An Investigation of Students' Self-Efficacy Beliefs Regarding Language Learning in Terms of Various Variables

Öğrencilerin Dil Öğrenmeye İlişkin Öz Yeterlik İnançlarının Çeşitli Değişkenler Açısından İncelenmesi

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AN INVESTIGATION OF STUDENTS' SELF-EFFICACY BELIEFS REGARDING LANGUAGE LEARNING IN TERMS OF VARIOUS VARIABLES

ABSTRACT

English is one of the languages widely taught all over the world and its importance is increasing day by day. Although the importance of learning a foreign language in the life of the individual is mentioned, satisfactory answers are often not provided on how to learn a foreign language and how to achieve success in language learning. In this study, it was tried to determine the opinions of the students studying in the English Language Teaching department about language learning strategies and it was tried to determine whether their self-efficacy beliefs difference in terms of class and gender variables. As a measurement tool in the study, the inventory named DÖSE (Language Learning Strategies Inventory), which is the Turkish version of SLIL (Strategy Inventory of Language Learning) developed by Oxford (1990) by Cesur, and the English Self-Efficacy Test developed by Bümen and Yanar (2012) and the Focus Group Interview Form prepared by the researcher was used. Mixed design was used in the research. The quantitative sample of the research consisted of 80 students studying in the English Language Teaching department of a state university located in the Black Sea region established after 2008 ,which was and the qualitative sample consists of 10 students selected from among these students. Simple random sampling was used for quantitative studies and purposive sampling was used for qualitative study. As a result of the research, it was determined that there was a significant difference between the scores of students' English self-efficacy beliefs in favor of male students, between 1st and 2nd grade in favor of 2nd grade, and between 3rd grade and 4th grade in favor of 4th grade.

Keywords: Self-Efficacy Belief, Language Learning Strategy, Foreign Language Teaching.

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ÖĞRENCİLERİN DİL ÖĞRENMEYE İLİŞKİN ÖZ YETERLİK İNANÇLARININ ÇEŞİTLİ DEĞİŞKENLER AÇISINDAN İNCELENMESİ

ÖZ

Tüm dünyada yaygın olarak öğretilen ve önemi her geçen gün artan dillerden biri de İngilizce'dir. Yabancı dil öğrenmenin bireyin hayatı içindeki öneminden bahsedilmesine rağmen yabancı dilin nasıl öğrenileceği ve dil öğrenmede nasıl başarı sağlanacağı konusunda çoğu zaman tatmin edici cevaplar bulunamamıştır.

Bu araştırmada İngilizce Öğretmenliği bölümünde okuyan öğrencilerin dil öğrenme stratejilerine yönelik görüşleri ve öz yeterlik inançlarının sınıf ve cinsiyet değişkenleri açısından farklılık oluşturup oluşturmadığı belirlenmeye çalışılmıştır. Çalışmada ölçme aracı olarak Oxford tarafından geliştirilen (1990) SLIL (Strategy Inventory of Language Learning)' in Cesur tarafından Türkçeye uyarlanmış versiyonu olan DÖSE (Dil Öğrenme Stratejileri Envanteri) adlı envanter, Bümen ve Yanar (2012) tarafından geliştirilen İngilizce ile İlgili Öz Yeterlik Testi ve araştırmacı tarafından hazırlanan Odak Grup Görüşme Formu kullanılmıştır. Araştırmada karma desen kullanılmıştır. Araştırmanın nicel örneklemini 2008 tarihinden sonra kurulan ve Karadeniz bölgesinde bulunan bir devlet üniversitesinin İngilizce Öğretmenliği anabilim dalında öğrenim görmekte olan 80 öğrenci ve nitel örneklemini de bu öğrenciler arasından seçilen 10 öğrenci oluşturmaktadır. Örnekleme tipi olarak nicel çalışmalar için basit tesadüfi örnekleme ve nitel çalışma için amaçlı örnekeleme tipi kullanılmıştır. Araştırma sonucunda öğrencilerin İngilizce öz yeterlik inançlarına ilişkin puanları arasında erkek öğrenciler lehine ve 1. Sınıf ile 2. Sınıf arasında 2. Sınıf lehine, 3. Sınıf ile 4. Sınıf arasında ise 4. Sınıf lehine anlamlı bir farklılık olduğu sonuçlarına ulaşılmıştır.

Anahtar Sözcükler: Öz Yeterlik İnancı, Dil Öğrenme Stratejisi, Yabancı Dil Öğretimi.

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INTRODUCTION

In the globalizing world, people feel the need to communicate not only with their immediate environment but also with people living in different parts of the world. Learning and using language, which is the basic element of communication, is one of the most important elements of mobility (Orhan 2019).

English is one of the languages that is widely taught all over the world and whose importance is increasing day by day (Canagarajah, 2006). The fact that English is a language used worldwide has also revealed the importance of learning English. Since Turkey is in the process of joining the European Union, the importance of learning foreign languages, especially English, is increasing day by day (Anbarlı Kırkız, 2010).

Although the importance of learning a foreign language in an individual's life is mentioned, satisfactory answers have not been provided most of the time on how to learn a foreign language and how to achieve success in language learning (Cesur, 2008). Although language teaching is compulsory from the second grade of primary school to the last grade of high school in Turkey, the problem of which methods can be used for effective language learning arises from the view that the

desired goals have not been achieved sufficiently. Language learning strategies are one of the answers to this question (Günday, 2007). Learning strategies can be defined as problem solving techniques, study skills or learning to learn. No matter how they are defined, strategies make learning more efficient and effective (Oxford, 1989). Language learning strategies are also important not only to reveal how language learners apply learning strategies but also to show how the use of strategies is related to effective learning (Lai, 2009). Rubin (1975) defined the concept of strategy as the techniques or tools used by learners to acquire knowledge, while Chamot and Kupper (1989) defined it as the techniques and steps used by learners in the acquisition, storage and retrieval of knowledge and skills (Chamot & Kupper, 1989; Rubin, 1975).

As a result of numerous studies on Language Learning Strategies, researchers have stated that when the right strategy is used, these strategies make language learning effective and efficient (Oxford, 1989; Ehrman et al., 2003). In their study, Oxford and Nyikos (1989) emphasized that the use of strategies is important in terms of giving the language learner autonomy and independence and taking responsibility for his own learning (Oxford & Nyikos, 1989). Rubin (1975), on the other hand, states that no classroom environment can provide all the information that needs to be known about language, and therefore emphasizes that the greatest contribution of a good teacher is to show students ways to learn on their own, even when the teacher is not present (Rubin, 1975). As a result of language learning strategies providing the student with features such as independence, autonomy and taking responsibility for his own learning, the student continues to learn on his own even when he is not in the classroom environment. Language learning strategies not only provide effective and efficient learning, but also provide students with metacognitive skills by taking responsibility for their own learning (Macaro, 2006).

There are many factors that are effective in the language learning process, and the first of these factors is individual differences (Başbay & Gözüm, 2019). Even if ideal learning conditions are provided in the same classroom environment, some students learn the language more effectively and quickly, while others cannot make sufficient progress (Lightbown & Spada, 2006). Naiman et al. (1996) conducted research on the personal characteristics that cause some language learners to learn languages more successfully. Researchers have not reached a definitive consensus in studies on different factors (such as motivation, intelligence, talent) that may have an impact on language learning (Lightbown & Spada, 2006). However, Oxford (1990) emphasizes that the two biggest factors in the difference in the learning process that learners go through may be individuals' beliefs and the different methods they use when learning a language.

When studies on factors affecting learning are examined, it is seen that these factors are generally examined in three groups. These are categorized as factors re-

lated to the learner, factors related to the subject being learned, and factors related to the learning material (Seven & Engin, 2008). Considering all the factors affecting learning, Wilkins (1974) stated that the biggest factor in almost all learning situations is the student himself.

Self-efficacy beliefs of individuals who take responsibility for themselves in the field of learning English also stand out as an important component in the teaching process. Bandura (1977) defined the concept of self-efficacy as "individuals' beliefs about how well they will perform in situations that affect their lives". When the literature was examined, the relationship between self-efficacy perception and different criteria was investigated. The most prominent of these criteria are achievement, use of language learning strategies, age and gender. Most studies have revealed a positive relationship between success and self-efficacy perception (Bümen & Yanar, 2012).

Children's belief in organizing their own learning activities and coping with difficult issues affects their academic motivation, interest and success (Bandura, 1993; Schunk, 1989; Zimmerman, 1995). Self-regulated individuals can manage their learning processes and skills by setting challenging goals for themselves and using appropriate strategies (Bandura, 1986; Zimmerman, 1989; Schunk, 1990). In addition, it has been observed that students with high academic efficacy beliefs show more stability, effort and interest in their academic learning and performance (Schunk, 1984, 1989).

When studies on self-efficacy are examined, it has been revealed that students who regulate their own learning increase their self-efficacy belief, and as a result, academic motivation and interest increase (Bandura & Pons & Zimmerman, 1992; Bandura & Wood, 1989; Akomolafe & Fasooto & Ogunmakin, 2013). As a result, high motivation and interest lead to increased student success (Bandura et al., 1992). According to Bümen and Hancı Yanar (2012), since emotional attitudes have an important role in academic success, it is important to determine students' self-efficacy perception and to cope with learning problems according to the results obtained (Bümen & Hancı Yanar, 2012).

In this research, it was tried to determine the opinions of students studying in the Department of English Language Teaching regarding language learning strategies and whether their self-efficacy beliefs made a difference in terms of class and gender variables. This study aims to support the development of students' self-efficacy perception regarding English language skills by revealing once again the importance of different strategies that individuals can apply on their own in language learning. A review of the literature reveals the importance of continuing language learning outside the classroom and the importance of learners taking responsibi-

lity for their own learning. Language learning strategies are also effective in helping learners gain learning autonomy, independent of the teacher, and take responsibility for their own learning. As a result, the student's self-efficacy belief increases and motivation and success are positively affected. In this respect, it is thought that the study will contribute to English teaching processes and the literature.

Language Learning Strategies

As a requirement of being a social being, humans feel the need to communicate with other people. Communication is based on people's desire to understand and interpret themselves and the outside world they live in (Şengül & Yalçın, 2007). Şengül and Yalçın, in their study on communication and language, stated that language is the most important communication tool that enables revealing thoughts. A common language is needed for people in different geographies to communicate with each other.

The fact that English is a language used throughout the world makes studies on the processes of learning English also important. As in other countries around the world, importance is given to teaching English in schools in our country. In Turkey, with the law numbered 15 of the Board of Education dated 19/01/2018, the English language teaching program was updated and became compulsory starting from the 2nd grade of primary school (MEB, 2018).

Although researchers have made different classifications in studies on language learning strategies, the classification made by Oxford (1989) can be considered the most frequently used and comprehensive. According to their study, Oxford and Crookall (1989) divided language learning strategies into two basic categories according to their relevance to the subject area, and these two categories were divided into three separate categories.

A-Direct Strategies

1. **Memory Strategies:** Activities related to the process of storing information in memory and recalling it later. (Creating mental connections, concept maps, creating keywords etc.

2. **Cognitive Strategies:** Playing with language and transferring. (Note-taking, analysis, questioning, summarizing, highlighting important points, etc.)

3. **Compensation strategies:** Related to the process of completing or compensating for missing or forgotten information. (Guessing while reading or listening, using synonyms instead of forgotten words etc.)

B-Indirect Strategies

4. **Metacognitive Strategies:** Strategies that include organizing, planning and evaluating one's own learning. (Purposeful learning, monitoring and evaluating one's own learning etc.)

5. **Affective Strategies:** Techniques used by the individual to control his/her emotions, attitudes and motivation regarding language learning (Self-support, positive inner speech, studies to reduce anxiety with various activities etc.)

6. **Social Strategies:** Involving others in the language learning process. (Asking questions, collaborating with peers and developing empathy etc.)

In studies on language learning strategies, the relationships between the strategies used and different variables have been investigated (Macaro, 2006). While some studies (Oxford & Burry-Stock, 1995) examined the relationship between the use of a large number of strategies and learning success, others (Oxford & Nyikos, 1989) investigated the relationship between strategy use and motivation.

Many studies have been conducted on Language Learning Strategies in Turkey. Bekleyen (2005) examined the relationship between the strategies used in her study on Dicle University English Language Education Department students and different variables such as gender and academic success. At the end of the research, students' rates of using metacognitive, compensation and memory techniques were high. In addition, it was revealed that female students used other language learning strategies more than male students, except for compensatory strategies.

Demirel (2012), in her study on the language learning strategy use of Erciyes University School of Foreign Languages students, examined the relationship between students' strategy use, academic success and gender. At the end of the study, it was found that students used compensation strategies the most and memory strategies the least, and that female students' strategy use was higher than male students.

In the study conducted by Ocak and Baysal (2016), the relationship between the use of language learning strategies and students' self-efficacy beliefs of 9th grade students in Afyonkarahisar city center was examined. At the end of the study, a significant difference was found between students' strategy use and self-efficacy beliefs regarding different language skills. A positive relationship was found between students' language learning strategies and English self-efficacy beliefs. In the study conducted by Gözüm and Başbay (2019) on students in 5 different high schools in İzmir Buca district, the relationship between the language learning

strategies used by the students and their self-efficacy beliefs was examined. At the end of the study, it was revealed that self-efficacy perception and academic success differ significantly according to language learning strategies (Başbay & Gözüm, 2019). In the study conducted by Cesur and Fer (2008), the relationship between the learning styles, language learning strategies and academic success of university students studying in preparatory classes at different universities in Istanbul was examined (Cesur & Fer, 2008).

Harmancı (2012), in his study to determine the language learning strategy use of students studying in the preparatory class at Dicle University, revealed that the students used strategies at a high level (Harmancı,2012). In our country, self-efficacy research studies have been conducted in different fields such as Social Studies (Akkuş,2013), Mathematics (Cantürk Günhan,2021; Cantimer Gerez,2020), Science Teaching (Uludüz&Ültay,2018).

METHOD

Research Model

The research was conducted using a mixed design. Explanatory sequencer design was used in the research. In this context, first of all, the research tried to determine what the students' opinions were about language learning strategies and examined whether their self-efficacy beliefs created a significant difference regarding gender and class variables. This part of the research was examined with quantitative methods, and the determination of students' self-efficacy was carried out with the scanning model. In the study, relational scanning, one of the descriptive scanning models, was used and in this way, relationships that show the existence and degree of change between two or more variables were tried to be described (Karasar, 2012). According to Karasar (2012), in the scanninging model, the person or object that is subject to the research is tried to be defined as it is, in its own conditions, and no effort is made to change or affect the variables in the research in any way.

Following the quantitative analysis, the focus group interview method, one of the qualitative research methods, was used to determine students' self-efficacy perceptions in depth. Focus group interviews are interviews held within the framework of predetermined guidelines within the scope of a subject or service in order to understand people's thoughts and feelings (Yıldırım and Şimşek 2011).

Study Group

The sample of the quantitative part of the research consists of 80 students studying in the English Language Teaching department of a state university located in the Black Sea region, which was established after 2008. Simple random sampling

type was used as the sampling type. The sample of the qualitative part of the research consists of 10 students among these 80 students who were thought to be able to express themselves more easily on this subject and were selected through purposeful sampling. In this context, while sample student opinions regarding the focus group interview form were conveyed, students were given names such as S1, S2, S3.

Data Collection Tools

Language Learning Strategies Inventory

In the study, as a measurement tool, the inventory called DÖSE (Language Learning Strategies Inventory), which is the Turkish version of SLIL (Strategy Inventory of Language Learning) developed by Oxford (1990) adapted to Turkish by Cesur, was applied to the students in the study group and it was determined what kind of strategies the students used in the language learning process. The scale is a five-point Likert type scale consisting of 6 dimensions and 50 items. As a result of the reliability and validity study conducted by Cesur and Fer DÖSE for the scale in question, the internal consistency coefficient was found to be .92 (Cesur&Fer, 2007).

Self-Efficacy Test

Afterwards, the English Self-Efficacy Test developed by Bümen and Yanar (2012) will be applied to the students in the same group to determine their self-efficacy beliefs. The scale to be used is a five-point Likert type scale consisting of 34 items. In the study, the reliability coefficient of the scale was found to be .97 (Bümen & Hancı Yanar, 2012). Permissions required for the use of the scales were obtained by contacting the researchers.

Focus Group Discussion Form

One of the tools used as a data collection tool in the research is the focus group interview form prepared by the researcher. The relevant form was prepared by scanning the literature, having 10 students write a composition containing their thoughts on the subject, and examining these compositions, and was presented to the opinions of three different people who are experts in the field of educational sciences and foreign language education. The agreed focus group interview form questions are given in Table 1.

Table 1. Focus Group Interview Form Questions

1. Do you consider yourself successful in foreign language learning processes? Why?
2. What difficulties do you encounter when learning a foreign language?
3. What are your opinions about the advantages of learning a foreign language?

Analysis of Data

To analyze the quantitative data obtained in this study, descriptive analysis using the SPSS 20 program and t-test for independent samples were used. F and Scheffe tests were used to determine whether there was a significant difference between students' self-efficacy beliefs according to their grade levels.

The data obtained from the focus group interview, which was held to determine students' views on language learning, was carried out using content analysis. As a result of the content analysis, sub-theme headings were determined from the answers given by the students, and the answers given by the participants under these theme headings were exemplified by giving the names of the students as Ö1, Ö2, Ö3 etc.

Ethic

Ethics Committee Permission Information

In this study, all rules specified within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed.

Name of the Board that Made the Ethical Evaluation: Bayburt University Date of Ethical Evaluation Decision: 12.08.2022

Ethical Evaluation Document Issue Number: 192

RESULTS

The findings regarding the research problem are given below.

Findings on Students' Language Learning Strategies

The mean and standard deviation values of the sub-dimensions of the self-efficacy inventory of the students in the sample group are shown in Table 2.

Table 2. Values for the Sub-Dimensions of the Self-Efficacy Inventory

Sub-Dimensions	N	X	SS
Section A	80	3.25	.55
Section B	80	3.15	.56
Section C	80	3.48	.63
Section D	80	3.53	.61
Section E	80	3.45	.46
Section F	80	3.61	.53

When Table 2 is examined, it is observed that the students' self-efficacy perceptions are above a certain value and the average of the answers given to the self-efficacy inventory varies between 3.15 and 3.61. In this context, it is seen that candidate teachers are most aware of the expressions under the title of Section F and that this title includes expressions and concepts related to English speaking and speech culture. In this context, it seems that the area that candidate teachers are least aware of is related to section B of the inventory. When the expressions in section B of the inventory are examined, it is observed that these expressions are mostly related to spelling and grammar rules in the field of English and include skills for using English in the written language. The high level of awareness regarding English learning at all levels is an indication that students are aware of the cognitive processes they pursue in the English learning adventure and have the self-confidence to continue the process.

Answers by the students are examined, it is seen that the answer they have developed the most awareness of is concentrated on the phrase "*I look for opportunities to meet people with whom I can speak English*" under the heading of Section D of the inventory. It was observed that the average of the students who developed awareness of this statement was 4.08 and this average was the highest among the answers given to the inventory. In the evaluation made in this context, it was determined that the students developed awareness about speaking English and improving their speaking skills in this context.

The data obtained as a result of the t test conducted to determine whether there is a significant difference between the self-efficacy perceptions of the students participating in the research according to gender are presented in Table 3.

Table 3. t Test Results of Students' Self-Efficacy Beliefs According to Gender Variable

Gender	N	X	SS	sd	t	p
Girl	33	33.42	3.47	292	2,71	0.03
Male	47	35.63	3.75			

When Table 3 is examined, there is a significant difference between the scores of the students regarding their English self-efficacy beliefs in favor of male students. The F and Scheffe test results, which were conducted to determine whether there is a significant difference between students' self-efficacy beliefs according to their grade levels, are given in Table 4.

Table 4. F and Scheffe Test Results of Students' Self-Efficacy Beliefs According to Grade Level

Variance Source	Sum of Squares	sd.	Mean Squares	F	p	Significan Difference (Scheffe)
intergroup	346.04	4.12	83.98	2.53	0.00	1-2
Within groups	3680.23	111	33.153			3-4
Total	4026.27	119				

When Table 4 is examined, there is a significant difference between students' English self-efficacy beliefs according to their grade levels. According to the Scheffe test conducted to find out which grade levels this difference is between, it is seen that there is a significant difference between the 1st and 2nd grades in favor of the 2nd grade, and between the 3rd grade and 4th grades in favor of the 4th grade.

The distribution of students' answers to the first question of the focus group interview form and sample answers regarding the determination of their self-efficacy beliefs regarding learning a foreign language are given in Table 5.

Table 5. Distribution of Students' Answers Regarding Whether They Consider Themselves Successful in Learning a Foreign Language

Successful Discovery Status	Lower Tema	f	Student Numbers	Sample Answers
Yes (7)	Fast Learning	4	S1, S3, S4, S5	S4: I learn English very quickly. I try to match the words I hear with other words or a group of words in my memory. to associate I got used to it I think.
	No Problems in Communication	3	S1, S3, S7	S1: On holiday or daily in life I can't wait for someone to ask me for address, direction etc. I have no problems with communication. This makes me feel that I am successful in learning a language.
	Interest in Learning Languages	7	S1, S3, S4, S5, S7, S9, S10	S9: I have a great interest in learning English. When I watch movies or TV series on a platform, I prefer it to be in English

No (3)	Inability to self expression	2	S2, S8	S8: Using English something I have a hard time explaining it. I have to think and plan a lot.
	Resistance to learning new words or phrases	3	S2, S6, S8	S2: I have difficulty learning a new word. When I learn a word, I have to repeat that I don't forget it.
	Not allocating necessary time	1	S8	S8:It's because I don't spend enough time for language learning learning the language. I could not make language learning a part of my daily life.

When Table 5 is examined, it is seen that 7 of the students consider themselves successful in learning English and 3 of them are unsuccessful. While the interest in language learning was the most effective in giving this answer by the students who considered themselves successful in language learning, 3 of the students stated that they were satisfied with their ability to use language in interaction. It is seen that students who think that they are unsuccessful in learning English attribute this to the difficulty in learning new words and word groups, not spending the necessary time to learn the language, and having difficulty expressing themselves in language.

The distribution of students' answers to the question about the difficulties they encountered while learning a foreign language is given in Table 6.

Table 6. Distribution of Students' Answers to the Question About the Difficulties They Experienced in the Language Learning Process

Child Theme	f	Student Numbers	Sample Answers
Inability to Use in Daily Life	10	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	S3: I love speaking English, but since we do not use it enough in daily life, it is difficult to reinforce it and I have problems with fluency. S10: It would be great if we had opportunities to speak English in a country where the native language is English.
Material or Document Shortage	3	S4, S5, S6	S4: Sometimes I want to buy audio books. Reaching, finding and sometimes taking is a problem It can happen. I wish all of these opportunities were offered. Even different techniques in learning English I know it is used. be aware of these Beautiful it would be.
Cultures of Countries whose native language is English Not Being Close	3	S2, S3, S5	S2: Language also includes culture. For this reason, not knowing those cultural elements sometimes can make it difficult to use.

When Table 6 is examined, it can be seen that the main difficulty experienced by the students in the language learning process is the inability to use the language in daily life. All of the students state that they have difficulty in fluent language activities because they cannot actively speak a foreign language in daily life. While 3 of the students stated that they had a shortage of materials or documents, another 3 students stated that they had difficulty in learning a foreign language because they had insufficient knowledge about the cultures of countries whose native language was English.

Findings regarding students' opinions about the advantages of learning a foreign language are given in Table 7.

Table 7. Students' Opinions on the Advantages of Learning a Foreign Language

Child Theme	f	Student Numbers	Sample Answers
Employment opportunities	10	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	S1: Knowing a foreign language helps finding a job in Turkey. When applying for both master's degree and other jobs foreign language is a prerequisite.
Communication with other cultures	8	S1, S2, S3, S4, S6, S7, S8, S9	S8: Communicating with other cultures is the best part of learning language. I always interested in this.
Becoming a world citizen	10	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10	S3: Knowing a foreign language means being a citizen of the global world. This is a pleasure and motivating for me. S10: When I finished school, I put my bag on my back and I can travel the world.

When Table 7 is examined, all of the students emphasize that teaching a foreign language increases their employment opportunities and is an important step towards becoming a world citizen. Again, 8 of the students state that communicating with other cultures is an advantage of learning a language.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Although English lessons are given importance in schools, teaching in the classroom environment is limited to certain hours and students cannot gain proficiency in the language because they are not exposed to the target language (English) sufficiently in daily life (Csizer & Kormos, 2014). For this reason, in language learning, the need for students to regulate their effective learning behavior and take responsibility for their own learning outside the classroom emerges. As a result of this, it is aimed to raise awareness about encouraging the use of strategies in English lessons and including more use of strategies in English lessons, as students' motivation for the course in which they have high self-efficacy beliefs will increase.

In this research, it is seen that students are willing to learn by doing or experiencing activities with English-speaking people in terms of language learning strategies. Since English is a language used worldwide, the importance of English education is increasing day by day. However, in countries such as Turkey where English is taught as a foreign language, teaching this language is limited to certain hours in classrooms. Therefore, unless students regulate their own learning and take responsibility for their learning, this environment is insufficient to provide students with advanced language proficiency. Autonomous learning and the ability to effectively regulate one's own learning are of great importance in learning a foreign language. Without these skills, students have difficulty continuing learning outside the classroom (Csizer&Kormos, 2014). From this point of view, the importance of learning strategies emerges. Learning strategies also make students more independent, autonomous and lifelong learners (Allwright, 1990; Little, 1991). According to Oxford, if appropriate learning strategies are used, learning will be easier, more enjoyable, more effective and transferable to new situations (Oxford, 1990).

After it was revealed that the use of language learning strategies had positive effects on language learning, different studies were conducted on the subject. Studies have examined the relationship between strategy use and different variables such as age (Attar & Sadeghi, 2012), gender (Alçı, Balyer & Karataş, 2015), and self-efficacy (Gahungu, 2007; Graham, 2007; Siew & Wong, 2005). Some of the studies are on high school students (Akkaş Baysal & Ocak, 2016; Başbay & Gözüm, 2019), some at the university preparatory class level (Demirel, 2012; Balcı & Durak Üğüten 2017), and some on prospective teachers studying in the English language education department (Bekleyen, 2005).

As a result of the research, it was concluded that the students' self-efficacy beliefs regarding language learning showed a significant difference in favor of male students and the higher level classes (2 from 1-2, 4 from 3-4). According to Bandura (1997), individuals with high self-efficacy believe success is under their own control. When a student believes that he or she can accomplish an academic task, he or she has a high level of motivation to perform well, works harder, and insists on working on the task for a long time (Bandura, 1997). The mentioned features are indispensable for any success and also play a key role in language learning. When studies on self-efficacy were examined (Açıkel, 2011; Başbay&Gözüm, 2019), a positive relationship was found between self-efficacy belief and success. As a result of the research, it has been observed that there is a positive and significant relationship between the use of language learning strategies and self-efficacy belief (Başbay & Gözüm, 2019; Gahungu, 2007; Siew & Wong, 2005). When some studies on the subject are examined, Açıkel (2011) examined whether the use of language learning strategies, self-efficacy belief, the number of years of studying language learning and whether or not they have been abroad are predictive factors

for students' language proficiency. It has been revealed that factors such as being abroad, number of years spent learning a language, type of high school graduated, self-efficacy belief and use of language learning strategies have an important place in language proficiency. Especially students who used cognitive and memory strategies had higher proficiency exam results. In other words, he stated that the use of these strategies is a predictor of exam success. Regarding self-efficacy, students with high self-efficacy beliefs, especially in receptive skills such as listening and reading, also had higher exam scores (Açıkel, 2011).

In a study conducted with candidate teachers in Malaysia (Siew & Wong, 2005), the relationship between language learning strategy use and language self-efficacy belief was examined. When evaluated according to the taxonomy made by Oxford (1990), it was revealed that teacher candidates mostly used cognitive strategies. According to the other result of the research, a positive relationship was found between self-efficacy and language learning strategy use. In other words, the strategy use of teacher candidates with high self-efficacy beliefs was higher.

In a study conducted at a university in Fiji, a former British colony with a very different ethnic background, the relationship between university students' use of language learning strategies and academic writing skills was examined (Chand, 2014). When the results were examined, it was revealed that students mostly used metacognitive and cognitive strategies. In this study, contrary to many studies on the subject, a weak correlation was found between strategy use and academic language proficiency.

When the results of the qualitative part of the research are examined, it is seen that the students generally find themselves successful in learning a language, are willing to communicate, learn new words, and are interested in learning a language. However, it was observed that 3 students who stated that they were unsuccessful in this subject stated that they had difficulty in learning new words and expressing themselves. While it was observed that the biggest difficulty students experienced in the process of learning English was the lack of opportunities to repeat and speak in daily life, in terms of the advantages of learning a foreign language, it was observed that all of the students stated that learning a language was an important advantage in terms of finding a job and becoming a world citizen.

As a result, it is essential to provide learning environments that will improve students' self-efficacy beliefs so that they have high motivation and success in language learning. In order to achieve this, students' inclusion of language learning strategies in the language learning process will yield positive results.

Author Contribution

Design of Study: AA(%40), YÇ(%40), MY(%20)

Data Acquisition: AA(%40), YÇ(%40), MY(%20)

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