



Teacher Candidates' Self-Efficacy Beliefs Related to Four Basic Skills in English

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Abstract

The aim of the study is to explore the pre-service teachers' self-efficacy beliefs related to foreign language (English) skills within various variables. The "Self-Efficacy Scale for English Language Skills" developed by Sağlam and Arslan (2018) was used as a main data collection tool. Within the scope of this study, the relations between self-efficacy beliefs of senior teacher candidates and other variables such as gender and study programs were focused on. Based on the findings, it was seen that, almost all (90.8%) of the pre-service teachers did not allocate any time for self-study in English and more than half of them (56.1%) stated that they learned English only to pass the course. Additionally, in the analysis, it was observed that the English language skills self-efficacy belief levels of the senior teacher candidates were low. According to the independent sample t-Test results, no statistically significant difference was found between gender and self-efficacy beliefs in English language skills, except for listening skills. Related to the findings of the One-Way ANOVA Test, there was no statistically significant difference between study programs and English self-efficacy beliefs. Lastly, according to the chi-square test, no statistically significant relationship was found between the six study programs and the self-study time.

Key words: Self-efficacy beliefs, Language skills, Teacher education, English language proficiency, Student teachers

Introduction

As the language, which serves to express our feelings and thoughts, develops and becomes richer; our ability to think, communicate, and use language become stronger. Language is the most basic tool for the communication between people. According to Aksan (1999), language being a very

powerful, magical order which is directly specific to human beings is a system of thinking and transferring what is thought. Learning or teaching a language in order to maintain communication between people is a lifelong process. Being successful in communicating depends on the individual's ability to use language skills effectively. Especially in educational context, it is very important for the teachers to use these skills successfully in their profession. From this point of view, the correct use of language depends on the effective development of language skills such as reading, writing, speaking, and listening (Srinivas, 2019). Contrary to traditional approach to language teaching, in which grammar teaching is at the center of the language rather than its functions and use, in modern language teaching, grammar is not seen as an aim of foreign language teaching, but rather as a tool to develop four basic language skills (Derewianka&Jones, 2010; Shirzad, 2016). What is important here is not only to master the abstract grammar rules of the learned language, but also to be able to use the words and structures of the language in practice (Pawlak, 2021). Considering that language is a basic communication tool, as mentioned above, it is seen that the functional aspect of the language comes to the fore rather than its structural dimension. In this context, developing language skills in modern language teaching, where a student-centered understanding is adopted, is of great importance for establishing both written and oral communication in a foreign language. It has been revealed that student-centered methods and techniques applied in foreign language education in recent years have a significant effect on students' English academic success in terms of language skills, vocabulary and grammar. (Şimşek & Özaslan, 2021). Just as individuals carry out their communication in their own language by listening, reading, writing and speaking, they also need to apply these language skills in a foreign language in order to establish a healthy communication. Although skill-based language teaching has become an accepted phenomenon today, we are faced with the question of whether language skills should be taught independently or in an integrated manner. Language skills are divided into two groups as receptive and productive. Receptive skills consist of reading and listening skills, while productive skills consist of writing and speaking skills (Obilisteanu, 2009) and It can be said that receptive skills are a prerequisite for the development of productive skills (Sreena & Ilankumaran, 2018). From this point of view, it is not possible to talk about the development of writing skills without reading skills and speaking skills without listening skills (Akram & Malik, 2010). Considering that communication takes place as a whole, it can be seen that the answer to the problem that arises about how to teach the above-mentioned language skills lies here. To

explain this a little more, as receptive and productive skills take place as a whole in the realization of written and oral communication in daily life, the importance of teaching these four basic language skills in an integrated way in foreign language lessons needs to be emphasized (Aydoğan & Akbarov, 2014).

In this regard, especially skill-based foreign language learning has become inevitable in the globalizing world. For this reason, foreign language learning and teaching has been a significant issue that has been always emphasized. English, which is a valid language all over the world, is a chief medium of communication and today people have started to learn more than one language due to the increasing importance of foreign languages. Individual's attitude and motivation towards language learning should be well known for the effective realization of language learning. In other words, determining the purpose for which the individual learns a language will contribute to the successful continuation of the foreign language teaching and learning process. Regarding this, Tosun (2006:36-37) lists the following among the requirements of learning a foreign language: One can follow the innovations and developments in the world and thus can benefit more from technology. Individuals have the chance of getting to know different cultures. Apart from that, knowing a foreign language offers many opportunities to the person such as providing advantage in finding a job, working in touristic regions and institutions, making an academic career and making use of free time because in today's world knowing English is considered as a language of prestige.

Affective and cognitive domains have an important place in language teaching. According to Bandura (1971), learning takes place in a social environment. In social learning theory, the individual is active and interactive, that is, learning occurs during the time that the individual interacts with those around him, and again, the individual is affected by the learning and the environment. The concept of self-efficacy, which is the basis of our study, is an important concept that came to the fore in Bandura's social learning theory at the end of the 1970s. Bandura first mentioned this concept in 1977 in his work titled "Self efficacy: Toward a Unifying Theory of Behavioral Change". It is important for an individual to perceive himself in learning. Being aware of their behaviors and skills and being able to evaluate them is related to the concept of self-efficacy. According to Bandura, self-efficacy refers to "people's beliefs in their capabilities to produce desired effects by their own actions" (1997: vii). Self-efficacy theory as an aspect of Bandura's social cognitive theory is based on the model of "triadic reciprocal causation" (1986)

which refers to the causal interactions between personal, behavioral, and environmental factors. That is, behaviors are affected by personal factors and environment; on the other side, in this mutual relation environment is also influenced by personal traits and behaviors. For Tschannen-Moran and Woolfolk Hoy, self-efficacy is the future belief about the level of competence of the behavior that the individual expects to exhibit in the face of a new situation (2001: 787). According to Luszczynska et al., self-efficacy is expressed as “the belief in one’s competence to tackle difficult or novel tasks” (2005: 81). Bayrakçı, on the other hand, defines self-efficacy as “belief about himself / herself about how to be successful in the difficulties faced by the individual” (2007: 206).

Self-efficacy beliefs determine how individuals feel, how they think, how they motivate themselves and how they act (Bandura, 1994: 71). Self-efficacy beliefs form the basis of the individual's motivation, well-being and personal success (Sharma & Nasa, 2014: 58). Self-efficacy belief, which affects the motivation and success of the individual, has an important place in language learning. Self-efficacy belief is one of the effective elements in the language learning process in terms of affecting the use of language learning strategies (Oxford & Shearin, 1994). Therefore, there are differences between the individuals with low self-efficacy beliefs and the ones with high self-efficacy beliefs. With this respect, Bandura (1994) states that individuals with high self-efficacy beliefs are more successful in reaching their goals compared to the individuals with low self-efficacy beliefs. An individual with low self-efficacy cannot be expected to be successful while struggling with self-doubt. While the people who are high in self-efficacy beliefs are more likely to overcome challenging attempts, the ones with low self-efficacy do not make an effort and show a tendency to give up. Self-efficacy beliefs play an important role in the academic success of individuals by affecting their cognitive, emotional and motivational processes. In other words, it can be said that there is a direct relationship between self-efficacy belief as a source of motivation and academic success (Koca & Dadandı, 2019).

When we look at the studies on self-efficacy in the education field and teacher education, teacher self-efficacy beliefs refer to “teacher’s individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation” (Dellinger et al. 2008). In many studies with teachers, it is teacher candidates and students that draw our attention. In this context, studies on self-efficacy beliefs were examined under two headings. The first group of studies focuses on the self-efficacy beliefs of teacher candidates from different disciplines about

their own subjects and the second type of studies deal with teacher candidates' self-efficacy beliefs of foreign language. The following studies can be given as examples for the first group: Gökmen and Ekici (2018) explored the relationship between the pre-service biology teachers' perception levels of self-efficacy in teaching and occupational anxieties in their study. According to the results of this research, it was determined that teacher candidates' perceptions of teacher self-efficacy was quite sufficient ($\bar{x}=178.52$) and their professional anxiety was low ($\bar{x}=104.96$). In his study, Akkuş (2013) aimed to investigate the self-efficacy beliefs of the teacher candidates of Social Studies within a set of variables including the participants' self-efficacy beliefs, gender, and education. Based on the findings, it has been reported that there was a significant difference (0.01) in favor of female teacher candidates regarding the variables of self-efficacy levels and the planning and evaluation of the teaching. Apart from these studies, in another study that examined the academic self-efficacy beliefs of the primary school teacher candidates according to various variables, it was determined that the academic self-efficacy beliefs of the primary school teacher candidates were generally at a high level (Oğuz, 2012). Gürbüzöğlü Yalmanlı and Aydın reached similar results in their research on pre-service science teachers' self-efficacy beliefs (2014).

As stated above, in the first group, some studies were included in the relevant literature in which the self-efficacy beliefs of teacher candidates about their own fields were investigated. In this second group, some examples of studies examining the self-efficacy beliefs of high school and university level participants towards foreign language are given. Katranlı (2014) aimed to determine pre-service teachers' perceptions of self-efficacy towards speaking skill according to various variables in the study of "Pre-service Teachers' Self-efficacy Perception of their Speaking Skills". As a result of the research, it was noted that the speaking self-efficacy perceptions of the teacher candidates were at a high level and these perceptions differed significantly according to the gender and the education program, but the level of education did not cause a significant difference on the perception of speaking self-efficacy. On the other hand, Gömleksiz and Kılınç (2014) investigated the 12th grade students' English self-efficacy belief levels and it was found that the students' self-efficacy beliefs in English were at a medium level. Tertemiz and Ağıldere (2015) examined the self-efficacy beliefs of the students studying in the department of foreign language teaching towards foreign language teaching and according to the results obtained, it was seen that the self-efficacy belief averages of the teacher candidates were quite high. Finally, Özer and Basarir (2020) examined the effect of English self-efficacy beliefs of pre-service teachers from

different branches studying in the first grade on their perceived success. As a result of this study, the average of the English self-efficacy beliefs of the teacher candidates studying in the second half of the first grade was calculated as $\bar{x}=2.63$.

When the studies conducted in the field of self-efficacy are examined, they are either related to the level of self-efficacy beliefs on a specific field or they are related to self-efficacy perception on a single language skill. When the teacher training undergraduate programs of the education faculties in our country, which were updated in 2018, are examined, it is seen that the foreign language course is taught in the first grade. Apart from this, when the program is examined, it is seen that the students do not take foreign language lessons except for the first year. With this study, it is aimed to make a contribution to the relevant literature by revealing the self-efficacy beliefs of the senior pre-service teachers from different disciplines related to 4 basic language skills. One of the main objectives here is to conduct a detailed investigation about the self-efficacy beliefs of teacher candidates related to English and its four skills in accordance with a number of variables such as gender, disciplines, their learning needs, and studying time allocated for English learning.

Research Questions

In this study, which aims to identify the self-efficacy beliefs of senior teacher candidates about the four basic language skills in English according to different variables, the relational scanning model within the descriptive study model was used (Karasar, 2005). Related to this aim, the following questions will be answered within the scope of this study.

1. What are the English learning goals of the senior pre-service teachers?
2. How much time do pre-service teachers spend weekly autonomously for learning English?
3. What are the pre-service teachers' levels of self-efficacy beliefs in English reading, writing, listening, and speaking skills?
4. Do the pre-service teachers' self-efficacy belief levels in English language skills differ according to the variables such as gender and department?
5. Is there any correlation between language skills; weekly study time and learning goals; gender and learning goals?

Method

Participants

The sample of the study consists of the senior pre-service teachers from different study programs of the education faculty at a state university. The participants of this study, who were in the last year of the faculty of education, took the compulsory English course for two hours per week in the first year of their higher education. Descriptive information related to the teacher candidates participating in the study is summarized as below:

Table 1. Descriptive statistics for the participants

Gender	f	%
Male	59	24.7
Female	180	75.3
Program		
Science Education	39	16.3
Turkish Language Education	36	15.1
Social Sciences Education	35	14.6
Elementary Mathematics Education	28	11.7
Elementary Education	52	21.8
Pre-school Education	49	20.5
Total	239	100

Based on the Table 1, a total of 239 people, 59 males and 180 females, participated in the study. The sample of this study consists of the senior pre-service teachers: 39 from Science Education; 36 from Turkish Language Education; 35 from Social Sciences Education; 28 from Elementary Mathematics Education; 52 from Elementary Education and 49 from Pre-school Education.

Data Collection Tools

As a data collection tool, 22 item five-point Self-Efficacy Scale for English Language Skills which was designed by Sağlam and Arslan (2018) for university level students was used. KMO value of the scale was calculated as 0.96 and Barlett Test was found to be significant at 0.000 level. This scale consists of factors of reading, listening, writing, and speaking language skills. When the scale examined, it is seen that the receptive skills the reading factor consists of 5 items and listening factor is composed of 6 items. On the other hand, the productive skills writing skill factor consists of 4 items and the speaking factor includes 7 items. The Cronbach's Alpha internal consistency

coefficient of the sub-parts of the original scale was for reading: 0.86, writing: 0.82, listening: 0.87 and speaking: 0.91.

Similar results were obtained in terms of reliability analysis in this current study. Based on the reliability analysis results of scale questions belonging to sub-dimensions of English language skills self-efficacy beliefs scale, the Cronbach's Alpha coefficient of "Reading Skills" was found as .951; for the "Writing Skills" as .922; for the "Speaking Skills" as .940; and lastly for the "Listening Skills" as .930. Accordingly, the Cronbach's Alpha coefficient for the scale items is between .922 -.951. When the reliability values in the relevant literature are examined, it is seen that the reliability of the scale questions used in this study has a high level of reliability, as the scale with the reliability value of " $0.80 \leq \alpha < 1.00$ " is considered highly reliable. (Özdamar, 2004). Turkish version of the scale was applied by the researchers to the senior teacher candidates studying in different departments of the education faculty.

In order to determine the realization level of each item in the scale, a 5 Likert rating like "I strongly agree" (5), "I agree" (4), "I partially agree" (3), "I do not agree" (2), "I do not agree at all" (1) was used. In interpreting the arithmetic mean of the scores, average values between 1.00-5.00 are determined as follows: I strongly agree: 4.21-5.00; I agree: 3.41-4.20; I partially agree: 2.61-3.40; Disagree: 1.81-2.60; I do not agree at all: 1.00-1.80. For option range calculation this formula was used: (Limenie, 2022; Kıyıcı & Dikkartın Övez, 2021; Bozaslan, & Kaya, 2012; Sarıgöz, 2017).

$$OR = \frac{HV-LV}{NO} = \frac{5-1}{5} = 0.8$$

OR: Option Range

HV: Highest Value

LV: Lowest Value

NO: Number of Options

Data Analysis

Whether the continuous measurements in the study were normally distributed or not was checked with Kolmogorov-Smirnov ($n > 50$) and Skewness-Kurtosis tests and as the measurements were normally distributed, parametric tests were applied. The descriptive statistics for the continuous variables in our study were given as mean, standard deviation and for categorical variables they were expressed as number and percentage. Additionally, Cronbach's Alpha coefficients were calculated for the reliability analysis of the scale questions. Independent T-test and One-Way Analysis of Variance (ANOVA) were used to compare the self-efficacy scores according to the groups. Pearson correlation coefficients were calculated to determine the relationships between the total scores. Chi-square test was used to determine the relationship between categorical variables. The following analysis has been taken as a basis to determine whether the data show a parametric or non-parametric distribution.

Table 2. Kolmogorov-Smirnov-Shapiro-Wilk- Skewness - Kurtosis test findings

	Kolmogorov-Smirnov			Shapiro-Wilk			Skewness	Kurtosis
	Statistics	N	P	Statistics	N	P	Statistics	Statistics
Reading Skills	.196	239	.000	.847	239	.000	.899	-.162
Writing Skills	.160	239	.000	.877	239	.000	.818	-.215
Speaking Skills	.160	239	.000	.872	239	.000	1.200	1.152
Speaking Skills	.105	239	.000	.939	239	.000	.553	-.226

As shown in the Table 2 above, according to the Kolmogorov-Smirnov ($n > 50$) test results, it is seen that the scale total scores are not normally distributed ($p < 0.05$). However, since the Skewness and Kurtosis values of these measurements show the range of 1.5 of the normal distribution, it is appropriate to use parametric tests in comparisons (Tabachnick & Fidell, 2013). After deciding to apply parametric tests according to the results of the analysis above, the self-efficacy scale questions for English language skills were analyzed.

Findings

In this part of the study, first of all, before the analysis of pre-service teachers' self-efficacy levels for English language skills, it was tried to determine the motivation resources of the students in learning English and how much time they spent autonomously for learning the language. Next, the self-efficacy belief levels of pre-service teachers in English reading, writing, listening and speaking skills are dealt. In next step, the foreign language self-efficacy belief scores of senior students were compared according to variables such as gender, department, weekly English study

time, and English learning goals. Finally, the relationship levels between the above-mentioned variables were examined.

Research Question 1: What are the English learning goals of the senior pre-service teachers?

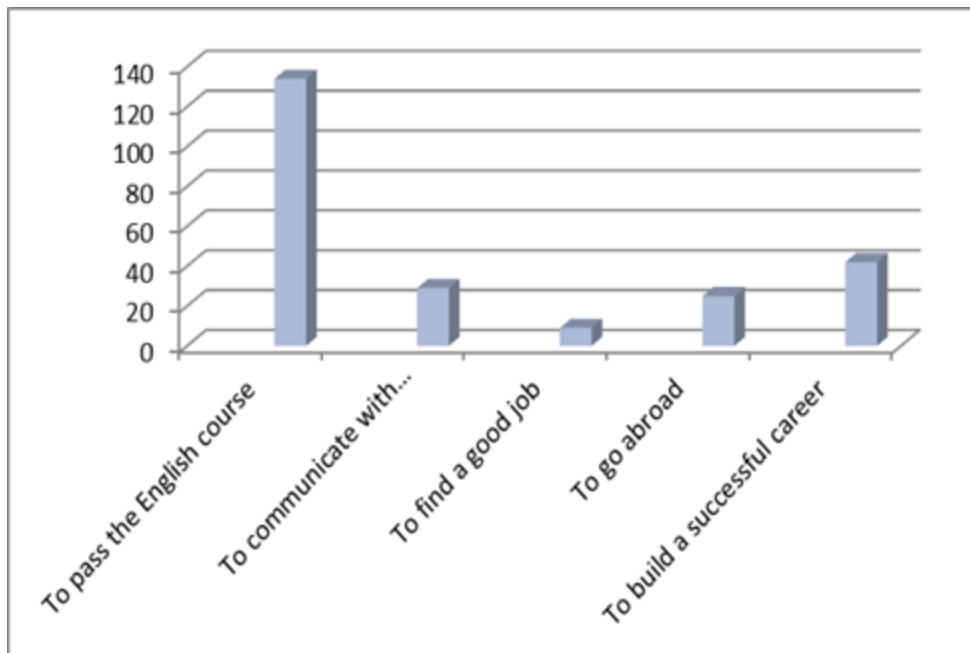


Figure 1. English learning goals of the senior pre-service teachers

When the English learning goals of the teacher candidates in different branches are examined, it is seen that more than half of the participants (134) learn English to pass the course. 29 of the participants stated that they learned English to communicate with foreigners, 9 of them indicated their English learning goals as to find a good job, 25 as to go abroad and 42 as to make a career.

Research Question 2: How much time do pre-service teachers spend weekly autonomously for learning English?

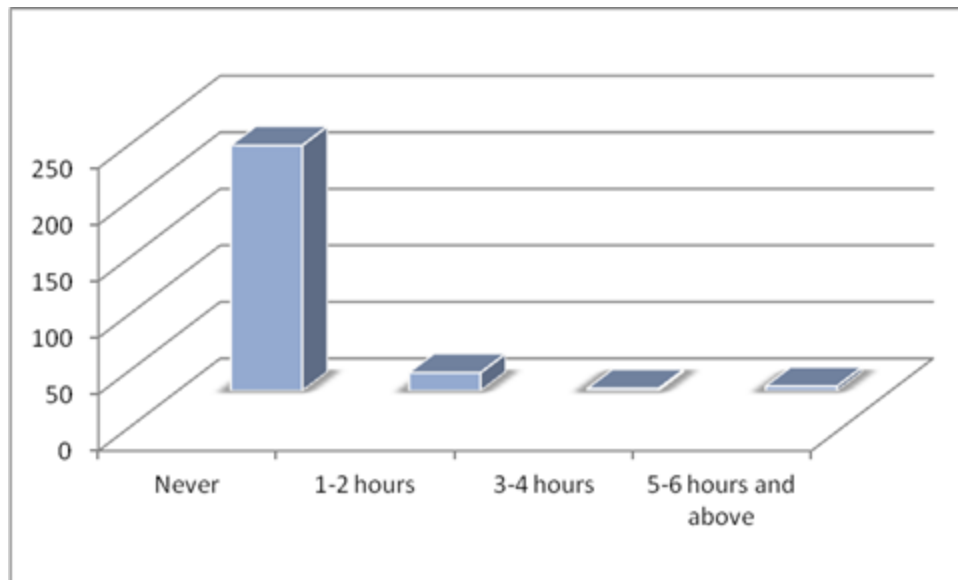


Figure 2. English self- study times of the senior pre-service teachers

The question of how much time they spend autonomously on English was asked to the pre-service teachers who took English as a foreign language course in the first year and did not take it in the 2nd, 3rd, and 4th grades of their university education. To this question, almost all of the pre-service teachers (n: 217) said that they did not allocate any time individually to English. On the other hand, 16 of them stated that they study for 1-2 hours per week. Of the 239 pre-service teachers who participated in the survey, only 2 stated that they studied English autonomously for 3-4 hours and 4 of them indicated that they spared weekly 5-6 hours for self-study.

Research Question 3: What are the pre-service teachers' levels of self-efficacy beliefs in English reading, writing, listening, and speaking skills?

Table 3. Self-efficacy belief scores for English reading skills

Item Number	Reading Skills	\bar{X}	Std
1	I can understand when I read short stories in English	2.33	1.28
1	I can understand when I read a book in English.	1.92	1.11
2	I can understand when I read a newspaper in English.	1.81	1.07
3	I can understand when I read a novel in English.	1.79	1.00
4	I can understand when I read a magazine article in English.	1.78	1.07
Part Mean		1.92	1.01
1	I find myself sufficient in the writing parts of English exams.	2.12	1.19
2	When writing in English, I can notice my spelling mistakes.	2.07	1.21

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3	I can write an English text according to the spelling and punctuation rules.	2.02	1.14
4	I can write an English text that forms cohesion with parts of speech	1.90	1.05
Part Mean		2.03	1.03
1	I can understand conversations in English.	2.31	1.05
2	I can understand the English songs I listen to.	2.25	1.06
3	I can do the activities while listening to English.	2.25	1.15
4	I can listen and understand English videos	2.14	1.04
5	I can write what I hear while listening to English.	2.02	1.08
6	I find myself sufficient in the listening parts of English exams.	2.01	1.08
Part Mean		2.16	0.93
1	I can make dialogue in English.	2.36	1.11
2	I can express myself easily in informal conversations.	2.12	1.16
3	I can express my feelings and thoughts in different forms in English.	1.84	1.01
4	I find myself sufficient in the speaking parts of English exams.	1.81	1.03
5	I can speak English in a given subject without prior preparation.	1.66	0.93
6	I can speak English fluently.	1.64	0.91
7	I can speak English in educational interviews (Erasmus, Graduate etc.).	1.61	0.90
Part Mean		1.86	0.87
General Mean		1.99	0.85

Regarding the views of teacher candidates about self-efficacy in English reading skills, the item#5 "I can understand when I read short stories in English" appeared at the highest level (\bar{X} : 2.33), while the item#1 "I can understand when I read a magazine article in English." was found at the lowest level (\bar{X} : 1.78). The general average of the self-efficacy level of the senior teacher candidates for reading English was calculated as (\bar{X} : 1.92). Based on this, it can be concluded that the students' beliefs about this skill are low and they do not see themselves as sufficient in understanding what they read in English.

Looking at the self-efficacy in English writing skills, it is seen that the item#4 "I find myself sufficient in the writing parts of English exams" has the highest level (\bar{X} : 2.12); on the other hand, the item#2 "I can write an English text that forms cohesion with parts of speech (conjunctions, etc)" corresponds to the lowest level of self-efficacy. Similar to the reading skill, the general arithmetic mean of pre-service teachers' self-efficacy beliefs about English writing skill was calculated as (\bar{X} : 2.03). This shows that the students' beliefs about this skill are also low.

In addition to reading and writing skills, the listening skill self-efficacy belief levels of pre-service teachers are also included in the table 3. Accordingly, participants expressed the item#1 "I can understand conversations in English" at the highest level (\bar{X} : 2.38), while the item#6 "I find myself

sufficient in the listening parts of English exams" was stated at the lowest level (\bar{X} : 2.01). The mean score of self-efficacy beliefs for listening skills was recorded as (\bar{X} : 2.16), which was the highest mean score among the other three language skills.

When the opinions of the teacher candidates about the English speaking skills self-efficacy beliefs, which consisted of 7 items in total, were examined, the students recorded the item#1 "I can make dialogue in English" at the highest level (\bar{X} : 2.36), while the item#3 "I can speak English fluently" was the one at the lowest level (\bar{X} : 1.64). When the mean score of self-efficacy beliefs for this skill was calculated (\bar{X} : 1.86), it was found to be lower than the other three language skills. In other words, among the 4 basic skills in English, students' speaking skills in a foreign language had the lowest level of self-efficacy beliefs.

When the general average of the scale related to self-efficacy belief in English language skills is examined, it was observed that the teacher candidates' belief levels towards foreign language were at a low level.

Research Question 4: Do the pre-service teachers' self-efficacy belief levels in English language skills differ according to the variables such as gender and department?

Table 4. Independent Samples T-test for the difference between gender and English self-efficacy beliefs level

Language Skills	Gender	N	\bar{X}	Std.	p.
Reading Skills	Female	180	1.92	1.00	.959
	Male	59	1.93	1.06	
	Total	239	1.92	1.01	
Writing Skills	Female	180	2.07	1.02	.281
	Male	59	1.90	1.07	
	Total	239	2.03	1.03	
Speaking Skills	Female	180	1.88	0.86	.657
	Male	59	1.82	0.90	
	Total	239	1.86	0.87	
Listening Skills	Female	180	2.23	0.93	.046
	Male	59	1.95	0.89	
	Total	239	2.16	0.93	

Based on the Table 4 which displays the comparison of the scale scores of self-efficacy beliefs for English Language Skills in accordance with gender, it can be stated that there is no statistically

significant difference between the pre-service teachers' self-efficacy beliefs for three English Language Skills, reading, writing, and speaking, and the variable of gender ($p > 0.05$). In other words; self-efficacy beliefs for reading skill, writing skill and speaking skill scores are not affected by gender. However; a statistically significant difference was observed between the self-efficacy belief scores of listening skill and gender with the value of 0.04 ($p < 0.05$). According to the listening skill scores related to the self-efficacy beliefs, the female teacher candidates perceived themselves more competent in listening skills than the male teacher candidates.

Table 5. One-Way ANOVA Test for the difference between department and English self-efficacy beliefs level

Language Skills	Department	\bar{X}	Std.	p
Reading Skills	Science Education	1.93	0.94	.568
	Turkish Language E.	1.69	1.07	
	Social Sciences E.	1.93	0.93	
	Elementary Mathematics Education	2.20	1.17	
	Elementary E.	1.93	0.97	
	Pre-school E.	1.93	1.05	
Writing Skills	Science Education	2.14	1.07	.888
	Turkish Language E.	2.00	1.11	
	Social Sciences E.	1.96	0.92	
	Elementary Mathematics Education	1.91	0.88	
	Elementary E.	2.13	1.08	
	Pre-school E.	1.96	1.08	
Speaking Skills	Science Education	2.00	0.84	.683
	Turkish Language E.	1.73	0.95	
	Social Sciences E.	1.80	0.83	
	Elementary Mathematics Education	1.98	1.06	
	Elementary E.	1.91	0.82	
	Pre-school E.	1.79	0.80	
Listening Skills	Science Education	2.18	0.85	.924
	Turkish Language E.	2.16	1.02	
	Social Sciences E.	2.08	1.00	
	Elementary Mathematics Education	2.26	0.89	
	Elementary E.	2.24	0.91	
	Pre-school E.	2.07	0.93	

One-way ANOVA test was applied to determine whether the self-efficacy belief levels of senior teacher candidates differed according to their fields. Regarding these results; there was no

statistically significant difference between the self-efficacy belief scores of each language skill and the study program ($p > 0.05$). When the mean scores of self-efficacy beliefs for each language skill were compared in terms of study programs, it was seen that the participants from the program of Elementary Mathematics Education scored the highest self-efficacy belief score in reading (\bar{X} : 2.20) and listening skill (\bar{X} : 2.26); for the writing and speaking skills, teacher candidates of Science Education got the highest scores (\bar{X} : 2.14; \bar{X} : 2.00 respectively).

Research Question 5: Is there any correlation between language skills; weekly study time and learning goals; gender and learning goals?

Table 6. Pearson correlation coefficients between the language skills

		Reading S.	Writing S.	Speaking S.	Listening S.
Reading S.	r	-	.707**	.771**	.686**
Writing S.	r	.707**	-	.702**	.741**
Speaking S.	r	.771**	.702**	-	.790**
Listening S.	r	.686**	.741**	.790**	-

** $p < 0,01$; r: Pearson correlation coefficients

In this part, the Pearson correlation coefficients were examined to determine whether there was a relationship between the four basic language skills in foreign language regarding the self-efficacy beliefs of pre-service teachers. Those relationship between the language skills which were found to be statistically significant were shown with the double asterisk (**) symbol. Regarding these results, relationships between all dual scale scores were found to be significant. The most positive correlation between the skills was recorded between speaking and listening skills with 79 %. Then, the higher degree of positive relation was observed between reading and speaking skills (77.1%). On the other hand, when compared to other dual relationships, the less positive correlation was seen between reading and listening skills (68.6%).

In addition to the above test results, the chi-square test was conducted to determine whether there is a relationship between the study program and weekly English study time. According to the results of this analysis, no statistically significant relationship was observed between the six study programs and the study time ($p=0.36$) and most of the teacher candidates indicated that they did not spare any time for studying English. No statistically significant relationship was noted between the study program and English learning goals of the participants studying in these programs

($p=0.82$). With respect to their English learning goals, more than half of the pre-service teachers who participated in the study stated that they learned English just to pass the course. Finally, when looking at the impact of the gender on the weekly study time; no statistically significant relationship was found between gender and weekly study time ($p= 0.77$). In this context, it is observed that the majority of both male and female participants do not spend any time on English on a weekly basis. Similarly, there was no statistically significant relationship between gender and English learning goals ($p= 0.55$).

Discussion and Conclusion

With this study, the senior teacher candidates' self-efficacy beliefs of four basic skills in English were investigated in accordance with different variables. According to the mean scores, it was concluded that teacher candidates' self-efficacy belief levels in all language skill areas were realized at a low level. Similarly, considering the arithmetic averages of these four skills, it is seen that the scores are close to each other, which shows that participants regard themselves sufficient at the same level in each skill. Özer and Basarir (2020) examined the foreign language self-efficacy beliefs of teacher candidates from different branches who took the compulsory English course in the first year of the faculty of education. Contrary to the results of the current study, the results show that the pre-service teachers' English self-efficacy beliefs are at a moderate level. In addition to these studies, a number of studies have been carried out especially in EFL contexts with language learners. In the study investigating the English self-efficacy beliefs of students studying at a foreign language school, Kanatlı and Bağçeci (2015) found that the self-efficacy beliefs of students in English language skills were moderate. Similarly, Memduhoğlu et al. reached similar results in their research on English self-efficacy belief in EFL contexts (2014). On the other hand, in another study conducted by Tılfarlıoğlu and Cinkara (2009), it was revealed that high school students studying language education had high self-efficacy beliefs in English lessons. Additionally, there are many studies showing that there is a positive correlation between students' self-efficacy beliefs and language skills. As students' self-efficacy belief levels increase, their academic success in language skills increases (Naseri & Zaferanieh, 2012; Li & Wang, 2010; Pajares & Johnson, 1994; Klassen, 2002; Asakereh & Dehghannezhad, 2015; Mills et al., 2006; Graham, 2011).

180 female and 59 male, total of 239 student teachers completed this study. The analysis based on the relationship between gender and English language skills self-efficacy beliefs, no statistically significant difference was found between the self-efficacy beliefs and gender except for the listening skills. Gömleksiz and Kılınç (2014) reached similar results in their study on the self-efficacy beliefs of high school seniors in English language skills. Likewise, Sallabaş (2012) did not reveal a meaningful difference between the genders in the study investigating the speaking self-efficacy beliefs of those who learn Turkish as a foreign language. In parallel with the mentioned studies, Memduhoğlu and Çelik (2015) aimed to determine the self-efficacy perceptions of university students, and there was no significant difference between the gender and the other three skills, except for speaking skills. Based on their study on the beliefs of the students studying in the foreign language education department (English, French, German and Arabic), Tertemiz and Ağildere (2015) did not reveal a significant difference between gender and their self-efficacy beliefs.

In addition to the gender variable, the relationship was also investigated between the study programs of the senior teacher candidates and the self-efficacy belief in English language skills. Accordingly, no statistically significant relationship was found. In other words, the English self-efficacy belief levels of teacher candidates do not differ significantly from each other. In terms of weekly self-study time, it was seen that most of the students did not allocate time to English self-study at all. It is seen that pre-service teachers who only take the compulsory English course in their first year of university do not spend much time individually on language learning during their education period. From this point of view, it can be stated that pre-service teachers do not acquire individual language learning habits. Concerning their language learning goals, more than half of the senior teacher candidates stated that they studied English only for achieving short-term goals like to pass the course. On the other hand, it is seen that the number of teacher candidates who learn English with long-term goals such as communicating with foreigners, making a career or finding a good job is too limited. The fact that the majority of senior pre-service teachers do not allocate time to English self-study and they only study English to pass the course can be associated with their low motivation to learn English. At this point, motivation, which is the key to learning, has an important role in the language learning process (Ushida, 2005; Engin, 2009; İşigüzel, 2011). As a result, it can be said that pre-service teachers who learn English as a first foreign language need to devote more time to language learning in terms of both their personal and professional

development. Especially in order to follow technological developments in the field of education, this has become a necessity in today's globalizing world. In this respect, prospective teachers who take English as a compulsory foreign language course only in the first year of their undergraduate education should engage more in activities that will help them be exposed to the language not only in the classroom but also outside the classroom. At this point, especially online reading and listening materials are one of the most important contents of input in language teaching. What is important here is to develop learner autonomy in the students who start to learn English as a first foreign language from the second grade in our country (Balçıklı, 2008). Through autonomous learning, learners could be more motivated and be more successful in learning and using foreign language (Little, 2007; Reinders, 2010). Autonomous learning, especially in today's world where communication tools are developing in a dizzying way, makes foreign language learners manage their own learning processes in the online environment, take responsibility, and thus make language learning a part of the daily life of the individual, not limiting it only to the course environment. In this way, language learning becomes a part of lifelong learning (Kuimova et al, 2018; Aydın, 2014).

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