

## Determination of English Self-Efficacy Beliefs of Sports Sciences Students<sup>1</sup>

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DOI: <https://doi.org/10.38021asbid.1208458>

ORIJINAL ARTICLE

Trabzon Üniversitesi,  
Yabancı Diller  
Yüksekokulu,  
Trabzon/Türkiye

### Abstract

This study considers exploring self-efficacy beliefs of students from the Faculty of Sports Sciences by focusing on their awareness in four skills (reading, listening, speaking, writing) in foreign language learning. Most of the studies in language learning examine students from language classes, and correspondingly, language learning studies with other students from other disciplines are less researched. Emphasizing the prominence of students' own beliefs and the impact of the beliefs in learning English as a target language, the study focuses on two research questions: first, what self-efficacy beliefs of students from the Faculty of Sports Sciences have on four foreign language learning skills, and second, to what extent there is a meaningful difference between demographic variables and students' self-efficacy beliefs in achieving English four basic skills. The scarcity of the researches of learning English in sports discipline in Turkish universities and the observation of the anxiety and demotivation of students from sports departments inspired the researcher to investigate the connection between demographic features and self-efficacy beliefs. To achieve the objectives, both quantitative and qualitative methods have been applied. The findings displayed that Sports Sciences students mostly regard English as a course but not a communication tool to be needed in their future, and the students have more positive beliefs of self-efficacy in reading in English. Furthermore, while gender, class, and previous English experience variables do not have significant effects on English self-efficacy beliefs, the significant differences were determined with the department, father's education level, mother's education level, and English course grade variables.

**Key Words:** Self-Efficacy, English, Sports Sciences, Language Learning

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## Spor Bilimleri Öğrencilerinin İngilizce Öz-yeterlik İnançlarının Belirlenmesi

### Öz

Bu çalışma, Spor Bilimleri Fakültesi öğrencilerinin yabancı dil öğreniminde dört beceri (okuma, dinleme, konuşma, yazma) bakımından farkındalıklarına odaklanarak öz-yeterlik inançlarını keşfetmeyi amaçlamaktadır. Dil öğreniminde yapılan çalışmaların çoğu dil sınıflarındaki öğrencileri incelemektedir ve buna bağlı olarak diğer disiplinlerdeki diğer öğrencilerle yapılan dil öğrenimi çalışmaları daha az araştırılmaktadır. Öğrencilerin kendi inançlarının önemini ve hedef dil olarak İngilizceyi öğrenmeye yönelik inançlarının etkisini vurgulayan bu çalışma, iki araştırma sorusuna odaklanmaktadır. Birincisi, Spor Bilimleri Fakültesi öğrencilerinin dört yabancı dil öğrenimi becerilerine ilişkin öz-yeterlik inançlarının neler olduğu ve ikincisi ise, İngilizcedeki dört temel beceriye ulaşmada demografik değişkenler ile öğrencilerin öz-yeterlik inançları arasında ne ölçüde anlamlı bir farklılık olduğudur. Türk üniversitelerinde spor disiplininde İngilizce öğrenmeye yönelik araştırmaların azlığı ve spor bölümü öğrencilerinin kaygı ve motivasyon eksikliği gözlemlenmesi, araştırmacıya demografik özellikler ile öz-yeterlik inançları arasındaki bağlantıyı araştırma konusunda ilham vermiştir. Araştırmanın hedeflerine ulaşmak için hem nicel hem de nitel yöntemler uygulanmıştır. Bulgular, Spor Bilimleri öğrencilerinin İngilizceyi ileride ihtiyaç duyacakları bir iletişim aracı olarak değil, daha çok bir ders olarak gördüklerini ve öğrencilerin İngilizce okuma konusunda daha olumlu öz-yeterlik inançlarına sahip olduklarını göstermiştir. Ayrıca cinsiyet, sınıf, önceki İngilizce deneyim değişkenlerinin İngilizce öz-yeterlik inançları üzerinde anlamlı bir etkisi bulunmazken; bölüm, baba eğitim düzeyi, anne eğitim düzeyi ve İngilizce ders notu değişkenleri ile anlamlı farklılıklar tespit edilmiştir.

**Anahtar Kelimeler:** Öz-yeterlik, İngilizce, Spor Bilimleri, Dil Öğrenme

Received:  
22.11.2022

Accepted:  
15.12.2022

Online Publishing:  
19.12.2022

## Introduction

Learning a foreign language is determined by needs. English as a foreign language is sometimes a communication tool in the technological and international era for people or sometimes a classroom course for a term for students. The latter is generally for students whose major is not English studies but it is an essential qualification in their career. Considering the learning speed and styles of the learners, they may show better learning behaviors in one or more of the four skills (reading, listening, speaking, writing) in language learning. Learning a foreign language can be defined as the process of acquiring these four necessary skills to use a language. In the process of gaining these skills, when learners are motivated they have better advancement. Self-efficacy is one of the influential factors in this progression in changing learning behavior. It is a concept developed by Bandura as a part of his Social Cognitive Theory. Self-efficacy refers to individuals' own beliefs and personal evaluation related to performance capabilities, strategies, and efforts to manage behaviors for a positive outcome (Bandura, 1986). Self-efficacy beliefs influence motivation, effort, performance, and subsequent achievement (Bandura, 1997).

For some time now, there has been a prominent interest in the subject of self-efficacy beliefs within the field of second language learning. There is an intense consensus among researchers that self-efficacy and academic fulfillment have a direct connection. Pajares (2003) demonstrates the importance of self-efficacy beliefs on academic motivation, and Pintrich and De Groot (1990) indicate a strong correlation between self-efficacy and cognitive development and academic performance in their study. Zajacova et al. (2005) exploring academic self-efficacy and perceived stress conclude that the effects of self-efficacy are more substantial than the stress of academic achievement. Furthermore, Wolters and Pintrich (1998) and Mills (2014) highlight that students who have high self-efficacy beliefs tend to produce less anxiety in tasks, more effort in dealing with obstacles, and broader usage of effective learning strategies in second language learning proficiency. Lorschbach and Jinks (1999) state that students' academic self-efficacy beliefs reflect the confidence of the students in a learning environment and lead to observing positive outcomes in performance and linguistic attitudes, and the change in perceptions.

While self-efficacy content can address general academic attitude, it can be also for a single skill in a specific course. English language course is mostly a challenge for the students whose major is not English language. Especially for the students who are admitted to universities via their special talents in sports, music, or arts, English course can be compelling. Therefore, the aim in this course is to complete the term with a good mark. They may have no other reason to focus on progressing in another language even if it will take place in their professional life. The beliefs that English is a difficult language to learn or that being successful in English language needs hard work

may lower the motivation against the language. However, the high level of student self-efficacy greatly alters the learning process and encourages to achieve learning goals. To see achieving good experiences in the learning arena enables eagerness to learn more. It comes out as positive beliefs in language achievement.

Self-efficacy beliefs may differ in particular skills. In regards to reading, Schwanenflugel and Knapp (2016) describe reading self-efficacy as the capabilities of an individual to perform in reading competence. Reading self-efficacy beliefs provide the use of various reading strategies, and it enables to exhibit robust attainments to achieve English reading tasks. In the writing domain, Pajares and Valiante (1997) remark that students' self-efficacy beliefs had a direct influence on their writing in terms of apprehension, perceived usefulness and essay-writing performance. They also reach the finding after exploring the gender differences that girls in fifth grade in elementary level have higher self-efficacy beliefs and lower apprehension when compared to boys, and they also believe in the perceived useful of writing. In point of listening self-efficacy, Mills, Pajares, and Herron (2006) report that listening self-efficacy beliefs in the French language are positively associated with listening proficiency only for females. They also show that students' self-efficacy is negatively correlated with listening anxiety. When examining the relationship between speaking achievement and speaking self-efficacy beliefs it can be stated that there are fewer studies conducted on this skill. Tsiplakides and Keramida (2009) emphasizing self-efficacy beliefs as the efficient factor in contributing to diminishing language anxiety reveal that students mostly experience speaking anxiety because they are afraid of the unfavorable views and evaluation of their classmates.

No reviewed study has ever been found to explore the self-efficacy beliefs of Sports Sciences students in respect of English language learning. In light of all these explications and presenting the need for further research for the groups whose majors are not a language, this study contributes to the literature by dealing with one of the prominent issues that Sports Sciences students don't believe in them to indicate excessive success. The present study investigates the self-efficacy of students which is believed to be a significant piece in the English learning puzzle since it embraces strong motivation, interest in a different nation's language and its reflection in real-life contexts, and objectives to understand and use the international language in all areas. In the Turkish university context, the current study aims to investigate the self-efficacy beliefs of the students from Sports Sciences in English language, and the association between the demographic variables and the beliefs they think they can achieve as skills in English. Hence, it is believed that this study will contribute to the body of literature in the academic disciplines, both English and Sports studies. The

participants of the study will be aware of the self-efficacy beliefs in language acquisition and observe the features that have an impact on these beliefs.

The following research questions were pursued for the study:

1. What are the self-efficacy beliefs of Sports Sciences students on English skills?
2. Is there a significant difference between demographic variables and students' self-efficacy beliefs in terms of four English skills?
3. What are the recommendations for students to have high self-efficacy beliefs?

### **Methodology**

The mixed method including both qualitative and quantitative data collection methods was chosen for the current study. Inspired by Yanar and Bümen's study (2012) "Developing English Self Efficacy Scale" the researcher applied the English Self-Efficacy Scale to the students from the Faculty of Sports Sciences after completing a year with two hours of English course in a week. A semi-structured interview was developed for the voluntary participants subsequent to reviewing literature.

### ***Setting and Participants***

The study was carried out with 43 participants from four different departments; Physical Education and Sports Teaching, Sports Management, Coaching Education, and Recreation at Faculty of Sports Sciences at Trabzon University. The study aims to reveal the relationship between self-efficacy in language proficiency and the demographic characteristics of the participants, and how the students evaluate their self-efficacy beliefs in English through their skills that they can achieve or not. The number of volunteer participants for the semi-structured interview was 5.

### ***Instruments***

The instruments used in this study include a thirty-four items questionnaire in which the students stated their levels of certainty that they could accomplish certain tasks with English as their foreign language and a semi-structured interview comprising 8 items by focusing on four skills. The questionnaire is a 5- point Likert scale ranging from 'not at all familiar' (1) 'extremely familiar' (5).

### ***Data Collection***

In the questionnaire, the statements cover four skills through which the self-efficacy of the students is determined, those are listening, speaking, reading, and writing. The questionnaire was

administered online by using Google Forms. The language of the original scale was Turkish. The self-efficacy scale included four subcategories; reading self-efficacy scale (8 items), writing self-efficacy scale (10 items), listening self-efficacy scale(10 items), and speaking self-efficacy scale (6 items).

To reach more comprehensive information from students, present rich data about their opinions and experiences, and fill the gaps not acquired fully via questionnaire semi-structured interview was applied. The interview comprises of 8 questions totally under four headings (self-efficacy beliefs on reading, writing, listening, and speaking) in which each skill has 2 questions asking the current self-efficacy beliefs of the students and the recommendations to strengthen these beliefs.

### **Data Analysis**

Statistical Package for Social Sciences (SPSS 25.0) was used to compute data to display the subjects' overall responses to the English self-efficacy beliefs items and to make tables, and semi-structured interviews were analyzed through Nvivo Software. Since the data gathered from the questionnaire do not show normal distribution, to determine if a significant difference in demographic variables and self-efficacy beliefs, data analysis was provided with nonparametric tests. The demographic data of the participants was presented in the table 1 below.

**Table 1**  
**Demographic Data of the Participants**

Variables		n	%
Gender	Female	12	27,90
	Male	31	72,10
	Total	43	100.0
Department	Physical Education and Sports	15	34,88
	Coaching Education	13	30,23
	Sports Management	14	32,56
	Recreation	1	2,33
	Total	43	100.0
Class	1 <sup>st</sup> Year	29	67,44
	2 <sup>nd</sup> Year	14	32,56
	Total	43	100.0
Previous English Experience	0-5 years	3	6,98
	6-10 years	32	74,42
	11 years and over	8	18,60
	Total	43	100
Father's Education	Elementary	11	25,58

Level	Secondary	22	51,16
	Undergraduate	8	18,60
	Graduate	2	4,65
	Total	43	100.0
Mother's Education Level	Elementary	23	53,49
	Secondary	14	32,56
	Undergraduate	6	13,95
	Graduate	0	0
	Total	43	100.0
English Course Grade	< A1: 1 – 10	0	0
	A1: 11 - 30	0	0
	A2: 31 - 40	3	6,98
	B1: 41 -50	6	13,95
	B2: 51 – 60	9	20,93
	C1: 61 -70	11	25,58
	C2: 71 - 100	14	32,56
	Total	43	100.0

## Findings

This section is divided into 2 parts which present the findings after the analysis of quantitative and qualitative research. The first part focuses on the findings of whether there are significant differences between demographic characteristics and self-efficacy beliefs. The latter emphasizes the findings based on the sub-questions which include the self-efficacy of the students they consider to have in English and the recommendations by them to gain higher self-efficacy. As a result of this study, it was concluded that self-efficacy toward English language shows differences according to some demographic variables. The findings are presented via tables from 4.1.1.to 4.1.7.

### *Findings obtained from Quantitative Data*

Table 2

The Effect of Gender Variable on English Self-Efficacy Beliefs (Mann Whitney U Test)

	Gender	n	Mean	Sum	U	p
Reading	Female	12	22,38	268,50	181,50	,903
	Male	31	21,85	677,50		
	Total	43				
Writing	Female	12	22,83	274,00	176,00	,786
	Male	31	21,68	672,00		
	Total	43				
Listening	Female	12	22,00	264,00	186,00	1,000
	Male	31	22,00	682,00		
	Total	43				
Speaking	Female	12	16,67	200,00	122,00	,082
	Male	31	24,06	746,00		
	Total	43				
TOTAL	Female	12	20,88	250,50	172,50	,715
	Male	31	22,44	695,50		

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 Total 43
 

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\*p&lt;,05

In table 4.1.1 above in which the effect of the gender variable on self-efficacy belief in English is examined, it is seen that the gender variable does not have a significant effect on English self-efficacy belief because the significance value in all sub-dimensions and the total score is bigger than 0.05 ( $p>.05$ ). Considering the mean ranks of female and male for the relevant variable, the proximity of the values supports the absence of a significant difference.

Table 3

The Effect of Department Variable on Belief in English Self-Efficacy (Kruskal Wallis H Test)

	Department	n	Mean	H	p	Significant Dif.
Reading	Phys. Edu.	15	26,13	9,055	,029	P.E.S.T.> R. S.M. > R.
	Sports Teach.					
	Coaching Education	13	14,85			
	Sports Management	14	25,50			
	Recreation	1	4,00			
Writing	Phys. Edu.	15	22,93	3,301	,347	NONE
	Sports Teach.					
	Coaching Education	13	18,69			
	Sports Management	14	25,14			
	Recreation	1	7,00			
Listening	Phys. Edu.	15	26,70	14,006	,003	P.E.S.T. > R. S.M.> R.
	Sports Teach.					
	Coaching Education	13	11,81			
	Sports Management	14	27,25			
	Recreation	1	10,50			
Speaking	Phys. Edu.	15	26,27	6,420	,093	NONE
	Sports Teach.					
	Coaching Education	13	15,12			
	Sports Management	14	24,29			
	Recreation	1	15,50			
TOTAL	Phys. Edu.	15	26,10	10,120	,018	P.E.S.T.> R. S.M. > R.
	Sports Teach.					
	Coaching Education	13	13,85			
	Sports Management	14	26,25			
	Recreation	1	7,00			
	Total	43				

\*p&lt;,05

In table 4.1.2 above there is a significant difference in the reading sub-dimension, listening sub-dimension and the total score ( $p<.05$ ). The relevant difference was found between the students

from physical education and sports teaching and recreation department. The students from physical education and sports teaching department have more positive self-efficacy beliefs than recreation department students. Among the students from sports management department and the students from recreation department, it was determined that students from sports management department have more positive self-efficacy beliefs than recreation department students.

Table 4

The Effect of Class Variable on Belief in English Self-Efficacy (Mann Whitney U Test)

	Class	n	Mean	Sum	U	p
Reading	1 <sup>st</sup> Class	29	20,31	589,00	154,00	,202
	2 <sup>nd</sup> Class	14	25,50	357,00		
	Total	43				
Writing	1 <sup>st</sup> Class	29	20,48	594,00	159,00	,253
	2 <sup>nd</sup> Class	14	25,14	352,00		
	Total	43				
Listening	1 <sup>st</sup> Class	29	19,47	564,50	129,50	,056
	2 <sup>nd</sup> Class	14	27,25	381,50		
	Total	43				
Speaking	1 <sup>st</sup> Class	29	20,90	606,00	171,00	,405
	2 <sup>nd</sup> Class	14	24,29	340,00		
	Total	43				
TOTAL	1 <sup>st</sup> Class	29	19,95	578,50	143,50	,123
	2 <sup>nd</sup> Class	14	26,25	367,50		
	Total	43				

\*p<,05

In table 4.1.3, it is seen that the class variable does not have a significant difference on English self-efficacy belief, since the significance value in all sub-dimensions and the total score is bigger than 0.05 ( $p>.05$ ). When the mean ranks of the 1<sup>st</sup> and 2<sup>nd</sup> grades for the relevant variable are examined, the closeness of the values supports the absence of a significant difference.

Table 5

The Effect of Previous English Experience Variable on Belief in English Self-Efficacy (Kruskal Wallis H Test)

	Experience	n	Mean	H	p	Significant Difference
Reading	0 – 5 years	3	18,33	1,016	,602	None
	6 – 10 years	32	23,13			
	11 + years	8	18,88			
	Total	43				
Writing	0 – 5 years	3	13,33	2,124	,346	None
	6 – 10 years	32	23,41			
	11 + years	8	19,63			
	Total	43				



Listening	0 – 5 years	3	18,00	1,188	,552	None
	6 – 10 years	32	23,22			
	11 + years	8	18,63			
	Total	43				
Speaking	0 – 5 years	3	10,00	3,577	,167	None
	6 – 10 years	32	23,67			
	11 + years	8	19,81			
	Total	43				
TOTAL	0 – 5 years	3	14,67	2,488	,288	None
	6 – 10 years	32	23,72			
	11 + years	8	17,88			
	Total	43				

\*p<,05

According to the table above where the effect of previous English experience variable on self-efficacy belief with English was examined, it was found that English experience variable had no significant difference on English self-efficacy belief since the significance value in all sub-dimensions and the total score was bigger than 0.05. ( $p > .05$ )

Table 6

The Effect of Father's Education Variable on Self-Efficacy Belief in English (Kruskal Wallis H Test)

	Education Variable (Father)	n	Mean	H	p	Significant Dif.
Reading	Elementary	11	14,59	7,088	,069	NONE
	Secondary	22	22,68			
	Undergraduate	8	27,50			
	Graduate	2	33,25			
Writing	Elementary	11	18,32	4,114	,249	NONE
	Secondary	22	22,43			
	Undergraduate	8	28,25			
	Graduate	2	12,50			
Listening	Elementary	11	13,77	8,819	,032	G .> E., S and U. U. > E. S. > E.
	Secondary	22	24,00			
	Undergraduate	8	23,75			
	Graduate	2	38,25			
Speaking	Elementary	11	13,86	6,290	,098	NONE
	Secondary	22	24,82			
	Undergraduate	8	24,38			
	Graduate	2	26,25			
TOTAL	Elementary	11	14,32	6,348	,096	NONE
	Secondary	22	23,41			
	Undergraduate	8	26,63			
	Graduate	2	30,25			
	Total	43				

\*p<,05

As a result of the Post Hoc tests conducted to determine the direction of the significant difference of the father education status variable on the listening sub-dimension, the relevant difference was found between those with a graduate degree and the others (undergraduate, secondary, elementary). The students whose father has a graduate level indicate higher self-efficacy beliefs in English listening. When those with an undergraduate degree compared with the other two (secondary and elementary education), it was found that the students whose father has an undergraduate level indicate higher self-efficacy beliefs in English listening than the other two.

Table 7

The Effect of Mother's Education Variable on Self-Efficacy Belief in English (Kruskal Wallis H Test)

	Education Variable (Mother)	n	Mean	H	p	Significant Dif.
Reading	Elementary	23	19,83	1,813	,404	NONE
	Secondary	14	23,46			
	Undergraduate	6	26,92			
	Graduate	0	0,00			
	Total	43				
Writing	Elementary	23	19,85	1,792	,408	NONE
	Secondary	14	25,54			
	Undergraduate	6	22,00			
	Graduate	0	0,00			
	Total	43				
Listening	Elementary	23	17,63	6,802	,033	U. > E., S. > E
	Secondary	14	25,79			
	Undergraduate	6	23,83			
	Graduate	0	0,00			
	Total	43				
Speaking	Elementary	23	19,22	2,549	,280	NONE
	Secondary	14	25,79			
	Undergraduate	6	23,83			
	Graduate	0				
	Total	43				
TOTAL	Elementary	23	18,74	3,412	,182	NONE
	Secondary	14	25,25			
	Undergraduate	6	26,92			
	Graduate	0	0,00			
	Total	43				

\*p<,05

As a result of the Post Hoc tests conducted to determine the direction of the significant difference of the mother's education status variable on the listening sub-dimension, it was determined that the relevant difference was in favor of those with an undergraduate degree between those with an undergraduate degree and those who were at the elementary level. In addition, it was in favor of those with a secondary education between those who graduated from secondary education and those who graduated from primary school.

Table 8

The Effect of English Course Grade Variable on Self-Efficacy Belief in English (Kruskal Wallis H Test)

	English Course Grade	n	Mean	H	p	Significant Dif.
Reading	A2	3	11,00	12,462	,014	C2 > A2, B1
	B1	6	13,67			
	B2	9	20,78			
	C1	11	19,36			
	C2	14	30,79			
Writing	A2	3	15,33	4,351	,361	NONE
	B1	6	16,25			
	B2	9	21,94			
	C1	11	20,77			
	C2	14	26,89			
Listening	A2	3	14,00	7,501	,112	NONE
	B1	6	13,75			
	B2	9	21,22			
	C1	11	21,23			
	C2	14	28,36			
Speaking	A2	3	16,50	11,934	,018	C2 > A2, B1, B2
	B1	6	14,33			
	B2	9	15,44			
	C1	11	22,09			
	C2	14	30,61			
TOTAL	A2	3	12,50	10,773	,029	C2 > A2, B1
	B1	6	13,83			
	B2	9	19,83			
	C1	11	20,32			
	C2	14	30,25			
	Total	43				

\*p<,05

Table 4.1.7 indicating the effect of the English course grade variable on self-efficacy belief in English presents that there is a significant difference in the reading sub-dimension, speaking sub-dimension and, the total score (p<.05).

As a result of the Post Hoc tests conducted to determine the direction of the significant difference in the reading sub-dimension, speaking sub-dimension and, total score of the course grade variable, it was determined that the relevant difference was in favor of those with C2 level between individuals with C2 level and those with A1, A2, B1, and B2 levels.

### ***Findings obtained from Qualitative Data***

This section includes the analysis of the data collected from semi-structured interviews. The data were examined via Nvivo by categorizing and exploring themes. The interview includes questions related to four skills, and each is comprised of 2 questions. Firstly the students were asked about the evaluation of their self-efficacy beliefs about the related English learning skills by focusing on what self-efficacy beliefs they have. The second question asked their suggestions in terms of improving the self-efficacy beliefs of the students from the Faculty of Sport Sciences who took English course for related English learning skills.

The findings of qualitative data from Reading part indicates that the students feel prepared for reading texts even if they think they may misread. The text which is appropriate for their level and their interest, and involves vocabulary that they are familiar with makes them feel more comfortable. They generally have no problem with reading and understanding. To increase self-efficacy beliefs the students' suggestions are as follows; the revision of the textbooks, more topics from daily life, watching movies, and abroad experience. For instance according to S1 and S3:

*"...I think that the course should be taught with textbooks which include sports branches and topics. In this way, I think the student will be more eager for English lessons."*

*"My suggestions are watching TV series and movies with subtitles in English, not hesitating to translate and reading the English version of Turkish paragraphs."*

The findings from Writing part reveal that some of the students can do activity-based writing, and according to some they feel courageous when they have to write with simple sentences. They may have problems with grammar knowledge in writing since it has a different sentence structure. The students suggest that the exams may include writing parts and that task-based activities should be applied from the simple to complicated, and should be maximized in the process of higher self-efficacy beliefs towards English. Furthermore, the students should not be afraid of writing, and by reading a lot they should check the examples of writing. S5 states that *"I don't have much self-*

*efficacy for writing. I think I can't write a paragraph on my own.*” In addition, S5 suggests that *“I recommend to my friends English writing applications and English card games.”*

For Listening, some of the students evaluate their self-efficacy beliefs as good and some evaluate them as bad. They think they have difficulty in comprehending words they haven't heard before. When they know the pronunciation of the words, it is easy for them to understand what is going on in the listening text. In addition, when they listen to it a second time, they can easily get the message. S4 says as self-efficacy belief that *“I pay attention to listening activities, and listen carefully. I can remember and translate words. I can understand what I am listening as long as high-level sentences in English are not used.”* The qualitative data present as a suggestion that listening texts should be prepared for students' interest. They can improve themselves by watching English TV series/movies with Turkish subtitles and then without subtitles. They can also go abroad to listen more if they have the opportunity.

For Speaking, the findings present that the students can do dialog-based activities, so they believe that they can initiate and develop a dialogue. S2 states that *“Although I'm not very fluent in pronouncing words, I can speak at a level that the other person can understand what I want to say.”* On the other hand, according to S5, *“I can easily meet someone, but I don't think I can chat and advance the conversation.”* As suggestions to have higher self-efficacy beliefs, it can be said that the students should practice dialogue-based activities and they can try to learn to speak in English by imitation. S3 summarizes this as follows: *“Even to themselves, the students can speak English in their spare time or imitate a foreign person they are watching right after them. The most important thing, I think, is not to be too lazy to try and not be afraid of trying while learning a language.”*

## **Discussion and Results**

This study aims to explore the self-efficacy beliefs of students studying at Trabzon University, Faculty of Sport Sciences at the departments, Coaching Education, Sports Management, Recreation, and Physical Education and Sports Teaching by focusing on their awareness of four skills in foreign language learning. The results are consistent with the studies that self-efficacy is a great predictor on learning process and achievement context (Zimmerman, 1995; Schunk & Pajares, 2002; Jungert & Rosander, 2010). While self-efficacy is vital for language students at universities, it may not be the same for others as in Sports Sciences students even if sport is an international event that makes it necessary to apply English. That may imply that learning English is only limited

to school context in one regard. Based on the findings, the conclusions following can be employed from the study.

1. The results of the implementation of the English Self-Efficacy Scale show that in all dimensions, no significant difference was observed in terms of gender, class, and previous English experience variable with self-efficacy beliefs.

2. Students from Recreation department have lower levels of belief in English self-efficacy in reading, listening and total point value compared to departments of Physical Education and Sports and Sports Management.

3. Students whose fathers' education is graduate have the highest self-efficacy of all education levels in the listening dimension. Furthermore, the ones whose fathers' education is undergraduate have a higher English self-efficacy belief than elementary and secondary level in English listening.

4. Students whose mothers' education is at the elementary level have lower English self-efficacy belief in listening dimension when compared to secondary and undergraduate level.

The research findings lay a theoretical basis that the education levels of the parents are effective on the students' self-efficacy. Therefore, parents should support their children in terms of their English self-efficacy beliefs since they may have a positive tendency toward English beliefs that they can be successful. According to Rothstein (2000), learning is not just the outcome of school but also families, peer groups, and the culture have power on learning process and the academic achievement of students. He also stresses that high family income results in children's higher academic success.

5. Students with C2 language level have higher belief levels in English self-efficacy in the reading sub-dimension when compared to A2 and B1 levels, and in the speaking sub-dimension when compared to individuals with A2, B1, and B2 levels. As Bandura stated (1997), individuals with strong self-efficacy can be more successful than ones with lower self-efficacy. Correlatively, Wagner, et al. (1989) highlights that self-efficacy on reading have significant effect on reading performance, and according to findings of Shell, et al. (1989), when writing and reading are compared, reading self-efficacy beliefs are higher than writing beliefs. So, it can be declared that self-efficacy is a robust determinant in the language learning phenomenon.

6. As the result of the qualitative study, it can be remarked that Sports Science students have more positive beliefs of self-efficacy in receptive skills, especially in reading than productive ones. For higher self-efficacy in reading the textbooks can be selected according to their academic field. In writing skill, writing activities should be encouraged and the students should get feedback that making mistakes related to grammar or vocabulary knowledge is usual. In listening skill, the

students may have strong self-efficacy when listening texts fit their interests, and there is a frequency of repetition. Lastly, in terms of speaking skill, it can be said that students feel more comfortable with dialogue-based activities. The students should be encouraged to speak without feeling anxious and being good at pronunciation makes them have positive self-efficacy.

The results of this study are expected to be useful for second language learners from Sports Sciences and English teachers who teach English in classes for different disciplines. The teachers should be aware of the fact that the students can indicate different self-efficacy in different skills, and emphasize the pragmatic aspect of learning a foreign language which will be a need in the future.

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<sup>i</sup> Bu alıřma 6. Uluslararası Akademik Spor Arařtırmaları Kongresi'nde zet bildiri olarak sunulmuřtur.