning system?
2. Do you think your motivation and performance has been increasing during online learning? Why/Why not?
3. Can you follow the course content properly in the online language courses.
4. Compared to face to face English language courses, are there any advantages or disadvantages of online English language courses in terms of efficacy?
5. Can you express yourself in English during online English learning?
6. Do you believe you will be successful in the listening test in the online English courses?
7. Are you able to follow the reading text and answer questions during the online English course?

## Appendix D: Approvals from the Members of the Ethics Committee



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100003588  
Konu : Cansu YANÇ'ın Tez Anket İzni

19.05.2021

**ÖZEL ÇAĞ KOLEJİ**

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Cansu YANÇ isimli öğrencimiz, **"Investigating EFL Learners' Self-efficacy Beliefs in the Online Learning Environment"** konulu tez çalışmasını Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Semiha GÜRSOY** danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında **Özel Çığ Anadolu Lisesi ve Özel Çığ Fen ve Teknoloji Lisesi 9, 10 ve 11. Sınıf öğrencilerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Windows'u Etkinleştir  
Windows'u etkinleştirmek için Ayarlar'a gidin.



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100003098  
Konu : Bilimsel Araştırma ve Yayın Etiği Kurulu Kararı Alınması Hakkında

26.04.2021

**REKTÖRLÜK MAKAMINA**

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu kararınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarında halen tez aşamasında kayıtlı olan **Başak Kaplan, Cansu Yanç, Çağla Usul, Deniz Soyçan, Kubra Baydaş, Özge Sabahoğlu, Sinan Oğan** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'lerde sunulmuş olduğuna arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 7 Adet öğrenciye ait tez evrakları listesi.



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2100003495  
Konu : Bilimsel Araştırma ve Yayın Etiği Kurul İzni Hk.

12.05.2021

**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

**İlgi :** 26.04.2021 tarih ve E-23867972- 050.01.04-2100003098 sayılı yazınız.

İlgi yazıda söz konusu edilen **Başak KAPLAN, Cansu YANÇ, Çağla USUL, Deniz SOYCAN, Kubra BAYDAŞ, Özge SABAHOĞLU, Sinan OĞAN** isimli öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

## Appendix E: Approval Request from the High School

Şayı: 9

Konu: Cansu Yanc Tez Anket İzin

### ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

İlgi: Çağ Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğüne 17.03.2022 tarihli E.2 / 9 sayılı Cansu Yanc tarafından hazırlanan tez anket izin yazısı

İlgi yazı kapsamında adı geçen Cansu Yanc'ın kurumumuzda lise öğrencilerimiz ile Tez Anket çalışmasını yapması uygundur.

M. Gökhan Karşloğlu

Özel Çağ Anadolu ve Fen ve Teknoloji Lisesi Müdürü

Winc  
Windo