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**AN ANALYSIS OF THE FACTORS THAT AFFECT THE PEC A1 EFL LEARNERS'
ENGLISH LANGUAGE SELF EFFICACY BELIEFS**

M.A. THESIS

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I dedicate this thesis to my son Ezel Altan Güzel

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Abstract

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Language Self Efficacy Beliefs

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AN ANALYSIS OF THE FACTORS THAT AFFECT THE PEC A1 EFL LEARNERS' ENGLISH LANGUAGE SELF EFFICACY BELIEFS

The present study aimed to analyze the factors that affect the PEC A1 EFL learners' English Language self efficacy beliefs. Self-efficacy beliefs of the trainees in Public Education Centers of Bursa province was examined in the context of various variables such as gender, working status, marital status, education level, profession, income rate, duration of course, time of lesson, course period, number of trainees and break time.

Three tools were used to collect data: Demographic variables form, Self-Efficacy Scale for English and Semi-structured interview. The first tool demography questionnaire contains twelve questions that will be used as independent variables of the study. These are; gender,

working status, marital status, education level, profession, income rate, having child, number of trainees of the course, duration of the course, time of lessons, break time and course period.

Self-Efficacy Scale for English was used to investigate foreign language skills of the trainees, and the scale was used for the evaluation of Public Education Centers' A1 level language curriculum. The study included 102-course participants from eight public education centers in Bursa province. A semi-structured interview was conducted to get more reliable data and 10 volunteer trainees were interviewed to gather qualitative data. Quantitative data were analysed by descriptive statistics while qualitative data were analysed via the content analysis process.

The findings indicated that self-efficacy of Public Education Centers' trainees did not differ according to their personal traits. Correlation analysis shows that there are strong relationships among number of trainees and break time of the courses and reading, writing, listening and speaking skills. And finally, the results indicate that English language self-efficacy levels of the trainees are moderate, and based on this it can be said that the basic level English course programs at the Public Education Centers provide the participants with the skills at a moderate level. It can be said that this study contributes to the related literature in terms of the results achieved.

Keywords: Common European Framework of Reference for Languages, teaching English as a foreign language, public education centre, self-efficacy, program evaluation.

Özet

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HALK EĞİTİM MERKEZLERİ A1 SEVİYE EFL ÖĞRENENLERİN İNGİLİZCE DİLİNDEKİ ÖZ YETERLİK İNANÇLARINI ETKİLEYEN FAKTÖRLERİN ANALİZİ

Bu çalışma Halk Eğitim Merkezleri A1 seviye EFL öğrenenlerinin İngilizce Dilinin öz yeterlik inançlarını etkileyen faktörleri incelemeyi amaçlamıştır. Bursa İli Halk Eğitim Merkezlerinde kursiyerlerin öz yeterlik inançları cinsiyet, çalışma durumu, medeni durum, eğitim düzeyi, meslek, gelir oranı, ders süresi, ders süresi, kursiyer sayısı ve mola süresi gibi çeşitli değişkenler bakımından incelenmiştir.

Veri toplamak için üç araç kullanılmıştır: Demografik değişkenler formu, yabancı dil öz yeterlilik ölçeği ve yarı yapılandırılmış görüşme. İlk araç demografi anketi çalışmanın bağımsız değişkenleri olarak kullanılacak on iki soru içermektedir. Yabancı Dil Öz Yeterlik Ölçeği ise kurslar sonunda kursiyerlerin yabancı dil öz yeterliliklerini ölçmek için ve Halk Eğitim Merkezlerinin A1 seviye İngilizce Programının değerlendirilmesi için kullanılmıştır. Çalışmaya Bursa İlindeki sekiz halk eğitim merkezinden 102 kursiyer dahil olmuştur. Daha güvenilir veriler elde etmek için yarı yapılandırılmış görüşme yapılmış ve nitel verileri toplamak için 10 gönüllü kursiyer ile görüşülmüştür. Nicel veriler tanımlayıcı istatistikler ile analiz edilirken, nitel veriler içerik analizi süreci ile analiz edilmiştir.

Bulgular, Halk Eğitim Merkezi kursiyerlerinin öz yeterliliklerinin kişisel özelliklerine göre farklılık göstermediğini göstermiştir. Korelasyon analizi, kursiyer sayısı ile derslerin mola süresi ve okuma, yazma, dinleme ve konuşma becerileri arasında güçlü ilişkiler olduğunu göstermektedir. Son olarak, sonuçlar kursiyerlerin yabancı dil öz yeterlik seviyelerinin makul seviyede olduğunu ve buna dayanarak Halk Eğitim Merkezlerinde temel düzeyde İngilizce kurs programlarının katılımcılara orta düzeyde beceriler sağladığı söylenebilir. Bu çalışma elde edilen sonuçlar açısından ilgili literatüre katkı sağlayacaktır.

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List of Abbreviations

CEFR: Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

CoE: Council of Europe

ELC: English Language Curriculum

ELP: European Language Portfolio

ELT: English Language Teaching

EU: European Union

MoNE: Ministry of National Education

PEC: Public Education Center

RQ1: Research Question 1

RQ2: Research Question 2

RQ3: Research Question 3

SESFE: Self-Efficacy Scale for English

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Chapter I

Introduction

1.1 Background to the Study

In today's information age, communication plays a vital role as individuals and societies need to express themselves, to communicate in order to reach information, to exchange information with other societies, to follow technological, cultural and economic developments in the world. For this reason, speaking more than one language has become a necessity in the 21st century. Foreign language education has become as important as other academic fields of study. Today, an individual with perfect knowledge of mathematics or science but who do not speak a foreign language will have difficulty in adapting to the modern world.

Foreign language education is always open to changes. Because of its nature, foreign language education is affected by technological, cultural, social, political developments and changes. Although technological developments affect foreign language education rapidly, the effect of social, cultural and political changes is not felt very quickly in language education.

At the end of the 1940s, the establishment of the European Council has become significant political development for Europe and the whole world. As stated in Demirel (2005) "The Council aims to improve the living conditions of European citizens by finding solutions to the fundamental problems of European society, such as racism, ethnic discrimination, protection of the environment, to promote mutual understanding among European citizens from different cultures and to make every citizen gain European identity". (p.1).

In the early 1960s, social, cultural and political developments and changes in Europe changed the course of foreign language education and the need for a common classification in language teaching emerged. Europe has focused on unity in education for a long time. Particular emphasis was placed on the development of a common understanding of language education in many activities. After a long period of work, the Common European Framework of Reference for Languages (CEFR) was formally issued in 2001. The CEFR mainly aims to present a standard for language teaching and learning in Europe, and it is recognized by the vast majority of policy and decision makers as being a practical tool for teachers, curriculum, test and material developers (CEFR, 2001).

Turkey is a part of the European Council and associated in the activities of the Council have done so far, and Turkey has strived to comply with the framework programs. European education policy is adopted by Turkish Ministry of Education including the foreign language teaching methods to its system. For this purpose, the Ministry has been using the CEFR as a standard in the planning of English language curriculum and coursebooks (Mirici, 2015).

Turkey is trying to make adaptations to the education system in many areas parallel with European Union Education Policy. In addition to formal education, non-formal education institutions also pay attention to adapt to the EU framework programs in the preparation and implementation of foreign language teaching curricula. Public Education Centers in Turkey are one of these non-formal institutions. As in many other countries, the compulsory education age is between 6-18 years old in Turkey. People who have not received adequate education between these ages and who have been excluded from school for various reasons, go to Public Education Centers for training. Courses, especially English Language Courses, are among the most popular courses in PECs. The language courses in PECs are

basically based on CEFR and effectiveness of the language programs based on these Common Framework has not been a topic of much interest.

Although conceptualisation of educational evaluation has evolved over the past few decades, the use of assessment in educational activities is as old as educational activities itself. However, the use of educational evaluation as feedback for the improvement of educational activities is relatively new (Johnson, 1989). Educational assessment in educational systems is usually performed in relation to the quality, and in fact, evaluation is done to determine the quality of a system. However, the question that arises in this regard is, how can evaluation improve the quality of educational systems? Improving quality, in various fields, includes design and implementation procedures, loss reduction, employee satisfaction, increased profitability, consumer satisfaction, etc. (Seliger, 1983). Many scholars such as Richards (2001) argue that excessive attention to quantification in education has led to a crisis in quality, and educational systems should strive to "improve the quality of inputs, processes, and outputs."

One way to improve quality is through educational evaluation. Educational evaluation is a process that deals with the collection of data and judgment for the development of educational activities (Hutchinson, 1987), and can improve the quality of the process and the outcomes of the educational systems and programs.

1.2 Statement of the Problem

In Turkey, Public Education Centers carry out many educational like formal learning institutions. Cultural courses, language courses and vocational courses are offered at PECs for all age group trainees. These centers eliminate learning age, time, enable the discovery of talented people and carry out productive activities towards the progress of our learning.

English Language curriculum applied in PECs is tried to be harmonized with the European Framework Program in line with the policies of the Ministry of Education. Therefore, language curriculums in Public Education Centers are expected to be compatible with CEFR. However, is this English Language Curriculum based on CEFR appropriate in PECs in Turkey?

The CEFR presents standards for language teaching and learning so that it helps trainees, instructors, course designers, administrators to orient their options and have a comprehensive, transparent and coherent communication way (CEFR, 2001). By having these features, the CEFR does not intend to impose a single uniform system. When the European Commission published the CEFR in 2001, Turkey adopted the curriculum to be implemented in some private schools to ensure compliance with the Anatolian High Schools. After project implementation in private and Anatolian High Schools, foreign language learning programs based on CEFR began in the whole country (Mirici, 2015).

As mentioned earlier, PECs in Turkey can be considered as the learning centre for adults who did not go to school or who did not get enough education at school and the place of adult learners who apply to improve themselves. With no doubt, public education can be used alternately with the concept of lifelong learning. In this context, the concept of public education can be used in place of concepts such as lifelong learning, continuing education, adult education in Turkey (Kaya, 2015, p. 270). Geray (as cited in Özkulak ,2017) describes public education as a regular and organized training effort directed towards adults and out of school.

A1 level English Language Course is one of the most frequently opened courses in PECs. Finding and attending B1, and B2 level English courses are quite hard in PECs in

Turkey. Because of the duration of the course, the competence of the teacher, the small number of trainee applications, B1 and B2 level English courses do not receive much demand, so these courses are not opened very often. A course in PECS starts with at least 12 trainees, and these trainees must attend the whole course. If the number of students falls, the classes are closed automatically. In this study, the most opened course, A1 level English program is examined by considering self-efficacy beliefs of the trainees. The A1 program applied in the Public Education Centers aims to provide basic language skills. A1 level is referred by different names in CEFR as A1, Basic Level, Breakthrough. According to Council of Europe (2001) a person at level A1 can, as a listening and speaking skill, do the following: Can comprehend fundamental instructions or participate in the basic factual conversation. Can ask easy questions and gives easy answers. Can comprehend basic knowledge like time, dates and number of rooms and the tasks to be performed. A person at level A1 can, as a reading skill, do the following: Can comprehend fundamental notices, guidelines, data and reports. A person at level A1 can, as writing skills, do the following: Can fill necessary forms and write notes including times, dates and locations. Can leave easy messages. The PECs A1 level program in Turkey aims to achieve the following objectives in line with the CEFR:

- To ask the simplest questions about people (where they live, their acquaintances, things like) and answering similar questions
- To use simple expressions and answer questions when it comes to basic requirements or well-known topics
- To introduce themselves and others, ask and answer personal information about where they live
- To talk in a simple way as long as they help the people in front of them by talking slowly and openly,

- To read a simple text
- To write personal information in simple forms of information
- To deal with numbers, quantities, price and time units
- To use simple courtesy patterns
- To understand simple directions

In PECs, language courses attract many trainees and a large number of trainees apply for these courses; however, some trainees tend to leave courses within a few weeks and there are some doubts about whether the program meets desired objectives. There may be many reasons for this leaving tendency: trainee's personal reasons, course teacher, course program, course classroom, course duration, course materials etc. Akın (as cited in Birgün, 2014) in his study mentions that the majority of teachers do not have pedagogical competence and certificates. However, the program itself may be the reason for leaving the course.

There are very few studies which have examined the effectiveness of the PECs language courses in Turkey (eg. Akın, 2004; Birgün, 2014; Çakır,2013) and these studies investigate the effectiveness of the program in terms of teacher, student success, course materials etc. There has been no research examining English language A1 level program of the PECs in the context of CEFR by checking self-efficacy beliefs of the trainees. In this study, PECs A1 level English Course was examined in the context of CEFR compliance. The effect of the program was evaluated by applying the Self-Efficacy Scale and semi-structured interview to the trainees attending the A1 Level English Language Courses in Bursa.

1.3 The aim of the Study and Research Questions

The current study aims to analyze the factors that affect the PEC A1 EFL learners' English Language self efficacy beliefs. To reach this aim, self-efficacy beliefs of participants in foreign language courses in PECs of Bursa province were examined in the context of various variables. This research also attempts to investigate the efficacy of the A1 English Language Program prepared by the MoNE General Directorate of Lifelong Learning) and applied in PECs. The following research questions were addressed in the light of the study purpose:

Research Question 1: What is the general English language self-efficacy level of the course trainees?

Research Question 2: Does the self-efficacy of the course trainees differ according to personal demography?

- Does the trainees' English language self-efficacy vary according to their gender?
- Does the trainees' English language self-efficacy vary according to their working status?
- Does the trainees' English language self-efficacy vary according to their marital status?
- Does the trainees' English language self-efficacy vary according to their education level?
- Does the trainees' English language self-efficacy vary according to their profession?
- Does the trainees' English language self-efficacy vary according to their income rate?

Research Question 3: Do the course variables determine the English language self-efficacy of the trainees?

- Is there a relationship between English language self-efficacy and number of trainees of the language course?
- Is there a relationship between English language self-efficacy and the duration of the course?
- Is there a relationship between English language self-efficacy and time of lessons?
- Is there a relationship between English language self-efficacy and break time?
- Is there a relationship between English language self-efficacy and course period?

1.4 Limitations, Delimitations, and Assumptions of the Study

The study was conducted with 102 trainees who are attending the A1 Level English Language Courses in PECS in Bursa. For the sake of contributing to the validity of the study, the number of participants could have been increased and the participants could have been selected from various PECs regardless of their locations.

In this study, there are three identified delimitations. The first one is time for conducting data collection, February 2019. The boundaries set by the time frame allowed us to meet program deadlines and use self-efficacy scale at the end of the course.

The second delimitation is the criteria for participants of the instrument application, were put in place to set boundaries on the data that we collected. Participants currently attending in Public Education Centers A1 level English courses. It was not guaranteed nor expected that participants were knowledgeable enough in the areas of language skills;

however, we view this delimitation to increase the data reliability and would help answer our research questions.

The third delimitation was the choosing of participants. We limited our participants to the trainees of the Public Education Centers placed in Bursa province, where the researcher is located.

Chapter II

Review of Literature: Theoretical Basis

2.1 Literature Review

The curriculum is considered as one of the main components in education systems. It is the sort of content that is designed and transmitted in the classroom, including structure, method, design, harmony, and presentation of content (Nunan, 1988). The educational curriculum has had a significant impact on schools, higher education, and educational institutes, and as a result, scholars want to ask questions about these programs and compare present curriculums with earlier curriculums. To do this, they evaluate the educational curriculum. In such a dynamic context of the study, it is hard to find a useful definition for curriculum evaluation. Lynch's (1996), defines the curriculum evaluation as the processes used to measure relative educational competencies that are taught at any time and are used in the curriculum implementation. In other words, curriculum evaluation is a method that seeks ways to enhance the quality of the curriculum, executive methods, teaching techniques and their effect on learning and behaviour. (Brown, 1989).

Evaluation of different curriculum is essential for providing an appropriate educational program and efficient educational system (Alderson and Beretta, 1992). Evaluation is an integral part of human activity, and it is attractive because it is a challenge for the human being that faces by designing questions. Long before the advent of science, humans have always been evaluating the world around them. Although the evaluation of early humans is different from today's assessments, their fundamental common concern is that they always focus on and investigate the phenomena of their world, and their goal is to understand them better.

The spread of the diversity of human knowledge over time has led to the emergence of various branches of science, each of which has its own characteristics and method of evaluation and the second or foreign language teaching field is no exception. Today, foreign language teaching is an essential part of the educational system in all countries, so governments and organizations allocated a lot of the financial, intellectual, and human resources to this process. One of the shortcomings of this area of science is the inadequate attention to the evaluation role, which is, in fact, an essential component of second language education. In this regard, Alderson and Beretta (1992) criticized the lack of resources for evaluating language teaching programs and believe that this field needs a specified evaluation process.

Johnson's (1989) remarks on the evaluation of second language teaching programs may indicate the importance of this research: The development and modification of an educational program can only be implemented through the evaluation of that program. In this regard, Nunan (1989) states that a coherent and successful language learning program requires careful planning, discipline, and perception of the people involved in its implementation and its excellent and comprehensive evaluation. The value of evaluating a language curriculum is evident when people find that they are not provided with adequate planning, education, or learning.

In this chapter, Common European Frame Reference (CEFR) and European Language Portfolio (ELP) and English (A1) curriculum in Public Education Centers of Turkey were introduced. In addition, the program evaluation approaches are explained, and the preferred program evaluation trend is described in this research.

2.2 CEFR and ELP

For a better understanding of the Common European Framework Reference, it is useful to examine together the Language Portfolio of the European Union Commission. In the following section, partial explanations will be made about the European language portfolio.

2.3 Structure of the European Language Portfolio

Moreno (2004) explained that “the ELP is an instrument exploiting on the spirit of the CEFR. Therefore, it is composed to advance critical characteristics for published education to become such as self-directed education as well as self-evaluation.” ELP can be accepted as learner-centred and task-based learning style, based on the conventional standards of language qualification taken from the CEFR, fosters learners to take responsibility for learning along with their lives. The adequacy scales with descriptors for the different percipient and productive skills help them to set up their personal plurilingual profile and to improve it according to their needs over time. For different stages, there are primary, secondary, and adult education portfolio models.

According to the Council of Europe (2001), The European Language Portfolio comprises of three key components: A Language Passport, a Language Biography, and a Dossier. It must also include descriptors and CEFR reference levels.

2.3.1 Language Passport

It is a document that shows the European languages that the student knows and proficiency levels. The language passport is standardized in all European countries. All the languages, language skills and levels that the individual knows are required to embed the language passport. Language levels are presented in six levels: A1, A2, B1, B2, C1, C2, and language skills are presented in four groups: listening, reading, speaking, and writing. Of

these, A1 and A2 indicate initial, B1 and B2 intermediate, C1 and C2 advanced language proficiency. (Demirel, 2010a, p.24). The language passport consists of a language skills profile, a background of language learning and cross-cultural experience, certificate and diploma registrations.

The passport provides information about the learner's language knowledge in numerous languages. It is defined in the standard source levels in the CEFR and relationship with adequacy. The summary includes legal requirements, intercultural training knowledge and individual language skills. Moreover, it permits self-evaluation, teacher appraisal, and evaluation by commissions of inspections and educational organizations. The report stated in the Passport represents on what policy, when and by whom the evaluation was executed. (Little and Perclova, 2001).

2.3.2 Language Biography

The Language Biography includes the student's foreign language learning process, language learning objectives, development and language learning experiences, language learning process assessment, cross-cultural experiences and personal language achievement. The Language Biography is a part that contains the owner's skills in various languages and which is intended to lead the student in preparation and to the evaluation process (Moreno, 2004). It matches the modern progress of foreign languages education and approaching the correlated cultures. It ensures assistance when describing the aims and benefits with self-evaluation. Moreover, it encourages the representation of educational practices, multicultural experiences, and methods. This representation sometimes can be answering open-ended questions or writing forms. It is designed to encourage plurilingualism, accurately the progress of skills in various languages (Little et al., 2007; Little and Perclova, 2001).

2.3.1 Dossier

Another part of the passport is dossier. Dossier includes examples of the student's work. The Council of Europe has set common criteria for language learning through CEFR. Individuals are asked to document in which language level they are and how far they have reached these standards. (Demirel, 2010a, p.24) The dossier is a part where instances of individual study can be kept characterizing one's intercultural experiences or language proficiencies (Moreno, 2004). The Dossier gets the argument of the owner's intercultural experimentations and foreign language proficiencies.

2.4 Purposes of the European Language Portfolio

The ELP has the function of recording and informing what is learned. All information about the person's language history is contained in this file. European Language Portfolio determines and records the individuals' level of language, use of his / her learning style, linguistic and intercultural experiences and the languages he/she learns according to the criteria set by the Council of Europe in the Language Biography section of the portfolio. In other words, the ELP allows individuals for self-evaluation and reflection. Additionally, European Language Portfolio has an educational function. The educational function is to help the individual to make decisions about language learning and to make the student autonomous in language learning. The language portfolio allows the learner to constantly assess himself/herself in the process of learning a new language so that he or she can ask for help from the teacher or the people around him to develop his / her skills (Senturk, 2017).

2.5 The Emergence of CEFR

In this subsection, the emergence, aims and history of CEFR is introduced and some detailed information is given about criteria for descriptors for CEFR, scale and description of the CEFR levels and besides assessment and self-assessment grids.

Council of Europe developed several instruments specifically designed to make strategic language planning transparent. Instruments that enable rational standardisation of curricular outcomes and language examinations (the CEFR) and which provide for the description, monitoring, self – reflection and self – evaluation of each person’s individual learning process. Both instruments, together with the Guide for the Elaboration of Language Education Policies in Europe have significant potential as far as standard setting, and thus further improvement of language education in the European school systems are concerned.

The Council of Europe proposed to establish extensive, consistent and transparent framework for language skills description. It was stated by an intergovernmental symposium in Swiss Rüslikon in 1991 (Council of Europe 1992,39). It also proposed that once the Common Framework has been established, a common instrument should be created at European level to enable people who wish to maintain, formal or informal, self-efficacy and exercise reporting on their linguistic training. The Swiss symposium suggested, “Council of Europe should establish two working groups - one to develop the CEFR and the other to examine probable functions and forms of the ELP” (Council of Europe 1992, 39-40).

2.6 Common European Frame Reference (CEFR)

The CEFR is an international standard that defines learners ' linguistic skills. CoE aims to improve the learning and teaching languages and make standardization in language learning and teaching. The CEFR is a complete record designed to stimulate thinking and

conversation about every regard to language education and evaluation. The CEFR is a reference appliance that parallels with the necessities of their situation, offers levels, categories, descriptions that educational authorities can unite or split into components, enhance or understand, and follow or change. Evidence shows that the CEFR is consist of two main purposes. At first, encouraging the incentive for thoughtfulness, development, and transformation, and on the second hand, providing Common Reference Levels to help facilitating communications between institutions, with local and lingual bounds (Martyniuk, 2010; North 2010).

In 2001, CEFR was published in few most used languages such as; English, German, and French. In this year there was also documenting of the CEFR development, and case studies on the use of the CEFR have also been released. Nowadays, the CEFR has become able to publish in over 30 languages and it is still inspirational enough for new generation objectives for curriculum developers, so they can expand on the CEFR descriptors (Alderson 2002; Figueras 2005; Council of Europe 2009).

It appears that the CEFR was created to help to improve transparency and language knowledge comparability and with doing this serving as a template that is identifiable and describable for each student's language level. If looked deeper, it's means was to provide the range of abilities and competencies in a selected language.

2.6.1 The Common Reference Levels

The Common Reference Levels comprises of six standards criterion levels. These common requirements are designed to assist course and examination suppliers connect their products to a common scheme of reference" (Council of Europe, 2003, p.15).

According to the handbook, one of the objectives of the CEFR is to help individuals define the level of language skills needed by the current standards and exams to differentiate between different qualification schemes. Common Reference Levels were developed for this intention. The scale is composed of three chains and each chain is split up into two levels. It can be seen Figure 1.

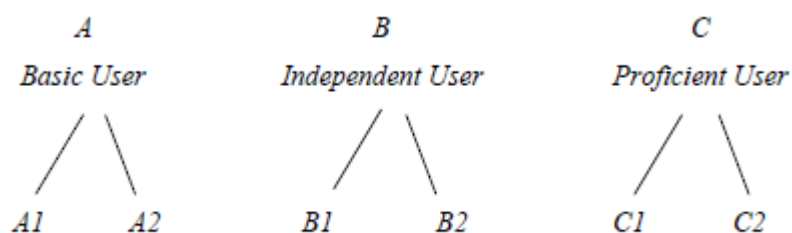


Figure 1. The Scale of the Common Reference Levels

Source: Adapted from Council of Europe 2001

There is no limitation in the ways of different institutions in different cultures to organize or describe their system of common reference points and it is even hoped that the wording and the formulation of descriptors for these levels will enhance in time with the contribution and experience of related foundations in member countries of EU. Different presentations of common reference points for various goals is desired; however, summarizing the set of common reference levels suggested in single holistic paragraphs, as shown in Table 1, is more practical for users of the framework:

Table 1. Common Reference Levels: Global Scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Adapted from Council of Europe. (2001).

2.6.2 Assessment and Self-Assessment in the CEFR

Although CEFR is used as reference levels and assessment scales for the instructors, it is also used in learner self-assessment. “Self-assessment has been related with a wide-going

cluster of advantages for language learners, however it also needs to be carefully presented to students and used with considerable awareness and support.” (Gardner, 2000, p. 49). In a self-assessment reliability research, Sundstroem (2005) assessed self-assessment by comparing talent. The connection between self-assessment and skill tests was the most noticeable technique used. Over 30 correlation studies between language self-assessment and language test scores were evaluated by Edele, Suering, Kristen and Stanat (2015). Bachman and Palmer (1989), Blanche (1990), Blanche and Merino (1989), and Finnie and Meng (2005) discovered that self-assessment results were extremely reliable. Only moderate-strength correlations between self-assessment and test scores were discovered by Brantmeier, Vanderplank and Strube (2012).

The CEFR can be used in 3 different ways for assessment (Council of Europe, 2001:178):

1. For the content specification of tests and exams: what is evaluated.
2. To specify the criteria for determining how to achieve a learning goal: how to interpret performance.
3. To describe the levels of expertise in exams.

The framework presents various types of assessment which vary based on the context and the purposes. It cannot be said that one type of assessment is superior to the other one; they all have certain types of advantages and disadvantages which are explained by the CEFR, thanks to which different types of assessment can also be related to each other. The Common Reference Levels, which consist of six broad levels, provide a common standard which is described by the self-assessment grid. The self-assessment grid is illustrated in Table 2.

Table 2. The Common Reference Levels: Self -Assessment Grid

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Source: Council of Europe. 2001.

2.6.3 CEFR Companion Volume with New Descriptors

The CEFR Companion Volume introduced by the Council of Europe with new descriptors in January 2018. The CEFR Companion Volume attempts to improve global knowledge, promote lifelong learning and improve the quality and convenience of language teaching in schools. The Companion Volume makes CEFR's key messages more accessible and user-friendly by enriching current scales of descriptors, adding scales for new fields and offering guidance on each scale. According to Piccardo et al. (2019) The time has come for a revision of the CEFR to complete its descriptive apparatus and extend its scope for beneficial effect on learning and teaching through new CEFR 'can - do ' descriptors. The New Companion Volume includes: a text explaining main teaching and learning elements of the CEFR, updated edition of the 2001 scales ; descriptors for new fields: mediation , online interaction, and plurilingual/pluricultural skills, examples of mediation descriptors for the four public, personal, occupational and educational domains ; a brief rationale for each scale of descriptors (old and new) ; a brief profile of the development Project (Council of Europe, 2017).

	Pre-A1	A1	A2	A2+	B1	B1+	B2	B2+	C1
Listening comprehension									
Reading comprehension									
Spoken interaction									
Written interaction									
Spoken production									
Written production									
Mediation									

Figure 2. Companion Volume with New Descriptors- A proficiency profile

Source: Council of Europe. 2018

2.6.4 CEFR and ELP in Turkey

After presenting an overview of the CEFR, in this subsection, it is scrutinized in Turkey setting by explaining the steps taken by Turkey Ministry of Education in the process of adapting the CEFR into its language education system.

Council of Europe founded in 1949, has placed much emphasis on language education to raise plurilingual and pluricultural citizens who share a common European identity and has had many pieces of research conducted for this purpose. In consequence of these studies, between 15th -17th October 2000, member countries of the CoE conducted a meeting to celebrate European Day of Languages in Krakow, Poland. In accordance with the decisions made here, ministries of member nations decided to adopt and implement the CEFR and ELP into their language education system. In Turkey, this project was initiated by a Ministry approval of the Education and Training Board in 2001. Within this context, it was decided to conduct pilot studies until 2004-2005, especially in private Turkish schools, in foreign language, and Anatolian high schools and gradually extend its use to all schools and grades (Demirel, 2005).

Mirici (2015) states that the Turkish MoNE redesigned the English language curriculum according to the CEFR principles and guidelines in 2002, and made adaptations in 2011 and 2013 because of these developments indicated above. Besides, since 2006/07 the government has published and distributed the coursebooks to all students within Free Textbook Distribution Project and it has designed the coursebooks for English according to the CEFR principles (New Bridge to Success, Breeze, Yes You Can). To present a comprehensive scheme for the CEFR and ELP oriented practices, from the approval of the CEFR to these days, events are presented in Table 3.

Table 3. The CEFR and the ELP Practices in Turkey

Number	Institution / Organization	CEFR & ELP Based Implementation
1	Ministry of Education	Two ELP models for 10-14 and 12-18 years of age groups are accessible at the Ministry website. EFL programs have been developed through the CEFR principles. Several in-service training programs have been conducted.
2	Council of Higher Education	Foreign language teacher training programs of Education Faculties were redesigned and the CEFR was placed in the related programs as one of the topics in the Special Teaching Techniques 1 courses. In addition, preparatory class students at some universities such as Süleyman Demirel University, Cukurova University and Usak University are using an ELP model to self-assess their progress.
3	Private College Schools	Most private schools adapted CEFR based EFL curricula in their system and promote the use of ELP in their schools. E.g. Smav schools, American Culture schools, Maya schools, etc.
4	Private Language Schools	The Association of the Private Language Schools in Turkey has started to promote the use of ELP in their CEFR oriented programs.
5	Professional Competency Organization	CEFR descriptors have become standards in determining professional language proficiency and the language and language passport has become a requirement as a standard document.

Source: Mirici, İ. H (2015). Contemporary ELT practices across Europe and in Turkey

2.7. The curriculum of PEC's A1 Program

In the 21st century, professions have changed rapidly. Previously existing professions vanished rapidly and new professions have emerged according to the need of the era.

Besides, the professions have become a complex structure as professional competencies are

based on broad knowledge, skills and attitudes. Consequently, it became a necessity to develop education programs accordingly.

Foreign Language Program in PECs is one of the education programs affected by the change. As a result of the studies carried out within CEFR, proficiency levels were determined as A1-A2 basic, B1-B2 independent and C1-C2 competent by MoNE General Directorate of Lifelong Learning. The program is organized in a way that allows learners to work together by collaborating and sharing responsibility. The outcomes and content of the program are organized according to the four language skills, the sub-skills of the language and the learner-centered approach. The main purpose of the learner-centered education is to start the process of change that the learner and the system need by taking the learner to the center, and to train the learner as an active participant and researcher of problems.

Student-centered education, learning to learn is essential in this foreign language program; each module is based on the principle that the learner can learn at different time, style and speed; It is an approach that recognizes that developing thinking skills also improves creative thinking. Foreign Language teaching program was designed to be flexible and continuously updated depending on the developments. CEFR, which sets comparable standards for the application of the foreign language course for foreign language learning and teaching, was used in the preparation of the program. The language proficiency levels specified in the Common European Framework of Reference for Languages are expressed as basic (A1-A2), independent (B1-B2) and competent (C1-C2) users. As stated in the CEFR, proficiency levels for language learning in public education centers are also expressed as basic (A1-A2), independent (B1-B2) and competent (C1-C2) users. Education and training opportunities are provided to individuals of all ages and levels in compliance with national

and international standards at the proficiency levels under the field of Foreign Languages (MEB Hayat Boyu Öğrenme Genel Müdürlüğü, 2012)

The total duration of the Foreign Languages A1 Level English Course Program is planned as 120 lessons, 24 hours per theme. Weekly course hours are determined by the Director of PECs and Foreign Language Teachers by taking into consideration the physical condition, the number of applicants and eligibility hours of the Training Center. Course hours cannot exceed 8 hours per day. There is no obligation to follow a specific book for the A1 English Language Course. The topics to be covered are clearly defined on the theme pages. However, trainees and course teachers can determine books or materials by a common decision. In the absence of source textbooks, the course notes prepared by the teacher may be used during the program implementation.

A1 level English Language Courses in PECs consist of 5 themes. These themes are:

- Me and My Environment
- Daily Life
- Physical Appearance of the People and Definitions
- Time and Space
- Social Life

The trainees take an examination at the end of the 120 hours course to get A1 Level Language Certificate. At the end of this course the trainees are expected to use the basic knowledge and skills in writing, reading, speaking and listening. In this program, evaluation emphasizes the learning process and aims to monitor the development of the trainee. The

exam papers held are distributed to the trainees after examination to follow their mistakes and deficiencies. The teacher detects the mistakes and if necessary, repeats the subjects (MEB Hayat Boyu Öğrenme Genel Müdürlüğü, 2017).

2.8. Self –Efficacy

Self-efficacy is the perception of the person to deal with situations in different conditions and to regulate the necessary activities in order to perform certain performances (Gurcan, 2005). The notion of self-efficacy is linked to individual decisions as to how well people can take the needed actions to deal with possible circumstances (Bandura, 1982). Bandura first mentioned this concept in 1977. According to theory, people passively shape themselves by organizing their own actions and using initiative, not through events that occur outside their control. According to Bandura (1986: 391), self-efficacy is the adjustment and completion of the actions that individuals need in a pre-organized act. Pintrich, Roeser and De Groot (1990) indicate that self-efficacy perception can be shaped by modelling, verbal persuasion and they are basically formed by the experiences of the individual. In this context, positive self-efficacy perception leads to new experiences, perseverance and determination, being more strategic and more successful. Failure, on the other hand, negatively affects self-efficacy and this leads to new failures. According to Pajares and Miller (1994), self-efficacy is an important predictor of academic success. Bandura (1997) also emphasizes that the expectation of outcome is highly effective in self-efficacy belief. Because the expectation of results affects our belief in the feasibility of any assignment. Again, according to Bouffard-Bouchard (1989), students avoid situations and events in which they believe that they will encounter negative consequences. A student with a high level of self-efficacy for any achievement expects to be successful as a result of that activity. In addition, students with high self-efficacy can do self-evaluation more clearly and impartially than other students. In

this context, the concept of foreign language self-efficacy can be defined as the students' ability to use their linguistic knowledge and skills effectively and their belief in their competences.

2.9. Program Evaluation

In the information age where technology has developed a lot, it has become easier to reach, disseminate and learn. Information can be easily circulated without recognizing geographical boundaries with the information age. Rapid advances in technology have a serious impact on education and that leads societies to know more and more, and as a result of this, developing and changing world causes to change in education programs.

Program evaluation is a process in which information about the effectiveness of a designed and implemented training program is collected, analyzed and interpreted and ultimately the decision to continue, develop or terminate the program (Sağlam & Yüksel, 2007). According to Varış (1988), curriculum development and evaluation in education are intertwined elements of a process. Throughout the program development process, exams aiming at shaping the student are applied and the results are used to improve the program. At the end of the program, evaluation is made to determine the type and value of the program. Evaluation should be considered as an effort after every basic phase of the program development process (Olivia, 1997). Program evaluation is a complex process since all aspects of the program are influential. Program objectives that are not well defined, content and learning experiences that do not achieve the objectives, the use of appropriate measurement tools or the failure to determine criteria affect other dimensions of the program. There are many program evaluation models. Which model will be used in which program evaluation study should be decided depending on the purpose of program evaluation models. Program evaluation is a process by providing feedback on the implementation and results of

the program, making it easier to decide on the development, adoption or elimination of the program (Langford, 2010; Demirel, 2003; Bilen, 2006).

According to Ornstein and Hunkins (2004), evaluation is as an ongoing process. There are many kinds of evaluation but there are two primary approaches: formative and summative. Formative evaluation is an ongoing method that enables feedback during a program is implemented. On the other side, at the end of a program, summative evaluation takes place and gives a general overview of the efficacy of the program.

There are also many types of evaluation models. One of these useful models is the CIPP (Context, Input, Process, Product). CIPP model is a comprehensive framework program to guide the evaluation of projects, programs, staff, products, institutions and systems. The core concepts of this model are context, input, process and product (Stufflebeam, 2000). These concepts constituting the model can be considered as the evaluation dimension separately or total evaluation can be made through the relationship and bond of these concepts with each other (Stufflebeam, 2003). According to the CIPP model, four main elements are important in program evaluation (Brown, 1994). Firstly, an evaluation is made for decision-making purposes. Because assessment should provide information to decision-makers. Then Evaluation is a cyclical and continuous process and therefore has to be implemented through a systematic program. Moreover, the evaluation process should include three main phases: planning, information retrieval and provision. These stages should provide the basis for the method of evaluation. Additionally, the planning and providing information stages in the evaluation process are interrelated stages that require cooperation. There are many ways to evaluate the program like evaluation forms, organizational documents, performance tests, questionnaires, informal conversation or observation, discussion with the class. In this

research, the trainees ' self-assessment and semi-structured interviews were used to assess the A1 Level English Course Program used in PECs in Turkey.

Chapter III

Methodology

This chapter introduces the design of the study. It also gives information about the description of participants and settings, data collection tools, data collection process and data analysis.

3.1 Research Questions

This study has tried to answer the following research questions.

Research Question 1: What is the general English language self-efficacy level of the course trainees?

Research Question 2: Does the self-efficacy of the course trainees differ according to personal demography?

- Does the trainees' English language self-efficacy vary according to their gender?
- Does the trainees' English language self-efficacy vary according to their working status?
- Does the trainees' English language self-efficacy vary according to their marital status?
- Does the trainees' English language self-efficacy vary according to their education level?
- Does the trainees' English language self-efficacy vary according to their profession?

- Does the trainees' English language self-efficacy vary according to their income rate?

Research Question 3: Do the course variables determine the English language self-efficacy of the trainees?

- Is there a relationship between English language self-efficacy and number of trainees of the language course?
- Is there a relationship between English language self-efficacy and the duration of the course?
- Is there a relationship between English language self-efficacy and time of lessons?
- Is there a relationship between English language self-efficacy and break time?
- Is there a relationship between English language self-efficacy and course period?

All of the research questions stated above has directed the study and data collection, as well as data analysis, have been conducted under the guidance of those research questions.

3.2. Research Design

The mixed method research design was conducted in this study. Both qualitative and quantitative data were collected with a view to gain a profound insight relation between the Public Education Center foreign language course trainees' English language self-efficacy and demographic variables.

To depict more, correlational research method was employed to get quantitative data. Correlational research method involves measuring two variables and assessing the

relationship between them. Correlation depicts two phenomena's relationships. There are two kinds of correlation studies: correlation of relationships and correlation of predictions.

Relational research is an exploratory type of research that explores the possible interactions between two things in order to determine whether and to what extent a correlation exists.

Prediction studies are conducted in fields of research where correlations are already known to predict possible behaviors or events (Walliman, 2001).

In addition, qualitative data was gathered through semi-structured interviews in this study. Both self-efficacy scale and semi-structured interview were administered and analyzed according to principles of the mixed method research design.

3.3 Sample Group and Research Procedure

The sample of the research consisted of 102(female=79; male =23) volunteer trainees from various proficiencies studied in PECs in Bursa province. Ten of the participants (6 females and 4 males) included in the study were also interviewed. The participants' ages ranged between 18 and 45. Both groups of participants were chosen based on convenience sampling strategy because participants are easily accessible due to their locations. There are 17 Public Education Centers in Bursa. However, it was determined that there were A1 Level English Course in only 8 PECs. Therefore, the study was conducted in 8 PECs. The data of the study were obtained between December 2018 and January 2019 by applying instruments. Prior to the implementation process of the study, the participants were informed about the aim of the study.

3.4. Data Collection Instruments and Data Collection Process

In this research, three data collection instruments were used: Demography questionnaire, Self-Efficacy Scale for English (SESFE) and the semi-structured interview

with the trainees. Demographic information is gathered to better understand certain background characteristics of the trainees. Demography questionnaire was formed by the researcher and added to the beginning of the SESFE. Permission was taken from the writers of the SESFE who are Yanar and Bümen (2013). (To see the permission please see the Appendix D). SESFE was administered to the 102 trainees studying at PECs. On the other hand, semi-structured interviews are formed in accordance with the SESFE and 10 trainees were interviewed to gather qualitative data. The researcher assured that information obtained from the interviews would be used for only academic purposes.

3.5. Quantitative Data Collection Instruments

3.5.1. Demography Questionnaire

The first tool demography questionnaire contains thirteen questions which was used as independent variables of the study. These are; gender, course centre, marital status, having children, working status, profession, income rate, number of trainees of the language course, duration of the course, time of lessons, break time and course period. Groups in the form of personal information are as follows:

3.5.2. Self-Efficacy Scale for English

The scale was developed by Yanar and Bümen (2012) in order to measure students' self-efficacy level in English. The scale consists of 34 items in five-point Likert type. The reliability of the scale that measures the self-efficacy of reading, writing, listening and speaking skills in English is 0.97. The high score obtained from the scale was accepted as an indicator of the high self-efficacy belief in English.

The development process of this scale was carried out as follows:

Firstly, 64 items have been written by examining the literature related to foreign language self-efficacy belief and scales. The propositions for each qualification (reading, writing, speaking, listening) were presented to the field experts twice ($n = 14$) under grouped item titles and a 47-item trial form was prepared.

This form has been applied to 296 students in the 11th grade of Anatolian High Schools. In the explanatory factor analysis, 13 items were eliminated by looking at the factor loads. Factor loads related to 34 items in the scale ranged from 0.42 to 0.69. RMSEA = 0.044 and SRMR = 0.046 comparative fit indices were calculated from confirmatory factor analysis. Cronbach's alpha reliability coefficient of the measurements was 0.97. The findings show that the scale is a valid and reliable measurement tool (Yanar and Bümen, 2012: 97).

The scale has 8 items that measure self-efficacy belief in reading ability, 10 items that measure self-efficacy belief in writing skills, 10 items which measure self-efficacy belief in listening skill and 6 items measuring self-efficacy belief in speaking skill. Article 10 of the section on writing skills is negative and the values in this article are coded in reverse when analyzing the data. The item grouping of subscales is shown in Table 4.

Table 4. Factors and Items of the Scale

<i>Subscale</i>	<i>Items</i>
Reading	1, 2, 3, 4, 5, 6, 7, 8
Writing	9, 10, 11, 12, 13, 14, 15, 16, 17, 18
Listening	19, 20, 21, 22, 23, 24, 25, 26, 27, 28
Speaking	29, 30, 31, 32, 33, 34

3.6. Qualitative Data Collection Instrument

The researcher conducted semi-structured interviews with ten trainees and responses were recorded for the sake of facilitating the transcription process. A semi-structured interview was conducted to get more reliable data. Cohen and Crabtree (2006), mention that semi-structured interviews guide researchers, provide clear instructions to the reporters together with accurate and comparable data.

3.6.1. The Semi-Structured Interview with the Trainees

The first two questions in the interview, “Do you think that the A1 level English program of the Public Education Center meets the expectations of the trainees? Do you think trainees improve their English reading, writing, listening and speaking skills in this program?” were asked in order to provide more comprehensive data for RQ1.

As for the second question in the interview, “Do you think that the trainees' belief in self-efficacy varies according to their demographic characteristics such as gender, profession, marital status, education level and income?”. At this point, the researcher aimed to gain more profound data for RQ2.

The third question in the interview, " Do you think the number of trainees in the classes, course duration, course hours, break time, the time at which the course is held affect the effectiveness of the course program and self-efficacy of the trainees?" The aim was, similarly, to compare the responses obtained from SESFE.

3.7 Qualitative Data Analysis Procedures

The questionnaire was formulated consisting of four questions which investigated three research questions. The researcher implemented a content analysis process by

determining the common and repeated responses in the form of codes. Finally, the answers to the interview questions were examined to get more reliable data.

3.7. Quantitative Data Analysis Procedure

Two forms were used in this study to collect quantitative data: Demographic Scale and Self-Efficacy Scale for English (SESFE). The scale was subjected to internal consistency test before final application and test results are shown in Table 5:

Table 5. The Reliability Statistics of SESFE

<i>Factors</i>	<i>Number of Items</i>	<i>Cronbach's Alpha</i>
Reading	8	,938
Writing	10	,903
Listening	10	,910
Speaking	6	,931
Overall	34	,976

In this study, the internal consistency of the overall scale (Cronbach's Alpha coefficient) was calculated as, 976.

Before examining the relationships between self-efficacy beliefs and personal traits of participants, the normality assumption of the scale items was tested. For this purpose, the Kolmogorov-Smirnov test was used and the results of the normality assumption were given in Table 6:

Table 6. Self-Efficacy Scale for English Kolmogorov-Smirnov Normality Distribution Results

<i>Self Efficacy Scale for English</i>	N	Kolmogorov-Smirnov		Shapiro-Wilk	
		Statistic	p	Statistic	p

Reading	102	,084	,072	,978	,085
Writing	102	,133	,000	,977	,077
Listening	102	,081	,097	,978	,084
Speaking	102	,077	,146	,974	,042

When Table 6 is examined, the level of significance is expected to be higher than .05 ($p > .005$). When the table is examined, it is seen that the mean scores of the scale's dimensions show normal distribution.

The diagrams for the histogram and Q-Q plot analyzes of the dimensions of the Self-Efficacy Scale for English are given in Figure 3, Figure 4, Figure 5, Figure 6, Figure 7, Figure 8, Figure 9, Figure 10 below:

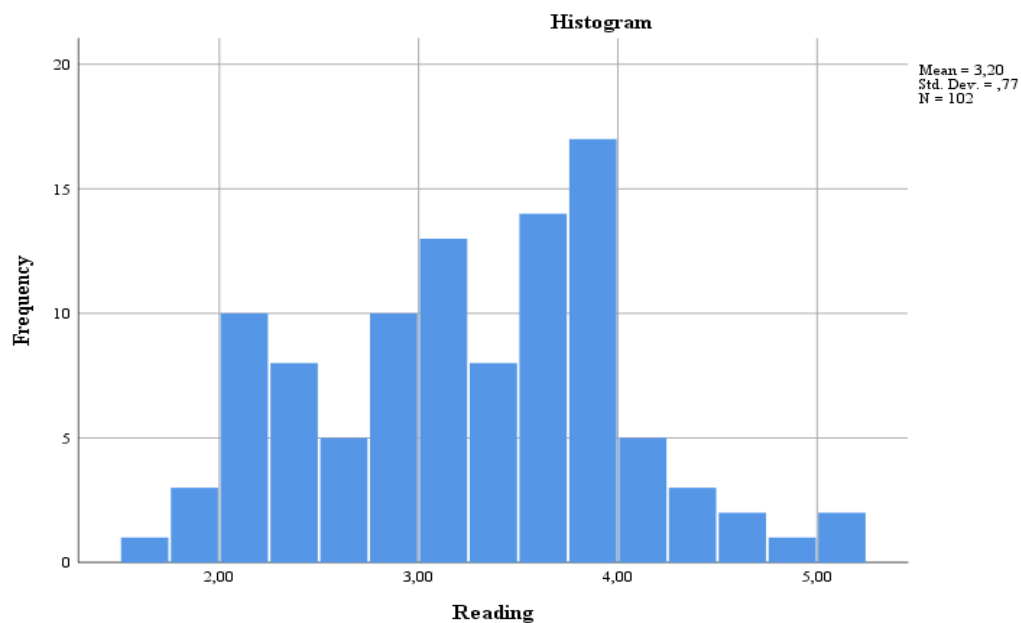


Figure 3. Reading Dimension Normality Distribution Histogram

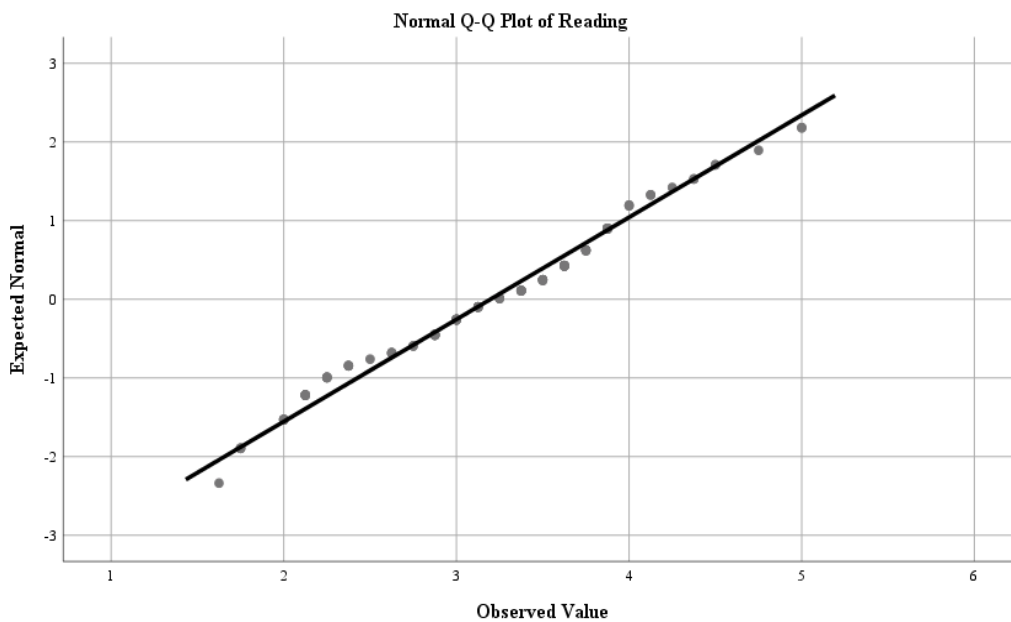


Figure 4. Reading Dimension Normality Distribution QQ Plot Curve

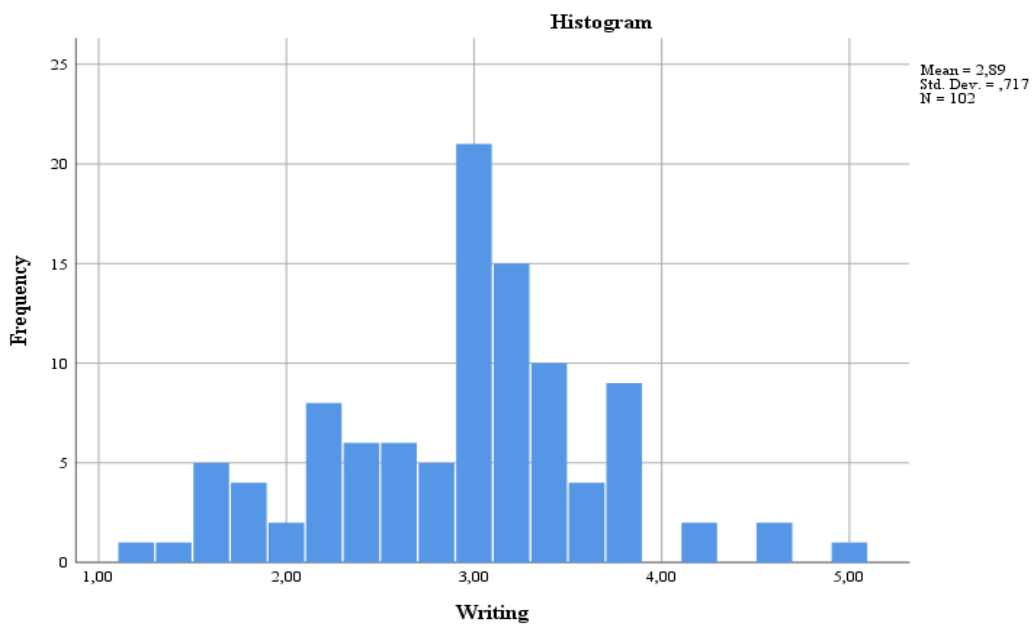


Figure 5. Writing Dimension Normality Distribution Histogram

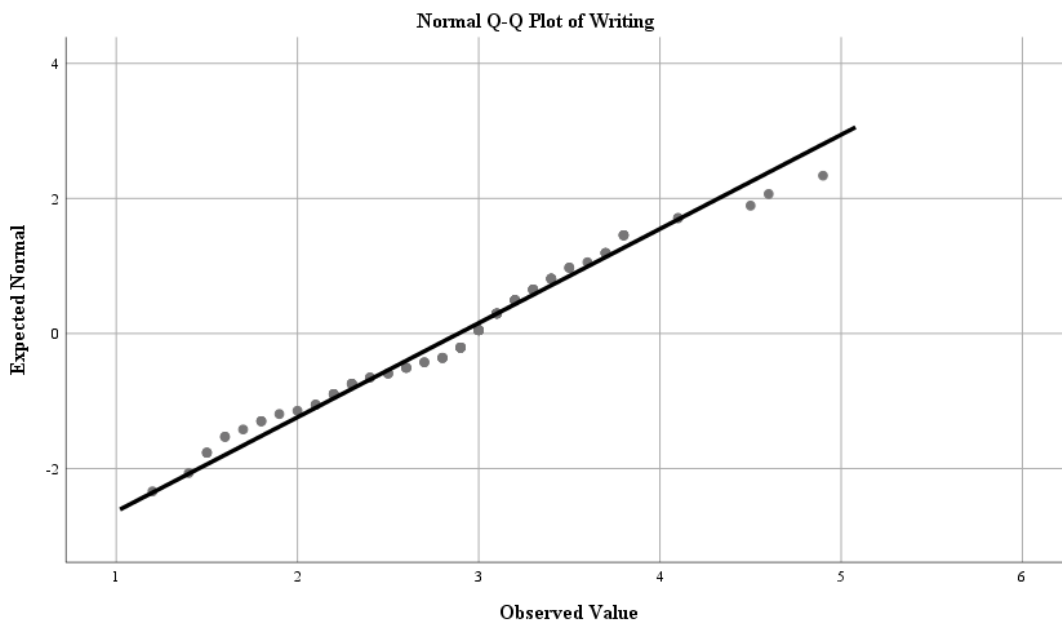


Figure 6. Writing Dimension Normality Distribution QQ Plot Curve

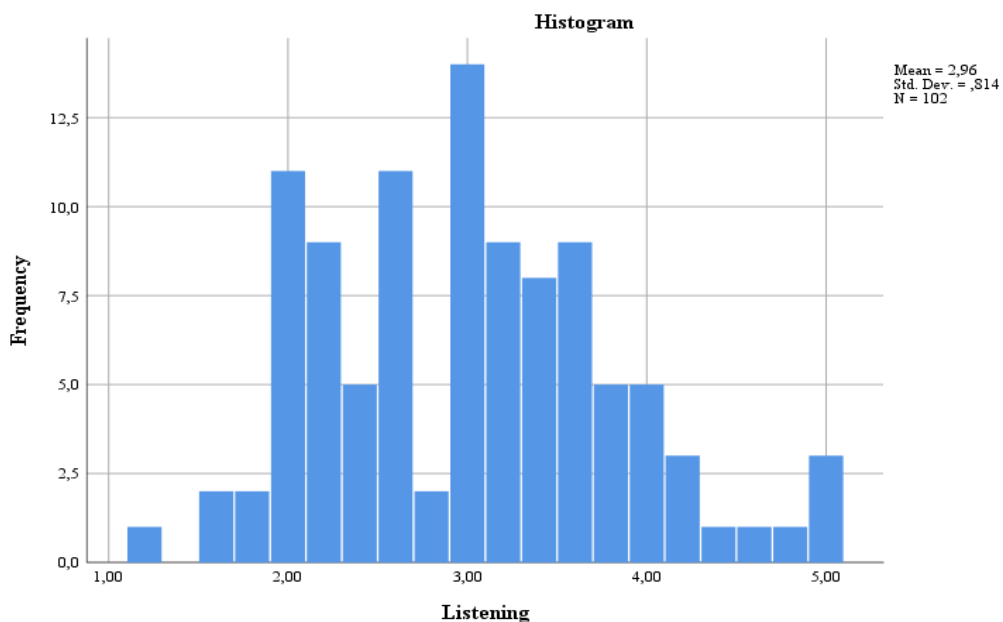


Figure 7. Listening Dimension Normality Distribution Histogram

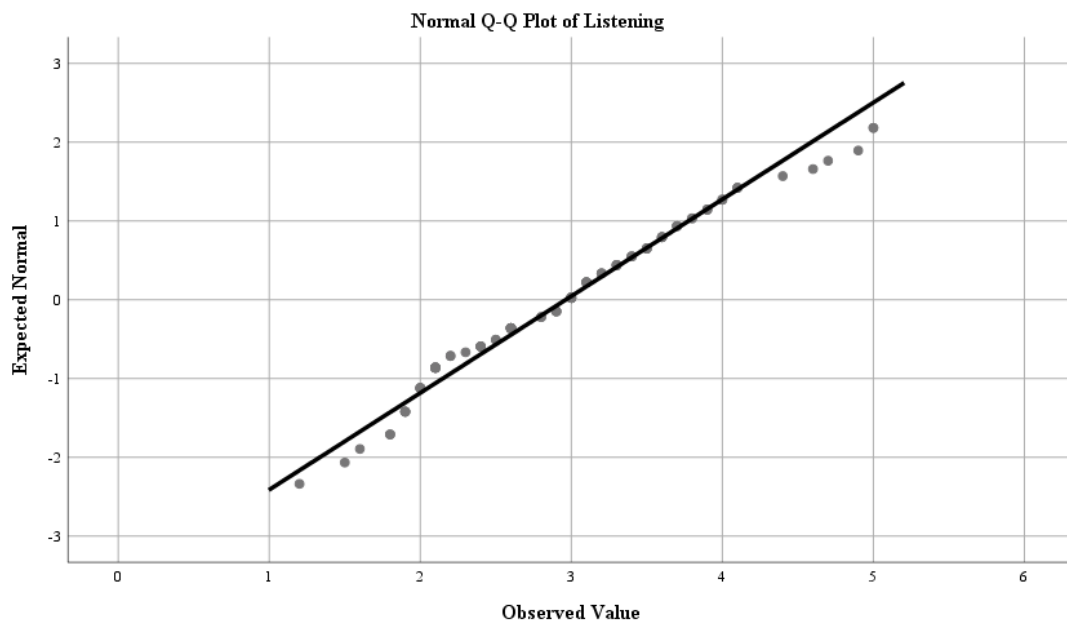


Figure 8. Listening Dimension Normality Distribution QQ Plot Curve

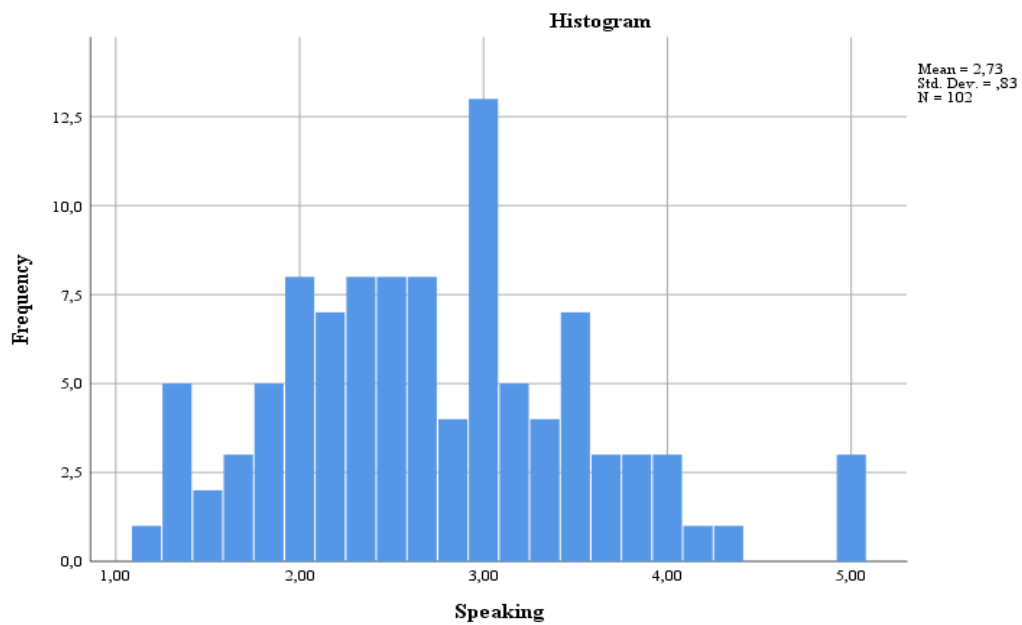


Figure 9. Speaking Dimension Normality Distribution Histogram

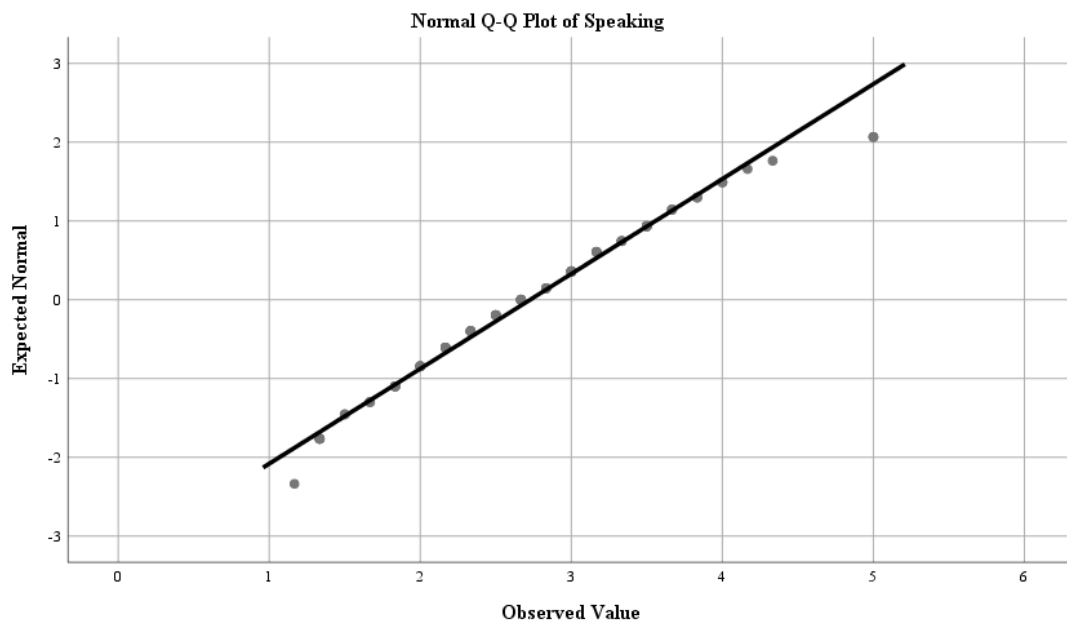


Figure 10. Speaking Dimension Normality Distribution QQ Plot Curve

Table 7 shows the mean, median, mode, standard deviation, range, interquartile range, minimum and maximum values, skewness and kurtosis values for the dimensions of the scale.

Table 7. Self-Efficacy Scale for English Skewness and Kurtosis Values

		Statistic	Std. Error	
Reading	Mean	3,1973	,07626	
	95% Confidence Interval for	Lower Bound	3,0460	
	Mean	Upper Bound	3,3486	
	5% Trimmed Mean		3,1902	
	Median		3,2500	
	Variance		,593	
	Std. Deviation		,77024	
	Minimum		1,63	
	Maximum		5,00	
	Range		3,38	
	Interquartile Range		1,13	
	Skewness		-,038	,239
	Kurtosis		-,553	,474
	Writing	Mean	2,8892	,07099
95% Confidence Interval for		Lower Bound	2,7484	
Mean		Upper Bound	3,0300	
5% Trimmed Mean			2,8852	
Median			3,0000	
Variance			,514	
Std. Deviation			,71697	
Minimum			1,20	
Maximum			4,90	
Range			3,70	
Interquartile Range			,92	
Skewness			-,085	,239
Kurtosis			,196	,474

Listening	Mean		2,9627	,08060
	95% Confidence Interval for	Lower Bound	2,8029	
	Mean	Upper Bound	3,1226	
	5% Trimmed Mean		2,9354	
	Median		3,0000	
	Variance		,663	
	Std. Deviation		,81398	
	Minimum		1,20	
	Maximum		5,00	
	Range		3,80	
	Interquartile Range		1,23	
	Skewness		,338	,239
	Kurtosis		-,214	,474

Speaking	Mean		2,7271	,08219
	95% Confidence Interval for	Lower Bound	2,5641	
	Mean	Upper Bound	2,8902	
	5% Trimmed Mean		2,6975	
	Median		2,6667	
	Variance		,689	
	Std. Deviation		,83012	
	Minimum		1,17	
	Maximum		5,00	
	Range		3,83	
	Interquartile Range		1,04	
	Skewness		,474	,239
	Kurtosis		,194	,474

When skewness and kurtosis values were examined, it was observed that the expected values in all dimensions of the scale were similar to the observed values. On the other hand, when the plot analyzes are examined, it is observed that the distribution in the figures is generally arranged above and below the regression line.

In the light of all these assessments, it was evaluated that the mean scores of the participants on the scales were generally normal and that it was appropriate to perform parametric tests in the analyzes between the subscales and demography. Nevertheless, nonparametric tests were mandatory as the distribution of 30 persons could not be provided in any of the variables.

First, the data obtained from the application of instruments were recorded electronically in SPSS 25 statistical package. In analyzing the data obtained from the participants in the research sample; The following tests were carried out to test whether the difference between the averages of two independent groups was statistically significant and significant at a certain level of significance (.05): Gender-English language self-efficacy differentiation (1), working status-English language self-efficacy differentiation (2). Mann Whitney U tests were used to determine the differences in these variables due to the absence of groups of 30 people in each of the variables.

Besides, Kruskal Wallis tests were used to determine the differences in participants' English language self-efficacy according to their marital status (3), education level (4), profession (5) and income rate (6).

And Spearman Correlation was used to assess the connection between English language self-efficacy and number of trainees of the course (7), duration of the course (8), time of lessons (9), break time (10) and course period (11).

Chapter IV

Results

This chapter presents the findings and interpretation about sub-problems of the research.

4.1. Demography

In this section, demographic findings such as gender, working status, marital status, education level, profession, income rate, having child, number of trainees of the course, duration of the course, time of lessons, break time and course period was included.

Table 8. Gender Distribution of Participants

<i>Gender</i>	<i>Frequency</i> (<i>f</i>)	<i>Percent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative Percent</i> (%)
Female	79	77,5	77,5	77,5
Male	23	22,5	22,5	100,0
Total	102	100,0	100,0	

As shown in Table 8, approximately three-quarters of the participants are female (%77,5), and one-fourth of the participants are male (%22,5).

Table 9. Course Centre Distribution of Participants

<i>Course Centre</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative</i>
	<i>(f)</i>	<i>(%)</i>	<i>(%)</i>	<i>Percent</i>
				<i>(%)</i>
Gemlik	27	26,5	26,5	26,5
Kestel	4	3,9	3,9	30,4
Mudanya	7	6,9	6,9	37,3
Mustafakemalpaşa	1	1,0	1,0	38,2
Nilüfer	28	27,5	27,5	65,7
Orhangazi	11	10,8	10,8	76,5
Osmangazi	19	18,6	18,6	95,1
Yıldırım	5	4,9	4,9	100,0
Total	102	100,0	100,0	

According to Table 9, a significant portion of the participants attend foreign language courses in Nilüfer (%27,5) and Gemlik (%26,5) public education centers.

Table 10. Profession Distribution of Participants

<i>Profession</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative</i>
	<i>(f)</i>	<i>(%)</i>	<i>(%)</i>	<i>Percent</i>
				<i>(%)</i>
Dentist	1	1,0	1,0	1,0
Retired	3	2,9	2,9	3,9
Retired Bank Staff	2	2,0	2,0	5,9

Artisan	2	2,0	2,0	7,8
Housewife	27	26,5	26,5	34,3
Food Engineer	1	1,0	1,0	35,3
Business Manager	1	1,0	1,0	36,3
Inspector	1	1,0	1,0	37,3
Worker	22	21,6	21,6	58,8
Manager	1	1,0	1,0	59,8
Manager marketing	1	1,0	1,0	60,8
Manicure	1	1,0	1,0	61,8
Mechanical Maintenance	1	1,0	1,0	62,7
Technician				
Officer	3	2,9	2,9	65,7
Accountant	1	1,0	1,0	66,7
Organization Manager	1	1,0	1,0	67,6
Student	26	25,5	25,5	93,1
Teacher	1	1,0	1,0	94,1
Policeman	1	1,0	1,0	95,1
Medical Officer	1	1,0	1,0	96,1
Sales Consultant	1	1,0	1,0	97,1
Self-employment	1	1,0	1,0	98,0
Executive Trainer	1	1,0	1,0	99,0
Agricultural Engineer	1	1,0	1,0	100,0
Total	102	100,0	100,0	

As shown in Table 10, when the occupations of the participants are examined, it is seen that most of them are housewives (%26,5), workers (%22,6) and students (%25,5).

Table 11. Marital Status Distribution of Participants

<i>Marital Status</i>	<i>Frequency</i> (<i>f</i>)	<i>Percent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative</i> <i>Percent</i> (%)
Married	63	61,8	61,8	61,8
Single	35	34,3	34,3	96,1
Divorced	4	3,9	3,9	100,0
Total	102	100,0	100,0	

Table 11 shows that; sixth of ten of the participants are married (%61,8), and third of ten of them are single (%34,3).

Table 12. Having Children Status Distribution of Participants

<i>Having Child</i>	<i>Frequency</i> (<i>f</i>)	<i>Per cent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative</i> <i>Percent</i> (%)
Yes, I have	60	58,8	58,8	58,8
No, I have no children	42	41,2	41,2	100,0
Total	102	100,0	100,0	

According to Table 12, 60% of the participants have children and 40% have no children.

Table 13. Working Status Distribution of Participants

<i>Working Status</i>	<i>Frequency</i> (<i>f</i>)	<i>Per cent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative</i> <i>Percent</i> (%)
Yes, I'm working	22	21,6	21,6	21,6
No, I have no job	80	78,4	78,4	100,0
Total	102	100,0	100,0	

Table 13 shows that %78,4 of the participants don't work in any job.

Table 14. Income Rate Distribution of Participants

<i>Working Status</i>	<i>Frequency</i> (<i>f</i>)	<i>Per cent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative</i> <i>Percent</i> (%)
Low level income	8	7,8	7,8	7,8
Middle level income	87	85,3	85,3	93,1
High level income	7	6,9	6,9	100,0
Total	102	100,0	100,0	

According to Table 14, most of the participants have middle level income (%85,3).

Table 15. Education Level Distribution of Participants

<i>Education Level</i>	<i>Frequency</i> (<i>f</i>)	<i>Percent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative</i> <i>Percent</i> (%)
Primary	2	2,0	2,0	2,0
Secondary	2	2,0	2,0	3,9
High School	31	30,4	30,4	34,3
University	67	65,7	65,7	100,0
Total	102	100,0	100,0	

As shown in Table 15, %65,7 of the participants have university degree and %30,4 of them graduated from high schools.

Table 16. Number of Trainees Distribution of the Courses

<i>Number of Trainees</i>	<i>Frequency</i> (<i>f</i>)	<i>Per cent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative</i> <i>Percent</i> (%)
between 1-10	16	15,7	15,7	15,7
between 11-20	73	71,6	71,6	87,3
21 and above	13	12,7	12,7	100,0
Total	102	100,0	100,0	

As shown in Table 16 foreign language courses generally have trainees between 11-20.

Table 17. Duration Distribution of the Courses

<i>Duration of the Courses</i>	<i>Frequency</i> (<i>f</i>)	<i>Per cent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative</i> <i>Percent</i> (%)
between 1-2 month	9	8,8	8,8	8,8
between 3-6 month	77	75,5	75,5	84,3
between 7-12 month	16	15,7	15,7	100,0
Total	102	100,0	100,0	

As shown in Table 17 Public education centers generally provide 3-6-month foreign language courses.

Table 18. Time Distribution of the Courses

<i>Time of Lessons</i>	<i>Frequency</i> (<i>f</i>)	<i>Per cent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative</i> <i>Percent</i> (%)
40-45 min.	22	21,6	21,6	21,6
46-80 min.	13	12,7	12,7	34,3
81-120 min.	18	17,6	17,6	52,0
121-150 min.	8	7,8	7,8	59,8
151 minute and above	41	40,2	40,2	100,0
Total	102	100,0	100,0	

As shown in Table 18, time distribution of the courses generally around 151 minute and above (%40,2).

Table 19. Break Time Distribution of the Courses

<i>Break Time</i>	<i>Frequency</i> (<i>f</i>)	<i>Per cent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative</i> <i>Percent</i> (%)
5-10 min.	18	17,6	17,6	17,6
11-15 min.	55	53,9	53,9	71,6
16-30 min.	29	28,4	28,4	100,0
Total	102	100,0	100,0	

According to Table 19, break time of the courses distribute between 11-15 minutes (%53,9).

Table 20. Course Period Distribution of the Courses

<i>Course period</i>	<i>Frequency</i> (<i>f</i>)	<i>Percent</i> (%)	<i>Valid Percent</i> (%)	<i>Cumulative</i> <i>Percent</i> (%)
Morning	52	51,0	51,0	51,0
Afternoon	13	12,7	12,7	63,7
Evening	36	35,3	35,3	99,0
All day	1	1,0	1,0	100,0

Total	102	100,0	100,0
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As shown in Table 20, Public Education Centers generally provide foreign language courses in the morning period.

4.2. Findings

In this section, the findings of the three questions of the research are given. In the study, for evaluation the foreign language instruction programs Public Education Centers in Bursa province, English language self-efficacy scores of the participants were examined.

In this section, the findings of the study are examined in three parts: Self-efficacy scores of the participants (1), comparison of the self-efficacy scores of the participants according to their personal characteristics (2) and comparison of the self-efficacy scores of the participants according to the characteristics of foreign language courses in Public Education Centers.

4.2.1. Quantitative Data Analysis for RQ1

Research Question 1: What is the general English language self-efficacy level of the course trainees?

This section tries to find answers to the first research question: What is the general language self-efficacy level of the course trainees? To obtain answers for this question, means and standard deviations were calculated to determine the level of English language self-efficacy among trainees at different foreign language courses in Bursa province (Table 21):

Table 21. Self Efficacy Scale for English

	Item N	Minimum	Maximum	Mean	Std. Deviation
Overall	34	1,46	4,98	2,94	,72

As shown in Table 21, the mean score of the overall English language self-efficacy reported by the trainees was (M= 2,94, Std. Deviation =, 51). These findings suggest that trainees at different A1 Level English language courses in Bursa province reported moderate level self-efficacy.

This section also provides the findings related to the dimensions of the trainees' English language self-efficacy. For this purpose, means and standard deviations were calculated to identify the dimensions of language self-efficacy experienced by the trainees at different foreign language courses in Bursa province (Table 22).

Table 22. Dimensions of Self Efficacy Scale for English

Causes	Item N	Minimum	Maximum	Mean	Std. Deviation
Reading	8	1,63	5,00	3,20	,77
Writing	10	1,20	4,90	2,89	,72
Listening	10	1,20	5,00	2,96	,81
Speaking	6	1,17	5,00	2,73	,83

As shown in Table 22, reading dimension ranked the highest source of English language self-efficacy (M= 3,20, Std. Deviation= .77), followed by listening dimension (M= 2,96, Std. Deviation= ,81), writing dimension (M= 2,89, Std. Deviation= ,72), and speaking

dimension (M= 2,73, Std. Deviation= ,83). The dimensions of language self-efficacy were all reported at moderate self-efficacy level.

Based on these preliminary findings, it can be said that the foreign language education given in Public Education Centers in Bursa has moderate success.

For the detailed examination, the average score of the participants from the items is given in Table 23, Table 24, Table 25 and Table 26:

Table 23. Items of Reading Dimension

<i>Items</i>	<i>Mean</i>	<i>Std. Deviation</i>
8- I believe that I will be successful in reading parts of English exams	3,39	0,86
1- I can understand when I read English text	3,34	0,85
3-I can visualize what I read.	3,33	0,92
4- I can find the theme or main idea of the English text when I read.	3,32	1,02
5-I can answer questions about a text in English.	3,25	0,92
6-I can guess the words of the meaning in English text when I read.	3,22	0,88
7-I can easily find the information I am looking for in an English text.	3,13	0,93
2- When I read academic texts in English, I can understand important points.	2,60	1,01

As observed in in table 23, the trainees believe that they will be successful in reading parts of English exams ($M=3,39$, Std. Deviation= $0,86$) and they can understand when they read a text in English ($M=3,34$, Std. Deviation= $0,85$). The results obtained from the quantitative data also indicate that trainees can visualize what they read ($M=3,33$, Std. Deviation= $0,92$). They can find the theme or main idea of the English text when they read ($M=3,32$, Std. Deviation= $1,02$). They can answer questions about a text in English ($M=3,25$, Std. Deviation= $0,92$). They can guess the words of the meaning in English text when they read ($M=3,22$, Std. Deviation= $0,88$). They can easily find the information in an English text ($M=3,13$, Std. Deviation= $0,93$).

On the other side, the lowest item score in the scale was “When I read academic texts in English, I can understand important points.” ($M=2,60$, Std. Deviation= 1.01). According to scale, lower mean scores indicate low self-efficacy on language learning.

Table 24 shows the data obtained from the scale for writing dimension of English language self-efficacy.

Table 24. Items of Writing Dimension

<i>Items</i>	<i>Mean</i>	<i>Std. Deviation</i>
5-When I can not write something in English, I try to solve the problem instead of giving up.	3,74	0,96
9-After writing anything in English I can realize my mistakes.	3,02	0,90
8- I can express myself in English in daily life (curriculum vitae, application form, letter of complaint, etc.)	3,00	1,08
6-I can emphasize important points in writing English.	2,94	0,96
3- I can use punctuation correctly when writing a text in English.	2,86	1,03
7- I can rewrite a text in my own words.	2,76	0,99
10- I need help with the activities given in English writing.	2,75	0,98
4-When writing a text in English I can express my thoughts fully and clearly.	2,68	0,99
2-I can use grammatical rules correctly when writing a paragraph or essay in English.	2,66	0,93
1- I can write a good paragraph or essay.	2,48	0,98

Trainees believe that when they can't write something in English, they try to solve the problem instead of giving up (M=3,74, Std. Deviation=0,96). After writing anything in English they can realize their mistakes (M=3,02, Std. Deviation=0,90). They also think that they can express themselves in English in daily life (M=3,00, Std. Deviation=1,08)

These three items obtained the highest scores in writing dimension of English language self-efficacy. On the other hand, they obtained the low mean score from these items:

“I can emphasize important points in writing English” (M=2,94, Std. Deviation=0,96). “I can use punctuation correctly when writing a text in English.” (M=2,86, Std. Deviation=1,03) “I can rewrite a text in my own words.” (M=2,76, Std. Deviation=0,99). “I need help with the activities given in English writing.” (M=2,75, Std. Deviation=0,98). “When writing a text in English I can express my thoughts fully and clearly” (M=2,68, Std. Deviation=0,99). “I can use grammatical rules correctly when writing a paragraph or essay in English.” (M=2,66, Std. Deviation=0,93). The lowest item score for the writing dimension was: “I can write a good paragraph or essay.” (M=2,48, Std. Deviation= .098).

Table 25 shows the data obtained from the scale for listening dimension of English language self-efficacy.

Table 25. Items of Listening Dimension

<i>Items</i>	<i>Mean</i>	<i>Std. Deviation</i>
9-I can understand a short English conversation between two people.	3,24	0,97
3- I can understand the emotional accent in a sentence when I hear	3,08	0,99
1-I can understand English speakers	3,07	0,88
4-When I listen to an English speech, I can guess the meaning of words which I don't know.	3,01	0,96
2-I can find out the main idea of listening to English.	2,99	0,97
10-I believe that I will be successful in listening to English exams.	2,97	1,04
5-I can answer questions about what I hear after hearing a speech in English.	2,96	0,99
7-When I listen to a conversation, I can distinguish between the formal and informal language	2,79	1,09
6-I can understand what I hear when I watch English TV channels / movies.	2,79	0,91
8-I can write what I hear correctly while listening to English text.	2,73	1,00

For listening dimension of English language self-efficacy, the trainees reported that they can understand a short English conversation between two people (M=3,24, Std. Deviation=0,97). Moreover, they said that they can understand the emotional accent in a sentence when they hear (M=3,08, Std. Deviation=0,99), they can understand English speakers (M=3,07, Std. Deviation=0,88), when they listen to an English speech, they can guess the meaning of words which they don't know. (M=3,01, Std. Deviation=0,96).

However, trainees gave low scores for these items: "I can find out the main idea of listening to English I believe that I will be successful in listening to English exams." (M=2,99, Std. Deviation=0,97). "I can answer questions about what I hear after hearing a speech in English." (M=2,96, Std. Deviation=0,99). "When I listen to a conversation, I can distinguish between the formal and informal language." (M=2,79, Std. Deviation=1,09). "I can understand what I hear when I watch English TV channels / movies." (M=2,79, Std. Deviation=0,91). Moreover; trainees obtained the lowest mean score from this item: "I can write what I hear correctly while listening to English text." (M=2,73, Std. Deviation= 1.00). According to scale, lower mean scores on the scale indicate low self-efficacy on language learning. This result suggests that the trainees' listening comprehension is in the middle level.

Table 26 shows the data obtained from the scale for speaking dimension of English language self-efficacy.

Table 26. Items of Speaking Dimension

<i>Items</i>	<i>Mean</i>	<i>Std. Deviation</i>
1-I can meet my needs by using English in daily life. (Imagine that you are abroad, location-direction finding, shopping, etc.)	3,21	0,88
5-I can express my thoughts in a different way when someone does not understand me.	2,94	1,00
4-I can answer the questions in English	2,89	0,91
3- I can speak English in a formal or informal way, depending on the purpose and the situation.	2,51	0,95
2-I can express myself in English in an interview. (University entrance, job application etc.)	2,46	1,01
6-I can speak English in a way that a native English speaker can understand.	2,35	1,01

For speaking dimension of English language self-efficacy, the trainees reported that in daily life, they can meet my needs by using English. (Basic requirements such as location-direction finding and shopping) (M=3,21, Std. Deviation=0,88). This item is the highest score which participants gave in speaking section. Except from this item, they think that they can express their thoughts in a different way when someone does not understand them. (M=2,94, Std. Deviation=1,00). They believe they can answer the questions in English (M=2,89, Std. Deviation=0,91). They think that they can speak English in a formal or informal way, depending on the purpose and the situation. (M=2,51, Std. Deviation=0,95). They believe they can express myself in English in an interview. (M=2,46, Std. Deviation=1,01). Trainees

obtained the lowest mean score from this item: “I can speak English in a way that a native English speaker can understand.” (M=2,35, Std. Deviation= 1.01). According to scale, lower mean scores on the scale indicate low self-efficacy on language learning.

4.2.2. Qualitative Data Analysis for RQ1

Qualitative data obtained under the light of the first RQ, “What is the general English language self-efficacy level of the course trainees?” indicate that self-efficacy belief of the trainees is moderate. The responses were gained through the interview question, “Do you think that the A1 level English program of the Public Education Center meets the expectations of the trainees? Do you think trainees improve their English reading, writing, listening and speaking skills in this program?” to provide data for the RQ. A sample response to this question was “A1 level English language course program was sufficient for me. Before coming to the course, I was hoping to learn enough to speak in English, but the course program did not focus much on speaking skills. Lessons were mostly based on improving reading and listening skills. At the beginning of the course, there was not enough information about the subjects and achievements of the course. Nevertheless, the course program was sufficient for the A1 Level.”

RQ1: “What is the general English language self-efficacy level of the course trainees?”

Table 27: Interview Responses for the 1st RQ

<u>Interview Question 1</u>	<u>Answers</u>
	Yes (8 Trainees)
	No (1 Trainee)

Do you think that the A1 level English program of the Public Education Center meets the expectations of the trainees?	Partly (1 Trainee)
Interview Question 2 Do you think trainees improve their English reading, writing, listening and speaking skills in this program? If so which skills?	Yes- (10 trainees) All skills (4 trainees), Reading Skills (2 trainees), Reading, Listening Skills (3 trainees), Writing Skills (1 trainee)

Table 27 shows the data obtained through the interview to elaborate on the research question to determine self-efficacy level of the trainees. As a response to two questions in the interview which was formulated to provide more in-depth data for the first research question, it was seen that the participants are satisfied with the course program. 8 participants informed that A1 level English program in PEC meets the expectations of the trainees. 2 trainees did not agree with this idea and 1 trainee said the program was partially meet the expectation of the trainee. The answers to second interview question mostly focus on: all skills, reading and listening skills. 4 trainees said that program improve all skills, 3 trainees informed the program improve reading, listening skills, 2 trainees said program improve reading skills, and 1 trainee said A1 level English program improve only writing skill. All in all it can be said that participants have moderate language self-efficacy belief.

4.2.3. Quantitative Data Analysis for RQ2

The present section depicts the quantitative data obtained to answer the second research question: Does the self-efficacy of foreign language trainees differ according to personal demography? For this purpose, Mann Whitney U test, and Kruskal Wallis test were used to examine differences in language self-efficacy according to demographic variables.

4.2.3.1. Gender – Self-efficacy Level

This subsection shows the findings obtained to answer the first sub-question of the second research question: Does the trainees' English language self-efficacy vary according to their gender?

2 (gender) x 4 (self-efficacy) statistical analysis performed in order to examine whether the distribution shown in Table 28 shows differences according to gender. Table 28 also presents the results obtained from the Mann Whitney U test analysis to determine whether the opinions of the participants on the subject of English language self-efficacy differ according to their gender.

Table 28. Differences Between Participants' Opinions Regarding Sub-Scales of Self-Efficacy Scale for English According to Gender

	Gender	N	Mean Rank	U	Z	Asymp. Sig.
Reading	Female	79	49,92	784	-0,999	0,318
	Male	23	56,91			
Writing	Female	79	50,08	796,5	-0,899	0,369
	Male	23	56,37			
Listening	Female	79	49,99	789	-0,958	0,338
	Male	23	56,70			

Speaking	Female	79	48,51	672	-1,899	0,058
	Male	23	61,78			
Overall	Female	79	49,53	752,5	-1,249	0,212
	Male	23	58,28			

To determine whether the difference between the mean scores of the female and male participants on the subscales of the SESFE were statistically significant, Mann Whitney U test was performed. According to the Mann-Whitney U test results, no statistically significant difference was observed between the self-efficacy scores of the participants and gender.

However, when the scores obtained from the four foreign language competences of the participants were analyzed in the context of the scale items, four differences were observed in four items by gender (Table 37):

- Reading 2- I can understand important points when I read academic texts in English (U= 649,5; z=-2,171, p=,05).
- Writing 7- I can rewrite English text in my own words (U=646,6; z=-2,211, p=,05).
- Writing 10- I need help while doing writing activities in English (U=590,5, Z=-2,66; p=,01).
- Speaking 6--I can speak English in a way that a native English speaker can understand. (U=559,5; z=-2,958, p=,01).

4.2.3.2. Working Status – Self-efficacy Level

This subsection shows the findings obtained to answer the second sub-question of the second research question: Does the trainees' English language self-efficacy vary according to their working status?

2(working status) x 4 (self-efficacy) statistical analysis performed in order to examine whether the distribution shown in Table 29 shows differences according to working status. Table 29 also presents the results obtained from the Mann Whitney U test analysis to determine whether the opinions of the participants on the subject of English language self-efficacy differ according to their working status.

Table 29. Differences Between Participants' Opinions Regarding Sub-Scales of Self-Efficacy Scale for English According to Working Status

	Working Status	N	Mean Rank	U	Z	Asymp. Sig.
Reading	Yes, I'm working	22	60,27	687,000	-1,573	0,116
	No, I have no job	80	49,09			
Writing	Yes, I'm working	22	60,16	689,500	-1,553	0,120
	No, I have no job	80	49,12			
Listening	Yes, I'm working	22	57,77	742,000	-1,124	0,261
	No, I have no job	80	49,78			
Speaking	Yes, I'm working	22	59,73	699,000	-1,476	0,140
	No, I have no job	80	49,24			
Overall	Yes, I'm working	22	59,64	701,000	-1,456	0,145

No, I have no job	80	49,26
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To determine whether the difference between the mean scores of the working and non-working participants on the subscales of the SESFE were statistically significant, Mann-Whitney U test was performed. According to the Mann-Whitney U test results, no statistically significant difference was observed between the self-efficacy of the participants and working status in their foreign language course.

However, when the scores obtained from the four foreign language competences of the participants were analyzed in the context of the scale items, three differences were observed in three items by working status (Table 38):

- Writing 7- I can rewrite English text in my own words. (U=542,5; z=-2,893; p=,01).
- Writing 10- I need help while doing writing activities in English (U=633,0; z=-,2,099; p=,05).
- Speaking 6- I can speak English in a way that a native English speaker can understand. (U=623,0; z=-2,214; p=,05).

4.2.3.3. Marital Status – Self-efficacy Level

This subsection shows the findings obtained to answer the third sub-question of the second research question: Does the trainees' English language self-efficacy vary according to their marital status?

3 (marital status) x 4 (self-efficacy) statistical analysis performed to examine whether the distribution shown in Table 30 shows differences according to marital status. Table 30 also presents the results obtained from the Kruskal Wallis test to determine whether the

opinions of the participants on the subject of English language self-efficacy differ according to their marital status.

Table 30. Differences Between Participants' Opinions Regarding Sub-Scales of Self-Efficacy Scale for English According to Marital Status

	Marital Status	N	Mean Rank	Kruskal-Wallis H	df	Asymp. Sig.
Reading	Married	63	51,86	0,108	2	0,948
	Single	35	51,39			
	Divorced	4	46,88			
Writing	Married	63	52,27	0,119	2	0,942
	Single	35	50,39			
	Divorced	4	49,13			
Listening	Married	63	52,38	1,154	2	0,562
	Single	35	48,47			
	Divorced	4	64,13			
Speaking	Married	63	51,62	0,098	2	0,952
	Single	35	51,8			
	Divorced	4	47			
Overall	Married	63	52,02	0,051	2	0,975
	Single	35	50,63			
	Divorced	4	51			

To determine whether the difference between the mean scores of the married, single and divorced participants on the subscales of the SESFE were statistically significant, Kruskal Wallis test was performed. When the Kruskal Wallis test results were examined, it was observed that English language self-efficacy was not statistically different according to the marital status of the participants.

However, when the scores obtained from the four foreign language competences of the participants were analyzed in the context of the scale items, one difference was observed in one item by marital status (Table 39):

- Listening 4-When I listen to an English speech, I can guess the meaning of words which I don't know. ($H=6,785$; $df=2$; $p=.05$).

Based on this finding, it can be said that the marital status of the participants did not affect their English language self-efficacy.

4.2.3.4. Education Level-Self-efficacy Level

This subsection shows the findings obtained to answer the fourth sub-question of the second research question: Does the trainees' English language self-efficacy vary according to their education level?

4 (education level) x 4 (self-efficacy) statistical analysis performed to examine whether the distribution shown in Table 31 shows differences according to education level. Table 31 also presents the results obtained from the Kruskal Wallis test to determine whether the opinions of the participants on the subject of English language self-efficacy differ according to their education level

Table 31. Differences Between Participants' Opinions Regarding Sub-Scales of Self-Efficacy Scale for English According to Their Education Level

	Education Level	N	Mean Rank	Kruskal-Wallis H	df	Asymp. Sig.
Reading	Primary	2	11,50	4,698	3	0,195
	Secondary	2	72,00			
	High School	31	52,85			
	University	67	51,46			
	Total	102				
Writing	Primary	2	21,25	2,388	3	0,496
	Secondary	2	62,25			
	High School	31	51,55			
	University	67	52,06			
	Total	102				
Listening	Primary	2	16,75	4,581	3	0,205
	Secondary	2	60,75			
	High School	31	57,55			
	University	67	49,46			
	Total	102				
Speaking	Primary	2	31,75	1,857	3	0,603
	Secondary	2	42,75			
	High School	31	55,87			
	University	67	50,33			
	Total	102				

	Total	102				
	Primary	2	15,50			
	Secondary	2	61,00			
Overall	High School	31	54,90	3,624	3	0,305
	University	67	50,72			
	Total	102				

To determine whether the difference between the mean scores of the participants at different levels of education on the subscales of the SESFE were statistically significant, Kruskal Wallis test was performed. When the Kruskal Wallis test results were examined, it was observed that English language self-efficacy was not statistically different according to the education level of the participants.

However, when the scores obtained from the four foreign language competences of the participants were analyzed in the context of the scale items, one difference was observed in one item by education level (Table 40):

- Listening 3- I can understand the emotional accent in a sentence when I hear (H=9,38, df=3, p=,05).

Based on this finding, it can be said that the education level of the participants did not affect their English language self-efficacy.

4.2.3.5. Profession- Self-Efficacy Level

This subsection shows the findings obtained to answer the fifth sub-question of the second research question: Does the trainees' English language self-efficacy vary according to their profession?

4 (profession) x 4 (self-efficacy) statistical analysis performed to examine whether the distribution shown in Table 32 shows differences according to profession. Table 32 also presents the results obtained from the Kruskal Wallis test to determine whether the opinions of the participants on the subject of English language self-efficacy differ according to their profession.

Table 32. Differences Between Participants' Opinions Regarding Sub-Scales of Self-Efficacy Scale for English According to Their Profession

	Profession	N	Mean Rank	Kruskal-Wallis H	df	Asymp. Sig.
Reading	Housewife	27	54,80	1,261	3	0,738
	Worker	22	47,48			
	Student	26	48,52			
	Other	27	54,35			
	Total	102				
Writing	Housewife	27	56,06	1,485	3	0,686
	Worker	22	47,66			
	Student	26	48,04			
	Other	27	53,41			
	Total	102				
Listening	Housewife	27	56,74	1,952	3	0,582
	Worker	22	45,86			
	Student	26	48,92			
	Other	27	53,33			
	Total	102				

	Housewife	27	53,09			
	Worker	22	50,70			
Speaking	Student	26	49,77	0,200	3	0,978
	Other	27	52,22			
	Total	102				
	Housewife	27	55,57			
	Worker	22	47,18			
Overall	Student	26	48,85	1,313	3	0,726
	Other	27	53,50			
	Total	102				

To determine whether the difference between the mean scores of the participants at different professions on the subscales of the SESFE were statistically significant, Kruskal Wallis test was performed. When the Kruskal Wallis test results were examined, it was observed that English language self-efficacy was not statistically different according to the profession of the participants.

To check the differentiation between self-efficacy and profession, Kruskal Wallis test were conducted for item by item (Table 41). But the result has not changed. It was not observed statistically significant difference between the mean scores of the participants according to their professions.

Based on this finding, it can be said that the profession of the participants did not affect their English language self-efficacy.

4.2.3.6. Income Rate- Self-Efficacy Level

This subsection shows the findings obtained to answer the sixth sub-question of the second research question: Does the trainees' English language self-efficacy vary according to their income rate?

3 (income rate) x 4 (self-efficacy) statistical analysis performed to examine whether the distribution shown in Table 33 shows differences according to income rate. Table 33 also presents the results obtained from the Kruskal Wallis test to determine whether the opinions of the participants on the subject of English language self-efficacy differ according to their income rate.

Table 33. Differences Between Participants' Opinions Regarding Sub-Scales of Self-Efficacy Scale for English According to Income Rate

	Income Rate	N	Mean Rank	Kruskal-Wallis H	df	Asymp. Sig.
Reading	Low level income	8	54,63	0,104	2	0,949
	Middle level income	87	51,30			
	High level income	7	50,36			
Writing	Low level income	8	51,88	0,054	2	0,973
	Middle level income	87	51,67			
	High level income	7	49,00			
Listening	Low level income	8	58,25	0,461	2	0,794
	Middle level income	87	51,00			
	High level income	7	50,00			
Speaking	Low level income	8	48,06	0,408	2	0,816
	Middle level income	87	51,33			
	High level income	7	57,57			

	Low level income	8	54,50			
Overall	Middle level income	87	51,31	0,095	2	0,954
	High level income	7	50,43			

To determine whether the difference between the mean scores of the participants at different income rates on the subscales of the SESFE were statistically significant, Kruskal Wallis test was performed. When the Kruskal Wallis test results were examined, it was observed that English language self-efficacy was not statistically different according to income rate of the participants. Based on this finding, it can be said that the income rate of the participants did not affect their English language self-efficacy.

However, when the scores obtained from the four foreign language competences of the participants were analyzed in the context of the scale items, one difference was observed in one item by income rate (Table 42):

- W 10- I need help with the activities given in English writing. ($H=6,335$; $df=2$, $p=,05$).

Based on this finding, it can be said that the income rate of the participants did not affect their English language self-efficacy.

4.2.4. Qualitative Data Analysis for RQ2

Qualitative data obtained under the light of the second RQ, “Does the self-efficacy of the course trainees differ according to personal demography?” indicate that personal demography does not affect the English language self-efficacy beliefs of the participants much. The responses were gained through the interview question, “Do you think that the trainees' belief in self-efficacy varies according to their demographic characteristics such as gender, profession, marital status, education level and income?” A sample response to this question was

“In my opinion, self-efficacy varies according to the profession and education level of the person. Because speed of language learning will be different for primary school graduate and university graduate, so it may affect the self-efficacy belief of the person.” 3 trainees gave similar answer and they said yes to this question. On the other hand, 7 trainees said no and they think that demography do not affect the foreign language self-efficacy beliefs.

RQ2: “Does the self-efficacy of the course trainees differ according to personal demography?”

Table 34. Interview Responses for the 2nd RQ

<u>Interview Question 3</u>	<u>Answers</u>
Do you think that the trainees' belief in self-efficacy varies according to their demographic characteristics such as gender, profession, marital status, education level and income?	No (7 trainees) Yes (3 Trainees, according to profession, education level)

Table 34 shows the data obtained through the interview to elaborate on the 2nd research question. The qualitative data obtained from the interview also confirm that the trainees highlight self-efficacy of the course trainees do not differ according to personal demography.

4.2.5. Quantitative Data Analysis for RQ3

This section shows the quantitative data obtained to answer the third research question: Do the course variables (number of trainees of the language course, duration of the course, time of lessons, break time and course period) determine the English language self-efficacy of the trainees? For this purpose, Pearson correlation tests were conducted to examine differences and relationships in English language self-efficacy according to course variables. The findings are given in Table 35:

Table 35. Relationship Among Participants' Self-efficacy dimensions and Number of Trainees in The Language Course, Duration of The Course, Time of Lessons, Break Time and Course Period.

Variable		Reading	Writing	Listening	Speaking
Number of Trainees	R	-,192*	-,207*	-,223*	-,173*
	P	0,026	0,018	0,012	0,041
	N	102	102	102	102
Duration of Course	R	0,064	-0,01	-0,025	-0,057
	P	0,262	0,462	0,4	0,286
	N	102	102	102	102
Time of Lessons	R	-0,019	0,052	-0,013	0,147
	P	0,423	0,302	0,447	0,07
	N	102	102	102	102
Break Time	R	-0,085	-,180*	-,167*	-0,111
	P	0,198	0,035	0,047	0,133
	N	102	102	102	102
Course Period	R	0,159	0,055	0,09	0,035
	P	0,055	0,29	0,184	0,364
	N	102	102	102	102

As shown in Table 35, there are statistically significant relationships between participants' English language self-efficacy status and the number of trainees in the language course and the break time of the courses. According to the number of trainees in the course,

there is a statistically significant negative relationship between the reading ($r=-,192$, $p<,05$), writing ($r=-,207$, $p<,05$), listening ($r=-,223$, $p<,05$) and speaking ($r=-,173$, $p<,05$) scores of the participants.

The findings show that while the number of participants in the course increasing, the self-efficacy scores (reading, writing, listening and speaking) of the trainees decreasing. The plot graphic obtained from results is presented in Figure 11:

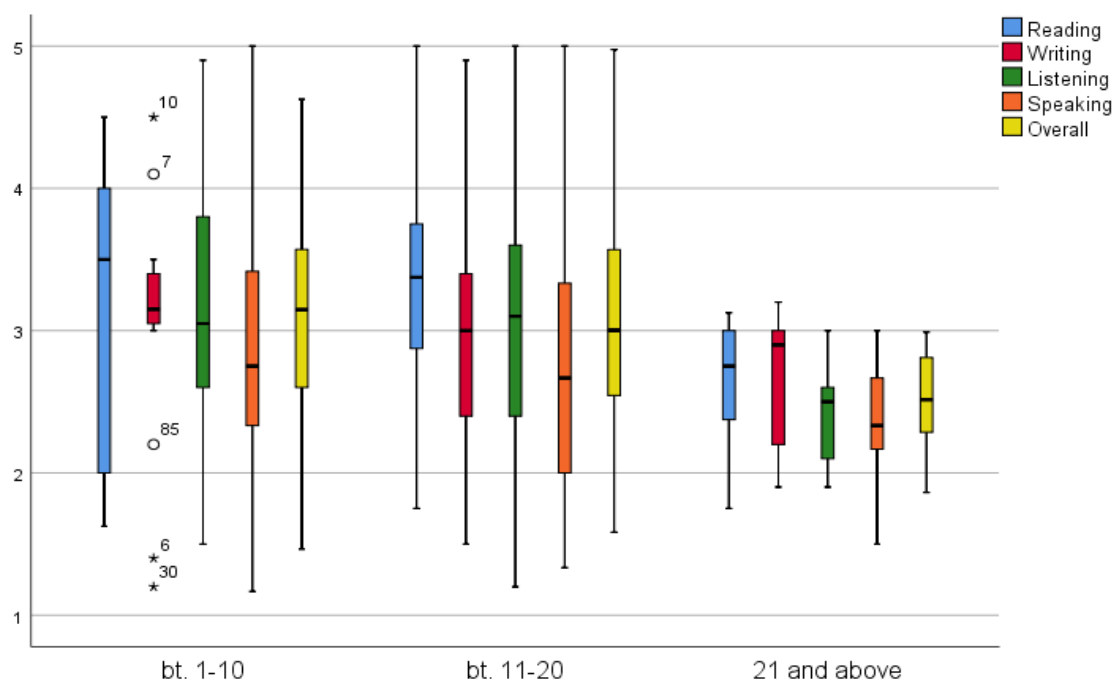


Figure 11. Relationship Between Self-efficacy and Number of Trainees of The Language Course

When the table 35 is examined again, there are statistically significant negative relations between the break time of the course and the self-efficacy scores of the participants. According to break time of the course, there is a statistically significant negative relationship between the reading ($r=-,085$, $p<,05$), writing ($r=-,180$, $p<,05$), listening ($r=-,167$, $p<,05$) scores of the participants.

The findings show that while the break time in the course increasing, the self-efficacy scores (reading, writing, and listening) of the trainees decreasing. The plot graphic obtained from results is presented in Figure 12:

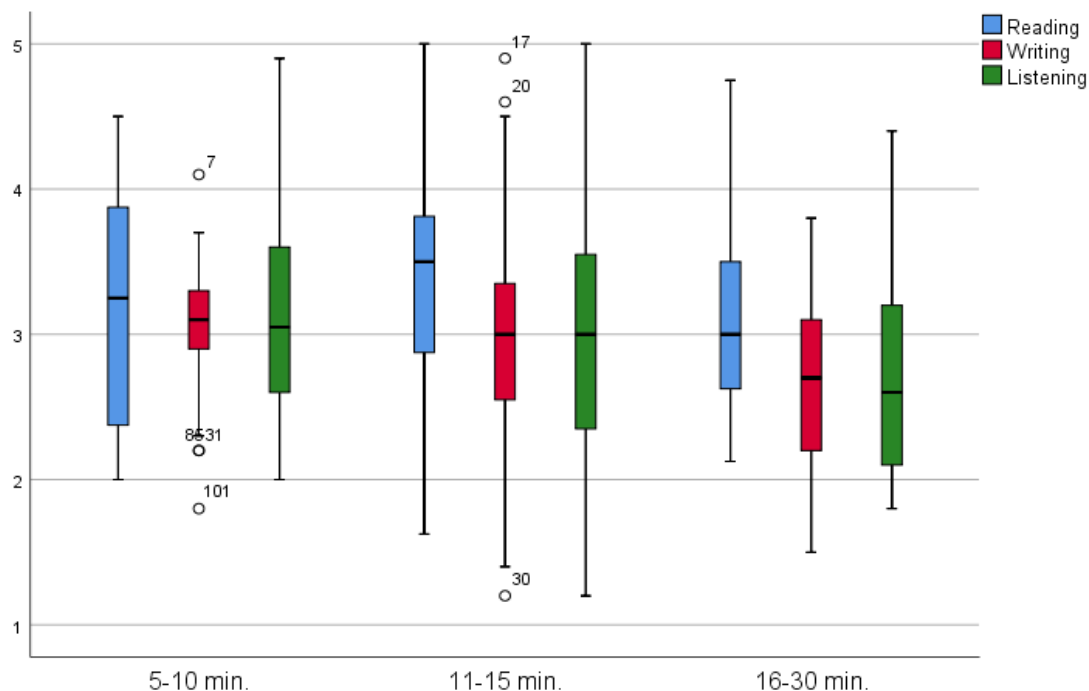


Figure 12. Relationship Between Self-efficacy and Break Time of The Language Course

Results Show that there is no relationship between English language self-efficacy (reading, writing, listening and speaking) scores of the participants and duration of course, time of lessons and course period. In other words, the duration of the course, time of lesson and the course period are not effective on the English language self-efficacy scores of the participants.

4.2.6. Qualitative Data Analysis for RQ3

“Do the course variables determine the English language self-efficacy of the trainees?” was the 3rd research question in this study. The responses were gained through the interview

question, “Do you think the number of trainees in the classes, course duration, course hours, break time, the time at which the course is held affect the effectiveness of the course program and self-efficacy of the trainees?” A sample response to this question was “As I am working in daytime, evening course can increase my motivation and my English language self-efficacy. In my opinion 120 hours A1 level English course is not enough. The number of trainees in the classroom can also affect my motivation and foreign self-efficacy belief.

Table 36. Interview Responses for the 3rd RQ

<u>Interview Question 3</u>	<u>Answers</u>
Do you think the number of trainees in the classes, course duration, course hours, break time, the time at which the course is held affect the effectiveness of the course program and self-efficacy of the trainees?”	Yes (7 trainees, according to number trainees in the classes, course duration, course time) No (3)

Based on the results obtained from the qualitative data show that 7 trainees think that number trainees in the classes, course duration, course time the effectiveness of the course program and language self-efficacy beliefs of the trainees. On the other hand, 3 trainees think that course variables do not affect self-efficacy beliefs of the trainees.

Chapter V

Discussion

79 female and 23 male trainees from Public Education Centers in Bursa province participated in this study. Initially, students' scores obtained from Self-Efficacy Scale for English (SESFE) were examined in this study. According to findings, the mean score of the overall English language self-efficacy reported by the participants was (M= 2,94, Std. Deviation =, 72). These findings indicate that the participants in foreign language courses in the Public Education Centers have medium level foreign language self efficacy. Similarly, in the research conducted by Malkoç (1983), the trainees in PECs stated that the courses have achieved their goals.

Findings also show that *reading* ranked the highest source of English language self-efficacy (M= 3,20, Std. Deviation= .77), followed by *listening* (M= 2,96, Std. Deviation= .81), *writing* (M= 2,89, Std. Deviation= ,72), and *speaking* (M= 2,73, Std. Deviation= ,83). The dimensions of language skills were all reported at moderate self-efficacy level. Based on these preliminary findings, it can be said that the foreign language education given in Public Education Centers in Bursa has moderate success. In their research, Sener and Erol (2017) state that high level degree of self-efficacy allows learners to feel less anxious and benefit more from language learning possibilities.

The evaluation of the means obtained from sub-dimensions of the scale is as follows:

When the reading dimension of self-efficacy is examined, it was found that trainees believe that they will be successful in reading parts of English exams (M=3,39, Std. Deviation=0,86) and they can understand when they read a text in English (M=3,34, Std. Deviation=0,85). The high score of these items show that trainees' reading self-efficacy

beliefs are high enough. However, they said that when they read academic texts in English, they can understand essential points ($M=2,60$, Std. Deviation= 1.01). The low score of this item may be considered normal for a trainee of this level. Overall result show that the students' reading comprehension is at the middle level. Based on these results, it can be said that foreign language teaching programs in Public Education Centers have moderate success in reading skills. In other words, foreign language teaching programs applied in public education centers are thought enough to improve reading skills of the course trainees.

For writing dimension of English language self-efficacy, the students reported that when they can't write something in English, they try to solve the problem instead of giving up ($M=3,74$, Std. Deviation=0,96). On the other hand, they obtained the lowest mean score from this item: "I can write a good paragraph or essay." ($M=2,48$, Std. Deviation= .098). It would not be right to expect the A1 level trainee to write a good paragraph or essay. This should be considered normal because trainees may need guidance in writing because they have just started to learn the language. Overall results suggest that the students' self efficacy belief on writing is at the middle level.

For the listening dimension of English language self-efficacy, the students reported that they could understand a short English conversation between two people ($M=3,24$, Std. Deviation=0,97). One possible interpretation is that the majority of trainees may have given this item a high score, as this result only questions a competence based on understanding. Listening and comprehension activities without too much effort is one of the trainees' favorite activities in general. Besides, they obtained the lowest mean score from this item: "I can write what I hear correctly while listening English text." They said that while listening to an English reading text, they can write what they hear correctly ($M=2,73$, Std. Deviation= 1.00). It is understood from this item that trainees do not consider themselves sufficient in situations

requiring two language skills. The results in general show that the students' listening comprehension is at the middle level. Based on these results, it can be said that foreign language teaching programs in Public Education Centers in Bursa province have moderate success in listening skills.

For the speaking dimension of English language self-efficacy, the students reported that in daily life, they could meet their needs by using English. (Basic requirements such as location-direction finding and shopping) (M=3,21, Std. Deviation=0,88). High score of this item shows that trainees believe they can use foreign language in daily life. This item result can be interpreted as CEFR based English A1 Level program is suitable for its purpose. However, trainees obtained the lowest mean score from this item: "I can speak English in a way that a native English speaker can understand." (M=2,35, Std. Deviation= 1.01). This low score can be accepted normal for A1 level language trainee. As the trainees are in the first stages of language learning, they may show shyness in using their speaking skills, which may cause the trainees' self-efficacy on speaking skills to be slightly lower. Based on these results, it can be said that foreign language teaching programs applied in public education centers are thought enough to improve reading skills of the course trainees.

The results so far indicate that the self-efficacy of the trainees at the A1 level in the public education centers is moderate. This result suggests that A1 programs applied in public education centers lead participants to acquire necessary language skills at an average level. This shows that the basic level of English language teaching program in public education centers is moderately effective. Kocaoğlu (1986) in his study examined the programs implemented in the Public Education Centers and he obtained similar results in the study. The subjects of the course programs in terms of subject, method, equipment and time-time were investigated in the study and the programs were generally found to be sufficient. In his

research, Dickinson (1987) describes self-efficacy as an significant ability to obtain for all language learners.

The results also show that the basic English education programs implemented in public education centers improve the reading skills of the participants. It seems that in PECs, after the reading skills of the participants, listening and writing skills are strengthened. It is a remarkable finding that speaking skill score comes last. It is a known problem that speaking skills in foreign language learning courses developed minimal in Turkey.

According to their personal characteristics, the students obtained different mean scores on English language self-efficacy scale. Different analyses were performed to check whether the mean scores differed statistically. The findings are as follows:

To determine whether the difference between the mean scores of the female and male students on the subscales of the SESFE were statistically significant, the Mann Whitney U test was performed. According to the Mann-Whitney U test results, no statistically significant difference was observed between the self-efficacy of the participants and gender in their foreign language course. However, when the scores obtained from the four foreign language competences of the participants were analyzed in the context of the scale items, it was found that the scores of male trainees were slightly higher than the scores of female trainees in each item and significant differences were observed in four items by gender:

- Reading 2- When I read academic texts in English, I can understand important points. (U= 649,5; z=-2,171, p=,05).
- Writing 7- I can rewrite a text in my own words. (U=646,6; z=-2,211, p=,05).
- Writing 10- I need help with the activities given in English writing. (U=590,5, Z=-2,66; p=,01).

- Speaking 6- I can speak English in a way that a native English speaker can understand. ($U=559,5$; $z=-2,958$, $p=,01$).

To determine whether the difference between the mean scores of the working and non-working participants on the subscales of the SESFE were statistically significant, the Mann-Whitney U test was performed. According to the Mann-Whitney U test results, no statistically significant difference was observed between the self-efficacy of the participants and working status in their foreign language course. However, when the scores obtained from the four foreign language competences of the participants were analyzed in the context of the scale items, three differences were observed in three items by working status:

- Writing7- I can rewrite a text in my own words. ($U=542,5$; $z=-2,893$; $p=,01$).
- Writing10- I need help with the activities given in English writing. ($U=633,0$; $z=-2,099$; $p=,05$).
- Speaking6- I can speak English in a way that a native English speaker can understand. ($U=623,0$; $z=-2,214$; $p=,05$).

To determine whether the difference between the mean scores of the married, single, and divorced participants on the subscales of the SESFE was statistically significant, the Kruskal Wallis test was performed. When the Kruskal Wallis test results were examined, it was observed that English language self-efficacy was not statistically different according to the marital status of the participants. However, when the scores obtained from the four foreign language competences of the participants were analyzed in the context of the scale items, one difference was observed in one item by marital status:

- Listening4- When I listen to an English speech, I can guess the meaning of words which I don't know. ($H=6,785$; $df=2$; $p=,05$).

Based on this finding, it can be said that the marital status of the participants did not affect their English language self-efficacy.

To determine whether the difference between the mean scores of the participants at different levels of education on the subscales of the SESFE were statistically significant, Kruskal Wallis test was performed. When the Kruskal Wallis test results were examined, it was observed that English language self-efficacy was not statistically different according to the education level of the participants. However, when the scores obtained from the four foreign language competences of the participants were analyzed in the context of the scale items, one difference was observed in one item by education level:

- Listening3- I can understand the emotional accent in a sentence when I hear (H=9,38, df=3, p=,05).

Based on this finding, it can be said that the education level of the participants did not affect their English language self-efficacy.

To determine whether the difference between the mean scores of the participants at different professions on the subscales of the SESFE were statistically significant, Kruskal Wallis test was performed. When the Kruskal Wallis test results were examined, it was observed that English language self-efficacy was not statistically different according to the profession of the participants. To check the differentiation between self-efficacy and profession, Kruskal Wallis test were conducted for item by item. But the result has not changed. It was not observed statistically significant difference between the mean scores of the participants according to their professions. Based on this finding, it can be said that the profession of the participants did not affect their English language self-efficacy.

To determine whether the difference between the mean scores of the participants at different income rates on the subscales of the SESFE were statistically significant, Kruskal

Wallis test was performed. When the Kruskal Wallis test results were examined, it was observed that English language self-efficacy was not statistically different according to income rate of the participants. Based on this finding, it can be said that the income rate of the participants did not affect their English language self-efficacy. However, when the scores obtained from the four foreign language competences of the participants were analyzed in the context of the scale items, one difference was observed in one item by income rate:

- W10- I need help with the activities given in English writing ($H=6,335$; $df=2$, $p=,05$).

Based on this finding, it can be said that the income rate of the participants did not affect their English language self-efficacy.

To find an answer to the related research question, crosstabulations and Spearman correlation tests were conducted to examine differences in English language self-efficacy according to a number of trainees, duration, of course, time of lessons, break time and course period. Spearman Correlation was used to test the relationship between demographic variables and visa scores. The findings are as follows:

There are statistically significant relationships between participants' English language self-efficacy status and the number of students in the language course and the break time of the courses. According to the number of students in the course, there is a statistically significant negative relationship between the reading ($r=-,192$, $p<,05$), writing ($r=-,207$, $p<,05$), listening ($r=-,223$, $p<,05$) and speaking ($r=-,173$, $p<,05$) scores of the participants.

The findings show that while the number of participants in the course increasing, the self-efficacy scores (reading, writing, listening, and speaking) of the trainees decreasing.

There are statistically significant negative relations between the break time of the course and the self-efficacy scores of the participants. According to break time of the course,

there is a statistically significant negative relationship between the reading ($r=-,085$, $p<,05$), writing ($r=-,180$, $p<,05$), listening ($r=-,167$, $p<,05$) scores of the participants.

The findings show that while the break time in the course is increasing, the self-efficacy scores (reading, writing, and listening) of the trainees decreasing.

There is no relationship between English language self-efficacy (reading, writing, listening, and speaking) scores of the participants and duration, of course, time of lessons, and course period. In other words, the duration of the course, time of the lesson, and the course period are not effective in the English language self-efficacy scores of the participants.

Chapter VI

Conclusion and Suggestions

6.1. Summary

The spread of the diversity of human knowledge over time has led to the emergence of various branches of science, each of which has its own characteristics and method of evaluation and the second or foreign language teaching field is no exception. Today, foreign language teaching is an essential part of the educational system in all countries, so governments and organizations allocated a lot of the financial, intellectual, and human resources to this process. One of the shortcomings of this area of science is the inadequate attention to the evaluation role, which is, in fact, an essential component of second language education. Educational assessment in educational systems is usually performed in relation to the quality, and in fact, evaluation is done to determine the quality of a system.

This study conducted in mixed type research model in that intending to present the relation between the Public Education Center foreign language course students' English language self-efficacy and demographic variables. The sample of the research consisted of 102 students from various proficiencies. This research was carried out with students studying at the Public Education Centers placed in Bursa province. The data of the study were obtained between December 2018 and February 2019 by applying instruments at the end of the A1 level English Language Courses. In this research three data collection tools were used: Demography questionnaire, Self-Efficacy Scale for English (SESFE) and semi-structured interview. Mann Whitney U tests were used to determine the differences in these variables due to the absence of groups of 30 people in each of the variables. Kruskal Wallis tests And

Spearman Correlation were also used to determine the differences in participants' English language self-efficacy.

6.2. Research Questions

1. What is the general English language self-efficacy level of the course students?

The results indicate that English language self-efficacy levels of the participants are moderate, and based on this it can be said that the necessary level English course programs at the Public Education Centers provide the participants with the skills at a moderate level.

2. Does the self-efficacy of foreign language students differ according to personal demography?

The results show that there no statistically significant difference was observed between the self-efficacy of the participants and gender, working status, marital status, education level, profession and their income rate in their foreign language course. Based on this finding, it can be said that the gender, working status, marital status, education level, profession and their income rate of the participants did not affect their English language self-efficacy.

3. Do the course variables determine the English language self-efficacy of the students?

Results Show that there is no relationship between English language self-efficacy (reading, writing, listening, and speaking) scores of the participants and duration, of course, time of lessons, and course period. In other words, the duration of the course,

time of the lesson, and the course period are not effective in the English language self-efficacy scores of the participants. The findings also show that while the number of participants in the course increasing, the self-efficacy scores (reading, writing, listening, and speaking) of the trainees decreasing.

6.3 Conclusion

Evaluation is attractive because it is a challenge for the human being that faces by designing questions. Long before the advent of science, humans have always been evaluating the world around them. Although the evaluation of early humans is different from today's assessments, their fundamental common concern is that they always focus on and investigate the phenomena of their world, and their goal is to understand them better.

This research examines the basic level (A1) curriculum applied in English language courses in Public Education Centers of Bursa in the context of the self-efficacy concept. The purpose of the study was to analyze the factors that affect the PEC A1 EFL learners' English Language self efficacy beliefs. To achieve this aim self-efficacy levels of participants' in foreign language courses in Public Education Centers of Bursa province was examined in the context of various variables such as gender, working status, marital status, education level, profession, income rate, duration of course, time of lesson, course period, number of trainee and break time. According to the purpose of the study, three research questions are addressed.

In the study, it was found that English language self-efficacy of PECs' participants did not differ according to their personal traits. Correlation analysis shows that there are strong relationships among a number of trainees and break time of the courses and reading, writing, listening, and speaking skills. And finally, the results indicate that English language self-efficacy levels of the participants are moderate, and based on this it can be said that the basic

level English course programs at the Public Education Centers provide the participants with the skills at a moderate level. It can be said that this study contributes to the related literature in terms of the results achieved.

6.4 Suggestions for Further Research

In the future, this research can be done on more demographic samples and with more variables to obtain more comprehensive results. Various institutions, including private institutions, could also be investigated to further distinguish them from public centers. In future studies, teacher-related, material related variables could also be considered to examine the effectiveness of the foreign language courses in PECs.

Appendices

Appendix A

Self-Efficacy Scale

Avrupa Dilleri Ortak Çerçeve Programı (CEFR) Temel Alınarak Hazırlanan
Halk Eğitim Merkezleri İngilizce A1 Programının Değerlendirilmesine
Yönelik Kursiyer Özyeterlik Ölçeği

Değerli Katılımcı,

Bu çalışmada, Milli Eğitim Bakanlığı Hayat Boyu Öğrenme Genel Müdürlüğü tarafından Avrupa Dilleri Ortak Çerçeve Programı (CEFR) baz alınarak hazırlanan İngilizce A1 kurs programının etkin olup olmadığının değerlendirilmesi amaçlanmaktadır. Bu çalışma sonucunda Halk Eğitim Merkezleri A1 seviye İngilizce Kurs Programının, kursiyerlerin öğrenim amaçlarına uygun olup olmadığı belirlenmeye çalışılacaktır. Dolduracağınız bu anket yüksek lisans tez çalışmama büyük katkı sağlayacaktır. Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır.

Yardımlarınız için teşekkür ederim.

Ramazan Güzel

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü

İngiliz Dili Eğitimi Yüksek Lisans Öğrencisi

1- Kurs Merkeziniz?

- Gemlik
 Kestel
 Nilüfer
 İnegöl
 Gürsu
 Karacabey
 Keles
 Orhangazi
 Osmangazi
 Büyükşehir
 Yenisehir
 Orhaneli
 İznik
 Yıldırım
 Mustafakemalpaşa
 Mudanya

2. Cinsiyetiniz?

- Kadın
 Erkek

3. Medeni Haliniz?

- Evli
 Bekar
 Dul/Boşanmış

4. (Evli iseniz) Çocuğunuz var mı?

- Evet
 Hayır

5. Çalışıyor musunuz?

Evet

Hayır

6. (Çalışıyorsanız) Mesleğiniz? _____

7. Ailenizin aylık ortalama geliri ne kadar?

Düşük

Orta

Yüksek

8. Öğrenim Durumunuz

İlkokul

Ortaokul

Lise

Üniversite

9. Devam ettiğiniz kursta sınıf mevcudu kaçtır?

10. Devam ettiğiniz kursun toplam süresi (ay olarak) ne kadardır?

11. Devam ettiğiniz kursun ders süresi kaç dakikadır?

12. Devam ettiğiniz kursta verilen dinlenme araları kaç dakikadır?

13. Devam ettiğiniz kursun verildiği saatleri belirtiniz

Sabah

Öğleden Sonra

Akşam

Tüm gün

Bundan sonraki bölüm özyeterliliği ölçmeye yönelik olacaktır.

Okuma

1. İngilizce bir metin okuduğumda anlayabilirim

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

2. İngilizce akademik metinler okuduğumda önemli noktaları anlayabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

3. Okuduklarımı zihnimde canlandırabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

4. Okuduğum İngilizce metnin temasını ya da ana fikrini bulabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

5.İngilizce bir metinle ilgili soruları cevaplayabilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

6.Okuduğum İngilizce bir metinde anlamını bilmediğim sözcükleri tahmin edebilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

7.İngilizce bir metinde aradığım bilgiyi kolaylıkla bulabilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

8.İngilizce sınavlarının okuma bölümlerinde başarılı olacağıma inanıyorum

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

Yazma

1-İyi bir paragraf ya da kompozisyon yazabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

2.İngilizce bir paragraf ya da kompozisyon yazarken dilbilgisi kurallarını doğru kullanabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

3.İngilizce bir metin yazarken noktalama işaretlerini doğru kullanabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

4.İngilizce bir metin yazarken düşüncelerimi tam ve açık olarak ifade edebilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

5. Bir şeyi İngilizce yazamadığımda, pes etmek yerine sorunu çözmek için çaba sarf ederim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

6. İngilizce yazarken önemli noktaları vurgulayabilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

7. İngilizce bir metni kendi cümlelerimle yeniden yazabilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

8. Günlük yaşamda kendimi İngilizce yazılı olarak ifade edebilirim (özgeçmiş, başvuru formu, şikâyet mektubu vb.)

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

9.İngilizce herhangi bir şey yazdıktan sonra hatalarımın farkına varabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

10.İngilizce yazma ile ilgili verilen etkinlikleri yaparken yardıma ihtiyaç duyarım. *

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

Dinleme

1.İngilizce konuşulanları anlayabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

2.Dinlediğim İngilizce konuşmanın ana fikrini çıkarabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

3. Dinlediğim bir cümledeki duygusal vurguları anlayabilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

4. İngilizce bir konuşma dinlediğimde bilmediğim sözcüklerin anlamını tahmin edebilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

5. İngilizce bir konuşma duyduktan sonra duyduklarım ile ilgili soruları cevaplayabilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

6. İngilizce televizyon kanallarını/ filmleri izlediğimde dinlediklerimi anlayabilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

7. Bir konuşma dinlediğimde resmi dil ile günlük konuşma dilini ayırt edebilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

8. İngilizce bir okuma parçasını dinlerken duyduklarımı doğru olarak yazabilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

9. İki kişi arasında geçen kısa bir İngilizce konuşmayı anlayabilirim.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

10. İngilizce sınavlarının dinleme bölümlerinde başarılı olacağıma inanıyorum.

- Bana hiç uymuyor
- Çok az uyuyor
- Biraz uyuyor
- Oldukça uyuyor
- Tamamen uyuyor

Konuşma

1.Günlük yaşamda gerekli ihtiyaçlarımı İngilizce'yi kullanarak karşılayabilirim. (Yurt dışında olduğunuzu düşünün, yer-yön bulma, alış-veriş vb.)

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

2.Bir mülakatta kendimi İngilizce olarak ifade edebilirim. (Üniversiteye giriş, iş başvurusu vb.)

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

3.Amaca ve duruma göre resmi ya da resmi olmayan bir şekilde İngilizce konuşabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

4-İngilizce sorulan sorulara cevap verebilirim

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

5.Karşımdaki beni anlamadığımda düşüncelerimi başka şekilde ifade edebilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

6.Anadili İngilizce olan bir kişinin anlayabileceği şekilde İngilizce konuşabilirim.

- Bana hiç uymuyor
 Çok az uyuyor
 Biraz uyuyor
 Oldukça uyuyor
 Tamamen uyuyor

Katkılarınız için teşekkürler

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Appendix B

Self-Efficacy Belief Scale for English

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
READING						
1	I can understand it when I read a text in English.	1	2	3	4	5
2	I can understand important points when I read academic texts in English.	1	2	3	4	5
3	I can visualize what I read.	1	2	3	4	5
4	I can find the theme or main idea of the English text I read.	1	2	3	4	5
5	I can answer questions about an English text.	1	2	3	4	5
6	In an English text I read I can guess words I don't know the meaning of.	1	2	3	4	5
7	I can easily find the information I am looking for in an English text	1	2	3	4	5
8	I believe that I will be successful in reading sections of English exams	1	2	3	4	5
WRITING						
1	I can write a good paragraph or essay.	1	2	3	4	5
2	I can use grammar rules correctly when writing a paragraph or essay in English.	1	2	3	4	5
3	I can use punctuation correctly when writing text in English.	1	2	3	4	5
4	I can express my thoughts fully and clearly when writing a text in English.	1	2	3	4	5
5	When I can't write something in English, I try to solve the problem instead of giving up.	1	2	3	4	5
6	I can highlight important points when writing in English.	1	2	3	4	5
7	I can rewrite English text in my own words.	1	2	3	4	5
8	I can express myself in English in daily life (CV, application form, letter of complaint etc.)	1	2	3	4	5
9	After writing something in English, I can recognize my mistakes.	1	2	3	4	5
10	I need help with writing activities in English.	1	2	3	4	5
LISTENING						
1	I can understand English spoken.	1	2	3	4	5
2	I can draw the main idea of speaking English.	1	2	3	4	5
3	I can understand the emotional emphasis in a sentence when I listen.	1	2	3	4	5
4	I can guess the meaning of words which I don't know when I listen to English conversation.	1	2	3	4	5
5	After listening conversation in English, I can answer questions about what I hear.	1	2	3	4	5
6	I can understand what I listen to when I watch television channels / movies in English.	1	2	3	4	5
7	When I listen to a conversation, I can distinguish between the official language and the everyday language.	1	2	3	4	5
8	I can correctly write what I have heard while listening to an English reading.	1	2	3	4	5
9	I can understand a short English conversation between two people.	1	2	3	4	5
10	I believe I will be successful in listening sections of English exams.	1	2	3	4	5
SPEAKING						
1	I can meet my daily needs using English. (Imagine that you are abroad, location-finding, shopping, etc.)	1	2	3	4	5
2	I can express myself in English in an interview. (University entrance, job application, etc.)	1	2	3	4	5
3	I can speak English, officially or informally, depending on purpose and situation.	1	2	3	4	5
4	I can answer questions asked in English.	1	2	3	4	5
5	I can express my thoughts in other ways when the other person does not understand me.	1	2	3	4	5
6	I can speak English in a way that a native speaker can understand.	1	2	3	4	5

Appendix C

İngilizce A1 Seviye Kurslarla İlgili Kursiyerlerin Görüşlerini Belirlemeye Yönelik Mülakat Soruları

Tarih: Saat :

Değerli Katılımcı,

Bu çalışmanın amacı, Milli Eğitim Bakanlığı Hayat Boyu Öğrenme Genel Müdürlüğü tarafından Avrupa Dilleri Ortak Çerçeve Programı (CEFR) baz alınarak hazırlanan İngilizce A1 kurs programının hedeflere ulaşması bakımından etkililiğini değerlendirmektir. Bu çalışma sonucunda kurs programının, kursiyerlerin öğrenim amaçlarına uygun olup olmadığı belirlenmeye çalışılacaktır. Sizinle yapacağımız bu görüşme çalışmaya büyük katkı sağlayacaktır. Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır.

Yardımlarınız için teşekkür ederim.

Ramazan Güzel
Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü
İngiliz Dili Eğitimi Yüksek Lisans Öğrencisi

KİŞİSEL BİLGİLER

Cinsiyet:

MÜLAKAT SORULARI

- 1.Sizce Halk Eğitim Merkezi A1 Seviye İngilizce programı kursiyerlerin beklentilerini karşılıyor mu?
- 2.Halk Eğitim Merkezinde uygulanan A1 Seviye İngilizce programı kursiyerlerin okuma, yazma, dinleme ve konuşma becerilerini geliştiriyor mu?
3. Cinsiyet, meslek, medeni durum, eğitim seviyesi, geliri gibi demografik özelliklerin kurs programının başarılı olmasına, kursiyerlerin yabancı dil özyeterliklerine bir etkisi var mıdır?
4. Sizce sınıflardaki kursiyer sayısı, kurs süresi, ders saati, teneffüs süresi, kursun hangi vakitte olduğu kurs programının etkinliğine ve kursiyerlerin özyeterliklerinin etki yaptığını düşünüyor musunuz?

Appendix D



T.C.
BURSA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 86896125-605.01-E.70233
Konu : Ramazan GÜZEL'in Araştırma İzni

02.01.2019

MÜDÜRLÜK MAKAMINA

İlgi : Milli Eğitim Bakanlığı'nın Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 22/08/2017 tarihli ve 2017/25 sayılı Genelgesi.

Uludağ Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Programı yüksek lisans öğrencisi Ramazan GÜZEL'in "Avrupa Dilleri Ortak Çerçeve Programı (CEFR) Çerçevesinde Hazırlanan Halk Eğitim Merkezleri İngilizce A1 Programının Değerlendirilmesi" konulu araştırma isteği Ramazan GÜZEL'in 21/12/2018 tarihli ve 24700559 sayılı yazısı ile bildirilmektedir.

Uludağ Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Programı yüksek lisans öğrencisi Ramazan GÜZEL'in "Avrupa Dilleri Ortak Çerçeve Programı (CEFR) Çerçevesinde Hazırlanan Halk Eğitim Merkezleri İngilizce A1 Programının Değerlendirilmesi" konulu araştırmasını Gemlik, Kestel, Nilüfer, İnegöl, Gürsu, Karacabey, Keles, Orhangazi, Osmangazi, Büyükorhan, Yenişehir, Orhaneli, İznik, Yıldırım ve Mustafakemalpaşa halk eğitim merkezlerinde uygulama yapma isteği ilimizde oluşturulan "Araştırma Değerlendirme Komisyonu" tarafından incelenerek değerlendirilmiştir. Araştırma ile ilgili çalışmanın **okul/kurumlardaki eğitim öğretim faaliyetleri aksatılmadan, araştırma formlarının aslı okul müdürlüklerince görülerek ve gönüllülük esası ile** okul müdürlüklerinin gözetim ve sorumluluğunda ilgi Genelge çerçevesinde uygulanması ayrıca **araştırma sonuçlarının Müdürlüğümüz ile paylaşılması** komisyonumuzca uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ekrem KOZ
İl Millî Eğitim Müdür Yardımcısı

OLUR
02.01.2019

Sabahattin DÜLGER
İl Millî Eğitim Müdürü

Adres : Hocahasan Mh. İlkbahar Cad. No:38
(Yeni Hükümet Konağı A Blok) 16050/Osmangazi/BURSA
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E-posta: arge16@meb.gov.tr İnternet Adresi: http://bursa.meb.gov.tr

Bilgi İçin : Leyla DİKİCİ
VHKİ
(0224) 215 25 39

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 6476-cddf-33db-aae9-f09f kodu ile teyit edilebilir.

Appendix E

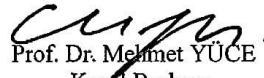
BURSA ULUDAĞ ÜNİVERSİTESİ
ARAŞTIRMA VE YAYIN ETİK KURULLARI
 (Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)
TOPLANTI TUTANAĞI

OTURUM TARİHİ
 30 Kasım 2018

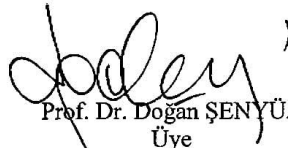
OTURUM SAYISI
 2018-10

KARAR NO 5: Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Anabilim Dalı öğrencisi Ramazan GÜZEL'in "Avrupa Dilleri Ortak Çerçeve Programı (CEFR) Temel Alınarak Hazırlanan Halk Eğitim Merkezleri A1 Programının Değerlendirilmesi" konulu tez çalışması kapsamında uygulanacak ölçek sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü Yabancı Diller Anabilim Dalı öğrencisi Ramazan GÜZEL'in "Avrupa Dilleri Ortak Çerçeve Programı (CEFR) Temel Alınarak Hazırlanan Halk Eğitim Merkezleri A1 Programının Değerlendirilmesi" konulu tez çalışması kapsamında uygulanacak ölçek sorularının, fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvuruçuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

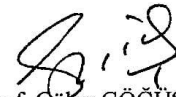

 Prof. Dr. Mehmet YÜCE
 Kurul Başkanı


 Prof. Dr. Abamüslim AKDEMİR
 Üye


 Prof. Dr. Doğan ŞENYÜZ
 Üye

(Katılmadı)
 Prof. Dr. Kemal SEZEN
 Üye

(Katılmadı)
 Prof. Dr. Abdurrahman KURT
 Üye


 Prof. Gülşay GÖĞÜŞ
 Üye

(Katılmadı)
 Prof. Dr. Alev SİNAR UĞURLU
 Üye

Appendix F

Permission by the composers of the Self Efficacy Scale

From: **Ramazan Güzel** <ramazanguzel@gmail.com>
 Date: Mon, 8 Oct 2018 at 22:41
 Subject: YABANCI DİL ÖZ YETERLİK ÖLÇEĞİ
 To: <nilay.bumen@ege.edu.tr>, <burcuhanciyanar@gmail.com>

Merhaba Nilay Hocam, Merhaba Burcu Hocam,

Uludağ Üniv. İngilizce Öğretmenliği Yüksek Lisans öğrencisiyim. Türkiye Ölçme Araçları Dizininde tezim için ölçek araştırması yaparken hazırlamış olduğunuz ve *Kastamonu Eğitim Dergisinde* yayınlanan Özyeterlik İnancı Ölçeğinin geliştirilmesi ile ilgili makalenizi okudum. Kendi yüksek lisans tezimde de Halk Eğitim Merkezleri, İngilizce kurslarının etkinliğini konu alıyorum ve eğer izin verirseniz geliştirmiş olduğunuz ölçeği Halk Eğitim Merkezinde eğitim gören öğrencilere uygulamak istiyorum. Yardımlarınız için şimdiden teşekkürler.

Saygılarımla,
 Ramazan Güzel

From: **Nilay Bumen** <nbumen@gmail.com>
 Date: Mon, 8 Oct 2018 at 23:53
 Subject: Re: YABANCI DİL ÖZ YETERLİK ÖLÇEĞİ
 To: Ramazan Güzel <ramazanguzel@gmail.com>

Merhaba Ramazan Bey,
 Elbette olcegi kullanabilirsiniz. Basarilar dilerim.

From: **burcu hanci yanar** <burcuhanciyanar@gmail.com>
 Date: Fri, 19 Oct 2018 at 00:40
 Subject: Re: YABANCI DİL ÖZ YETERLİK ÖLÇEĞİ
 To: Ramazan Güzel <ramazanguzel@gmail.com>

Merhaba Ramazan Bey,

Ölçeği kullanmanızda bir sakınca yoktur.
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ITEM – DEMOGRAPHY DIFFERENCES

In this part, the findings obtained from the scale items (item by item) were presented according to gender, working status, education level, profession, income rate of the trainees. In this study, because the self-efficacy perceptions of the participants in the CEFR course did not differ according to their personal characteristics (independent variables), here, the differentiation status was examined by items.

Item – Gender Differences

Table 37. Mann Whitney U Test Results for Item- Gender Differences

Item	Gender	N	Mean Rank	Mann-Whitney U	Z	p
R1- I can understand when I read a text in English	Female	79	48,82	696,5	-1,803	0,071
	Male	23	60,72			
	Total	102				
R2-I can understand important points when I read academic texts in English.	Female	79	48,22	649,5	-2,171	0,03*
	Male	23	62,76			
	Total	102				
R3-I can visualize what I read.	Female	79	49,9	782	-1,073	0,283
	Male	23	57			
	Total	102				
R4-I can find the theme or main idea of the English text I read.	Female	79	51,04	872,5	-0,302	0,762
	Male	23	53,07			
	Total	102				
R5-I can answer questions about English text.	Female	79	51,84	882	-0,224	0,823
	Male	23	50,35			
	Total	102				
R6-I can guess words in an English text that I don't know the meaning of.	Female	79	51,46	905,5	-0,025	0,98
	Male	23	51,63			
	Total	102				
R7-I can easily find the information I am looking for in English text.	Female	79	50,51	830	-0,662	0,508
	Male	23	54,91			

	Total	102				
R8-I believe that I will be successful in reading sections of English exams	Female	79	49,78	772,5	-1,156	0,248
	Male	23	57,41			
	Total	102				
W1-I can write a good paragraph or essay.	Female	79	49,93	784,5	-1,04	0,298
	Male	23	56,89			
	Total	102				
W2-I can use grammar rules correctly when writing a paragraph or essay in English.	Female	79	49,84	777,5	-1,126	0,26
	Male	23	57,2			
	Total	102				
W3-I can use punctuation correctly when writing English text.	Female	79	51,77	887	-0,181	0,857
	Male	23	50,57			
	Total	102				
W4-I can express my thoughts fully and clearly when writing English text.	Female	79	50,94	864,5	-0,37	0,711
	Male	23	53,41			
	Total	102				
W5-When I can't write something in English, I endeavor to solve the problem instead of giving up.	Female	79	53,95	715	-1,638	0,101
	Male	23	43,09			
	Total	102				
W6-I can emphasize important points when writing in English.	Female	79	50,55	833,5	-0,639	0,523
	Male	23	54,76			
	Total	102				
W7-I can rewrite English text in my own words.	Female	79	48,18	646,5	-2,211	0,027*
	Male	23	62,89			
	Total	102				
W8-I can express myself in English in daily life (curriculum vitae, application form, letter of complaint etc.)	Female	79	49,77	772	-1,142	0,253
	Male	23	57,43			
	Total	102				
W9-After writing something in English, I can recognize my mistakes.	Female	79	49,89	781	-1,078	0,281
	Male	23	57,04			
	Total	102				

W10-I need help with activities related to writing in English.	Female	79	47,47	590,5	-2,66	0,008**
	Male	23	65,33			
	Total	102				
L1-I can understand English spoken.	Female	79	50,35	818	-0,766	0,444
	Male	23	55,43			
	Total	102				
L2-I can draw the main idea of speaking English.	Female	79	49,07	716,5	-1,61	0,107
	Male	23	59,85			
	Total	102				
L3-I can understand the emotional emphasis in a sentence I listen to.	Female	79	50,6	837,5	-0,597	0,551
	Male	23	54,59			
	Total	102				
L4-When I listen English conversation, I can guess the meaning of words I don't know.	Female	79	50,55	833,5	-0,636	0,525
	Male	23	54,76			
	Total	102				
L5-After hearing English conversation, I can answer questions about what I hear.	Female	79	51,03	871	-0,314	0,754
	Male	23	53,13			
	Total	102				
L6-I can understand what I listen to when I watch English television channels / movies.	Female	79	50,28	812,5	-0,815	0,415
	Male	23	55,67			
	Total	102				
L7-When I listen to a conversation, I can distinguish between the official language and the everyday language.	Female	79	51,17	882,5	-0,216	0,829
	Male	23	52,63			
	Total	102				
L8-I can accurately write down what I have heard while listening to English text.	Female	79	50,7	845,5	-0,529	0,597
	Male	23	54,24			
	Total	102				
L9-I can understand a short English conversation between two people.	Female	79	51,02	870,5	-0,318	0,75
	Male	23	53,15			
	Total	102				
	Female	79	49,38	741	-1,395	0,163

L10-I believe that I will be successful in listening sections of the English exams.	Male	23	58,78			
	Total	102				
S1-I can meet my needs in daily life by using English. (Imagine that you are abroad, location-finding, shopping, etc.)	Female	79	48,84	698	-1,778	0,075
	Male	23	60,65			
	Total	102				
S2-I can express myself in English in an interview. (University entrance, job application, etc.)	Female	79	49,43	745	-1,374	0,169
	Male	23	58,61			
	Total	102				
S3-Depending on the purpose and situation, I can speak English, officially or informally.	Female	79	48,64	682,5	-1,919	0,055
	Male	23	61,33			
	Total	102				
S4-I can answer questions asked in English	Female	79	48,98	709,5	-1,684	0,092
	Male	23	60,15			
	Total	102				
S5-I can express my thoughts in another way when the other person does not understand me.	Female	79	50,79	852,5	-0,47	0,638
	Male	23	53,93			
	Total	102				
S6-I can speak English in a way that a native speaker can understand.	Female	79	47,08	559,5	-2,958	0,003**
	Male	23	66,67			
	Total	102				

* $p < ,05$ ** $p < ,01$

Item – Working Status Differences

Table 38. Mann Whitney U Test Results for Item- Working Status Differences

Item	Working Status	N	Mean Rank	Mann-Whitney U	Z	p
R1- I can understand when I read a text in English	Yes, I'm working	22	60,36	685	-1,685	0,092
	No, I have no job	80	49,06			
	Total	102				
R2-I can understand important points when I read academic texts in English.	Yes, I'm working	22	59,89	695,5	-1,571	0,116
	No, I have no job	80	49,19			
	Total	102				
R3-I can visualize what I read.	Yes, I'm working	22	60,02	692,5	-1,616	0,106
	No, I have no job	80	49,16			
	Total	102				
R4-I can find the theme or main idea of the English text I read.	Yes, I'm working	22	56,41	772	-0,922	0,357
	No, I have no job	80	50,15			
	Total	102				
R5-I can answer questions about English text.	Yes, I'm working	22	57,23	754	-1,082	0,279
	No, I have no job	80	49,93			
	Total	102				
R6-I can guess words in an English text that I don't know the meaning of.	Yes, I'm working	22	60,89	673,5	-1,777	0,076
	No, I have no job	80	48,92			
	Total	102				
R7-I can easily find the information I am looking for in English text.	Yes, I'm working	22	56,73	765	-0,985	0,325
	No, I have no job	80	50,06			
	Total	102				
	Yes, I'm working	22	55,95	782	-0,846	0,397

R8-I believe that I will be successful in reading sections of English exams	No, I have no job	80	50,28			
	Total	102				
W1-I can write a good paragraph or essay.	Yes, I'm working	22	61,36	663	-1,849	0,064
	No, I have no job	80	48,79			
	Total	102				
W2-I can use grammar rules correctly when writing a paragraph or essay in English.	Yes, I'm working	22	57,27	753	-1,109	0,268
	No, I have no job	80	49,91			
	Total	102				
W3-I can use punctuation correctly when writing English text.	Yes, I'm working	22	51,07	870,5	-0,081	0,935
	No, I have no job	80	51,62			
	Total	102				
W4-I can express my thoughts fully and clearly when writing English text.	Yes, I'm working	22	61,66	656,5	-1,91	0,056
	No, I have no job	80	48,71			
	Total	102				
W5-When I can't write something in English, I endeavor to solve the problem instead of giving up.	Yes, I'm working	22	49,32	832	-0,413	0,68
	No, I have no job	80	52,1			
	Total	102				
W6-I can emphasize important points when writing in English.	Yes, I'm working	22	58,27	731	-1,29	0,197
	No, I have no job	80	49,64			
	Total	102				
W7-I can rewrite English text in my own words.	Yes, I'm working	22	66,84	542,5	-2,893	0,004**
	No, I have no job	80	47,28			
	Total	102				
W8-I can express myself in English in daily life (curriculum vitae, application form, letter of complaint etc.)	Yes, I'm working	22	59,07	713,5	-1,415	0,157
	No, I have no job	80	49,42			
	Total	102				

W9-After writing something in English, I can recognize my mistakes.	Yes, I'm working	22	57,36	751	-1,108	0,268
	No, I have no job	80	49,89			
	Total	102				
W10-I need help with activities related to writing in English.	Yes, I'm working	22	62,73	633	-2,099	0,036*
	No, I have no job	80	48,41			
	Total	102				
L1-I can understand English spoken.	Yes, I'm working	22	53,11	844,5	-0,305	0,76
	No, I have no job	80	51,06			
	Total	102				
L2-I can draw the main idea of speaking English.	Yes, I'm working	22	61	671	-1,781	0,075
	No, I have no job	80	48,89			
	Total	102				
L3-I can understand the emotional emphasis in a sentence I listen to.	Yes, I'm working	22	59,36	707	-1,478	0,139
	No, I have no job	80	49,34			
	Total	102				
L4-When I listen English conversation, I can guess the meaning of words I don't know.	Yes, I'm working	22	61,48	660,5	-1,891	0,059
	No, I have no job	80	48,76			
	Total	102				
L5-After hearing English conversation, I can answer questions about what I hear.	Yes, I'm working	22	53,16	843,5	-0,31	0,756
	No, I have no job	80	51,04			
	Total	102				
L6-I can understand what I listen to when I watch English television channels / movies.	Yes, I'm working	22	59,41	706	-1,5	0,134
	No, I have no job	80	49,33			
	Total	102				
L7-When I listen to a conversation, I can distinguish between the official language and the everyday language.	Yes, I'm working	22	52,66	854,5	-0,215	0,83
	No, I have no job	80	51,18			
	Total	102				

L8-I can accurately write down what I have heard while listening to English text.	Yes, I'm working	22	57,7	743,5	-1,164	0,244
	No, I have no job	80	49,79			
	Total	102				
L9-I can understand a short English conversation between two people.	Yes, I'm working	22	53,86	828	-0,442	0,658
	No, I have no job	80	50,85			
	Total	102				
L10-I believe that I will be successful in listening sections of the English exams.	Yes, I'm working	22	54,27	819	-0,516	0,606
	No, I have no job	80	50,74			
	Total	102				
S1-I can meet my needs in daily life by using English. (Imagine that you are abroad, location-finding, shopping, etc.)	Yes, I'm working	22	58	737	-1,228	0,22
	No, I have no job	80	49,71			
	Total	102				
S2-I can express myself in English in an interview. (University entrance, job application, etc.)	Yes, I'm working	22	58,91	717	-1,392	0,164
	No, I have no job	80	49,46			
	Total	102				
S3-Depending on the purpose and situation, I can speak English, officially or informally.	Yes, I'm working	22	57,61	745,5	-1,161	0,246
	No, I have no job	80	49,82			
	Total	102				
S4-I can answer questions asked in English	Yes, I'm working	22	56,64	767	-0,972	0,331
	No, I have no job	80	50,09			
	Total	102				
S5-I can express my thoughts in another way when the other person does not understand me.	Yes, I'm working	22	60,59	680	-1,707	0,088
	No, I have no job	80	49			
	Total	102				
	Yes, I'm working	22	63,18	623	-2,214	0,027*
	No, I have no job	80	48,29			

S6-I can speak English in a way that a native speaker can understand.	Total	102				
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* p<,05 ** p<,01

Item – Marital Status Differences

Table 39. Kruskal Wallis Test Result For Item- Marital Status Differences

Item	Marital Status	N	Mean Rank	Kruskal-Wallis H	df	p
R1-I can understand when I read a text in English	Maried	63	49,51	1,19	2	0,552
	Single	35	53,83			
	Divorced	4	62,5			
	Total	102				
R2- I can understand important points when I read academic texts in English.	Maried	63	49,48	1,522	2	0,467
	Single	35	56,03			
	Divorced	4	43,75			
	Total	102				
R3- I can visualize what I read.	Maried	63	51,39	0,033	2	0,984
	Single	35	51,94			
	Divorced	4	49,38			
	Total	102				
R4- I can find the theme or main idea of the English text I read.	Maried	63	53,94	1,342	2	0,511
	Single	35	48,04			
	Divorced	4	43,25			
	Total	102				
R5- I can answer questions about English text.	Maried	63	49,92	0,963	2	0,618
	Single	35	55,06			
	Divorced	4	45,25			
	Total	102				
R6-- I can guess words in an English text that I don't know the meaning of.	Maried	63	52,96	1,323	2	0,516
	Single	35	50,56			

	Divorced	4	36,75			
	Total	102				
R7- I can easily find the information I am looking for in English text.	Maried	63	53,39	0,75	2	0,687
	Single	35	48,57			
	Divorced	4	47,38			
	Total	102				
R8- I believe that I will be successful in reading sections of English exams	Maried	63	54,28	2,027	2	0,363
	Single	35	47,96			
	Divorced	4	38,75			
	Total	102				
W1- I can write a good paragraph or essay.	Maried	63	52,49	0,629	2	0,73
	Single	35	48,9			
	Divorced	4	58,63			
	Total	102				
W2- I can use grammar rules correctly when writing a paragraph or essay in English.	Maried	63	50,95	0,068	2	0,966
	Single	35	52,3			
	Divorced	4	53,13			
	Total	102				
W3- I can use punctuation correctly when writing English text.	Maried	63	50	0,485	2	0,785
	Single	35	53,71			
	Divorced	4	55,75			
	Total	102				
W4- I can express my thoughts fully and clearly when writing English text.	Maried	63	52,56	0,267	2	0,875
	Single	35	50,06			
	Divorced	4	47,38			
	Total	102				
W5- When I can't write something in English, I endeavor to solve the problem instead of giving up.	Maried	63	51,54	0,034	2	0,983
	Single	35	51,16			
	Divorced	4	53,88			
	Total	102				
W6- I can emphasize important points when writing in English.	Maried	63	54,05	1,636	2	0,441
	Single	35	48,14			

	Divorced	4	40,75			
	Total	102				
W7- I can rewrite English text in my own words.	Maried	63	51,72	0,432	2	0,806
	Single	35	52,13			
	Divorced	4	42,5			
	Total	102				
W8- I can express myself in English in daily life (curriculum vitae, application form, letter of complaint etc.)	Maried	63	50,1	0,601	2	0,74
	Single	35	54,44			
	Divorced	4	47,75			
	Total	102				
W9- After writing something in English, I can recognize my mistakes.	Maried	63	51,83	0,454	2	0,797
	Single	35	51,96			
	Divorced	4	42,25			
	Total	102				
W10- I need help with activities related to writing in English.	Maried	63	51,74	0,967	2	0,617
	Single	35	52,61			
	Divorced	4	38			
	Total	102				
L1- I can understand English spoken.	Maried	63	53,16	1,643	2	0,44
	Single	35	47,26			
	Divorced	4	62,5			
	Total	102				
L2- I can draw the main idea of speaking English.	Maried	63	53,39	1,497	2	0,473
	Single	35	47,11			
	Divorced	4	60,13			
	Total	102				
L3- I can understand the emotional emphasis in a sentence I listen to.	Maried	63	50,97	1,659	2	0,436
	Single	35	50,43			
	Divorced	4	69,25			
	Total	102				
	Maried	63	53,57	6,785	2	0,034*
	Single	35	44,49			

L4- When I listen English conversation, I can guess the meaning of words I don't know.	Divorced	4	80,25			
	Total	102				
L5- After hearing English conversation, I can answer questions about what I hear.	Maried	63	53,96	2,182	2	0,336
	Single	35	46,04			
	Divorced	4	60,5			
	Total	102				
L6--I can understand what I listen to when I watch English television channels / movies..	Maried	63	51,33	0,815	2	0,665
	Single	35	53,13			
	Divorced	4	39,88			
	Total	102				
L7- When I listen to a conversation, I can distinguish between the official language and the everyday language.	Maried	63	51,01	0,501	2	0,779
	Single	35	51,26			
	Divorced	4	61,38			
	Total	102				
L8- I can accurately write down what I have heard while listening to English text.	Maried	63	51,33	0,259	2	0,878
	Single	35	51			
	Divorced	4	58,5			
	Total	102				
L9- I can understand a short English conversation between two people.	Maried	63	52,51	0,255	2	0,88
	Single	35	49,54			
	Divorced	4	52,75			
	Total	102				
L10- I believe that I will be successful in listening sections of the English exams.	Maried	63	52,63	0,832	2	0,66
	Single	35	48,51			
	Divorced	4	59,88			
	Total	102				
S1- I can meet my needs in daily life by using English. (Imagine that you are in abroad, location-finding, shopping, etc.)	Maried	63	53,25	1,363	2	0,506
	Single	35	49,97			
	Divorced	4	37,38			
	Total	102				
	Maried	63	50,29	0,578	2	0,749

S2- I can express myself in English in an interview. (University entrance, job application, etc.)	Single	35	54,26			
	Divorced	4	46,5			
	Total	102				
S3- Depending on the purpose and situation, I can speak English, officially or informally.	Maried	63	50,52	0,209	2	0,901
	Single	35	53,19			
	Divorced	4	52,25			
	Total	102				
S4- I can answer questions asked in English	Maried	63	51,26	0,177	2	0,915
	Single	35	52,5			
	Divorced	4	46,5			
	Total	102				
S5- I can express my thoughts in another way when the other person does not understand me.	Maried	63	52,81	0,629	2	0,73
	Single	35	48,59			
	Divorced	4	56,38			
	Total	102				
S6- I can speak English in a way that a native speaker can understand.	Maried	63	51,98	0,833	2	0,659
	Single	35	52,07			
	Divorced	4	39			
	Total	102				

* $p < ,05$

Item – Education Level Differences

Table 40. Kruskal Wallis Test Result for Item- Education Level Differences

Item	EducationLevel	N	Mean Rank	Kruskal-Wallis H	df	p
R1- I can understand when I read a text in English	Primary	2	23,5	5,362	3	0,147
	Secondary	2	87,5			

	Lycee/High School	31	51,35			
	University	67	51,33			
	Total	102				
R2- I can understand important points when I read academic texts in English.	Primary	2	31	1,803	3	0,614
	Secondary	2	64,5			
	Lycee/High School	31	54,05			
	University	67	50,54			
	Total	102				
R3- I can visualize what I read.	Primary	2	12	4,799	3	0,187
	Secondary	2	68,25			
	Lycee/High School	31	51,03			
	University	67	52,4			
	Total	102				
R4- I can find the theme or main idea of the English text I read.	Primary	2	13,5	5,557	3	0,135
	Secondary	2	67,5			
	Lycee/High School	31	56,65			
	University	67	49,78			
	Total	102				
R5- I can answer questions about English text.	Primary	2	12	4,139	3	0,247
	Secondary	2	55,25			
	Lycee/High School	31	53,29			
	University	67	51,74			
	Total	102				
R6- I can guess words in an English text that I don't know the meaning of.	Primary	2	27,5	1,596	3	0,66
	Secondary	2	46			
	Lycee/High School	31	51,9			
	University	67	52,19			
	Total	102				
R7- I can easily find the information I am looking for in English text.	Primary	2	15	7,461	3	0,059
	Secondary	2	90,5			
	Lycee/High School	31	49,4			
	University	67	52,4			

	Total	102				
R8- I believe that I will be successful in reading sections of English exams	Primary	2	8,5	5,465	3	0,141
	Secondary	2	55,25			
	Lycee/High School	31	55,48			
	University	67	50,83			
	Total	102				
W1- I can write a good paragraph or essay.	Primary	2	52,5	2,518	3	0,472
	Secondary	2	82,25			
	Lycee/High School	31	49,56			
	University	67	51,45			
	Total	102				
W2- I can use grammar rules correctly when writing a paragraph or essay in English.	Primary	2	26,5	2,47	3	0,481
	Secondary	2	65,5			
	Lycee/High School	31	49,47			
	University	67	52,77			
	Total	102				
W3- I can use punctuation correctly when writing English text.	Primary	2	23	3,245	3	0,355
	Secondary	2	39,75			
	Lycee/High School	31	48,65			
	University	67	54,02			
	Total	102				
W4- I can express my thoughts fully and clearly when writing English text.	Primary	2	28	3,068	3	0,381
	Secondary	2	77,25			
	Lycee/High School	31	51,73			
	University	67	51,33			
	Total	102				
W5- When I can't write something in English, I endeavor to solve the problem instead of giving up.	Primary	2	7	6,638	3	0,084
	Secondary	2	75			
	Lycee/High School	31	53,52			
	University	67	51,19			
	Total	102				
	Primary	2	19	3,255	3	0,354

W6- I can emphasize important points when writing in English	Secondary	2	52			
	Lycee/High School	31	49,32			
	University	67	53,46			
	Total	102				
W7- I can rewrite English text in my own words.	Primary	2	25	2,181	3	0,536
	Secondary	2	42,5			
	Lycee/High School	31	53,73			
	University	67	51,53			
	Total	102				
W8- I can express myself in English in daily life (curriculum vitae, application form, letter of complaint etc.)	Primary	2	20,5	3,994	3	0,262
	Secondary	2	35,75			
	Lycee/High School	31	56,37			
	University	67	50,64			
	Total	102				
W9- I can express myself in English in daily life (curriculum vitae, application form, letter of complaint etc.)	Primary	2	17	3,87	3	0,276
	Secondary	2	67,5			
	Lycee/High School	31	50,16			
	University	67	52,67			
	Total	102				
W10- I need help with activities related to writing in English.	Primary	2	89	3,719	3	0,293
	Secondary	2	43,25			
	Lycee/High School	31	50,87			
	University	67	50,92			
	Total	102				
L1- I can understand English spoken.	Primary	2	15,5	7,448	3	0,059
	Secondary	2	33,25			
	Lycee/High School	31	59,97			
	University	67	49,2			
	Total	102				
L2- I can draw the main idea of speaking English.	Primary	2	19,5	4,767	3	0,19
	Secondary	2	68,5			
	Lycee/High School	31	56,89			

	University	67	49,46			
	Total	102				
L3- I can understand the emotional emphasis in a sentence I listen to.	Primary	2	17	9,38	3	0,025*
	Secondary	2	65			
	Lycee/High School	31	62,1			
	University	67	47,22			
	Total	102				
L4- When I listen English conversation, I can guess the meaning of words I don't know.	Primary	2	17,5	5,208	3	0,157
	Secondary	2	52			
	Lycee/High School	31	58,32			
	University	67	49,34			
	Total	102				
L5- After hearing English conversation, I can answer questions about what I hear.	Primary	2	20,5	3,179	3	0,365
	Secondary	2	68,5			
	Lycee/High School	31	50,87			
	University	67	52,21			
	Total	102				
L6- I can understand what I listen to when I watch English television channels / movies.	Primary	2	23	3,093	3	0,378
	Secondary	2	60,5			
	Lycee/High School	31	55,56			
	University	67	50,2			
	Total	102				
L7- When I listen to a conversation, I can distinguish between the official language and the everyday language.	Primary	2	27,5	1,663	3	0,645
	Secondary	2	59,5			
	Lycee/High School	31	53			
	University	67	51,28			
	Total	102				
L8- I can accurately write down what I have heard while listening to English text.	Primary	2	27	4,684	3	0,196
	Secondary	2	76			
	Lycee/High School	31	56,92			
	University	67	48,99			
	Total	102				

L9- I can understand a short English conversation between two people.	Primary	2	14,5	4,058	3	0,255
	Secondary	2	43,5			
	Lycee/High School	31	55			
	University	67	51,22			
	Total	102				
L10- I believe that I will be successful in listening sections of the English exams.	Primary	2	36,75	3,17	3	0,366
	Secondary	2	52			
	Lycee/High School	31	58,63			
	University	67	48,63			
	Total	102				
S1- I can meet my needs in daily life by using English. (Imagine that you are abroad, location-finding, shopping, etc.)	Primary	2	28,5	1,661	3	0,646
	Secondary	2	62,25			
	Lycee/High School	31	52,24			
	University	67	51,52			
	Total	102				
S2- I can express myself in English in an interview. (University entrance, job application, etc.)	Primary	2	53,75	1,221	3	0,748
	Secondary	2	53,75			
	Lycee/High School	31	55,98			
	University	67	49,29			
	Total	102				
S3- Depending on the purpose and situation, I can speak English, officially or informally.	Primary	2	52,25	1,966	3	0,58
	Secondary	2	33			
	Lycee/High School	31	56,15			
	University	67	49,88			
	Total	102				
S4- I can answer questions asked in English	Primary	2	20,5	3,374	3	0,337
	Secondary	2	38,75			
	Lycee/High School	31	55,05			
	University	67	51,16			
	Total	102				
S5- I can express my thoughts in another way	Primary	2	21	3,02	3	0,389
	Secondary	2	38,5			

when the other person does not understand me.	Lycee/High School	31	54,06			
	University	67	51,61			
	Total	102				
S6- I can speak English in a way that a native speaker can understand.	Primary	2	42	0,848	3	0,838
	Secondary	2	42			
	Lycee/High School	31	54,4			
	University	67	50,72			
	Total	102				

* p<,05

Item – Profession Differences

Table 41. Kruskal Wallis Test Result for Item- Profession Differences

Item	Profession	N	Mean Rank	Kruskal-Wallis H	df	p
R1- I can understand when I read a text in English	Housewife	27	49,04	0,871	3	0,832
	Worker	22	51,75			
	Student	26	49,71			
	Other	27	55,48			
	Total	102				
R2- I can understand important points when I read academic texts in English.	Housewife	27	46,59	2,623	3	0,453
	Worker	22	47,57			
	Student	26	57,62			
	Other	27	53,72			
	Total	102				
R3- I can visualize what I read.	Housewife	27	53,15	1,301	3	0,729
	Worker	22	49,95			
	Student	26	47,13			

	Other	27	55,31			
	Total	102				
R4- I can find the theme or main idea of the English text I read.	Housewife	27	57,3	3,625	3	0,305
	Worker	22	49,95			
	Student	26	43,52			
	Other	27	54,65			
	Total	102				
R5- I can answer questions about English text.	Housewife	27	55,87	2,51	3	0,474
	Worker	22	43,59			
	Student	26	53,19			
	Other	27	51,94			
	Total	102				
R6- I can guess words in an English text that I don't know the meaning of.	Housewife	27	58,26	3,518	3	0,318
	Worker	22	44,82			
	Student	26	47,65			
	Other	27	53,89			
	Total	102				
R7- I can easily find the information I am looking for in English text.	Housewife	27	59,35	3,337	3	0,343
	Worker	22	48,84			
	Student	26	45,9			
	Other	27	51,2			
	Total	102				
R8- I believe that I will be successful in reading sections of English exams	Housewife	27	54,91	1,852	3	0,604
	Worker	22	46,75			
	Student	26	48,23			
	Other	27	55,11			
	Total	102				
W1- I can write a good paragraph or essay.	Housewife	27	53,24	1,004	3	0,8
	Worker	22	48,89			
	Student	26	48,37			
	Other	27	54,91			
	Total	102				

W2- I can use grammar rules correctly when writing a paragraph or essay in English.	Housewife	27	54,07	1,9	3	0,593
	Worker	22	44,41			
	Student	26	53,73			
	Other	27	52,56			
	Total	102				
W3- I can use punctuation correctly when writing English text.	Housewife	27	56,26	3,093	3	0,377
	Worker	22	43,64			
	Student	26	55,31			
	Other	27	49,48			
	Total	102				
W4- I can express my thoughts fully and clearly when writing English text.	Housewife	27	54,02	2,139	3	0,544
	Worker	22	47,8			
	Student	26	46,87			
	Other	27	56,46			
	Total	102				
W5- When I can't write something in English, I endeavor to solve the problem instead of giving up.	Housewife	27	59,3	3,018	3	0,389
	Worker	22	50,25			
	Student	26	47			
	Other	27	49,06			
	Total	102				
W6- I can emphasize important points when writing in English	Housewife	27	56,33	3,208	3	0,361
	Worker	22	46,36			
	Student	26	46,19			
	Other	27	55,96			
	Total	102				
W7- I can rewrite English text in my own words.	Housewife	27	51,19	3,219	3	0,359
	Worker	22	45,59			
	Student	26	48,87			
	Other	27	59,17			
	Total	102				
	Housewife	27	54,7	1,843	3	0,606

W8- I can express myself in English in daily life (curriculum vitae, application form, letter of complaint etc.)	Worker	22	44,41			
	Student	26	52,54			
	Other	27	53,07			
	Total	102				
W9- I can express myself in English in daily life (curriculum vitae, application form, letter of complaint etc.)	Housewife	27	53,87	0,857	3	0,836
	Worker	22	51,57			
	Student	26	47,33			
	Other	27	53,09			
	Total	102				
W10- I need help with activities related to writing in English.	Housewife	27	54,5	0,78	3	0,854
	Worker	22	47,34			
	Student	26	51,69			
	Other	27	51,7			
	Total	102				
L1- I can understand English spoken.	Housewife	27	55,81	0,884	3	0,829
	Worker	22	49,41			
	Student	26	50,15			
	Other	27	50,19			
	Total	102				
L2- I can draw the main idea of speaking English.	Housewife	27	55,04	2,989	3	0,393
	Worker	22	47,2			
	Student	26	45,81			
	Other	27	56,94			
	Total	102				
L3- I can understand the emotional emphasis in a sentence I listen to.	Housewife	27	54,7	0,901	3	0,825
	Worker	22	47,3			
	Student	26	50,63			
	Other	27	52,56			
	Total	102				
L4- When I listen English conversation, I can	Housewife	27	57,06	6,523	3	0,089
	Worker	22	48,43			

guess the meaning of words I don't know.	Student	26	41,17			
	Other	27	58,39			
	Total	102				
L5- After hearing English conversation, I can answer questions about what I hear.	Housewife	27	57,81	1,892	3	0,595
	Worker	22	49,5			
	Student	26	48,13			
	Other	27	50,06			
	Total	102				
L6- I can understand what I listen to when I watch English television channels / movies.	Housewife	27	52,67	2,564	3	0,464
	Worker	22	43,45			
	Student	26	52,6			
	Other	27	55,83			
	Total	102				
L7- When I listen to a conversation, I can distinguish between the official language and the everyday language.	Housewife	27	57,07	1,527	3	0,676
	Worker	22	48,45			
	Student	26	51,08			
	Other	27	48,81			
	Total	102				
L8- I can accurately write down what I have heard while listening to English text.	Housewife	27	57,98	3,47	3	0,325
	Worker	22	42,91			
	Student	26	51,5			
	Other	27	52,02			
	Total	102				
L9- I can understand a short English conversation between two people.	Housewife	27	57,78	3,3	3	0,348
	Worker	22	43,45			
	Student	26	49,9			
	Other	27	53,31			
	Total	102				
L10- I believe that I will be successful in listening sections of the English exams.	Housewife	27	53,93	1,932	3	0,587
	Worker	22	44,23			
	Student	26	52,1			
	Other	27	54,43			

	Total	102				
S1- I can meet my needs in daily life by using English. (Imagine that you are abroad, location-finding, shopping, etc.)	Housewife	27	53,61	0,627	3	0,89
	Worker	22	48,09			
	Student	26	50,37			
	Other	27	53,26			
	Total	102				
S2-I can express myself in English in an interview. (University entrance, job application, etc.)	Housewife	27	48,2	0,559	3	0,906
	Worker	22	52,11			
	Student	26	53,75			
	Other	27	52,13			
	Total	102				
S3- Depending on the purpose and situation, I can speak English, officially or informally.	Housewife	27	52,81	0,775	3	0,855
	Worker	22	53,34			
	Student	26	52,77			
	Other	27	47,46			
	Total	102				
S4- I can answer questions asked in English	Housewife	27	53,07	0,869	3	0,833
	Worker	22	47,73			
	Student	26	49,96			
	Other	27	54,48			
	Total	102				
S5-I can express my thoughts in another way when the other person does not understand me.	Housewife	27	54,5	1,88	3	0,598
	Worker	22	50			
	Student	26	45,83			
	Other	27	55,19			
	Total	102				
S6- I can speak English in a way that a native	Housewife	27	52,31	1,354	3	0,716
	Worker	22	50,45			

speaker can understand.	Student	26	47,06			
	Other	27	55,81			
	Total	102				

Item – Income Rate Differences

Table 42. Kruskal Wallis Test Result for Item- Income Rate Differences

Item	Income Rate	N	Mean Rank	Kruskal-Wallis H	df	p
R1- I can understand when I read a text in English	Low level income	8	56,13	0,611	2	0,737
	Middle level income	87	50,61			
	High level income	7	57,29			
	Total	102				
R2- I can understand important points when I read academic texts in English.	Low level income	8	52,69	0,044	2	0,978
	Middle level income	87	51,26			
	High level income	7	53,14			
	Total	102				
R3- I can visualize what I read.	Low level income	8	60,25	0,853	2	0,653
	Middle level income	87	50,74			
	High level income	7	51			
	Total	102				
R4- I can find the theme or main idea of the English text I read.	Low level income	8	59,75	0,78	2	0,677
	Middle level income	87	50,64			
	High level income	7	52,79			
	Total	102				
R5- I can answer questions about English text.	Low level income	8	48,19	0,239	2	0,887
	Middle level income	87	51,5			

	High level income	7	55,29			
	Total	102				
R6-- I can guess words in an English text that I don't know the meaning of.	Low level income	8	42,81	1,627	2	0,443
	Middle level income	87	51,51			
	High level income	7	61,29			
	Total	102				
R7- I can easily find the information I am looking for in English text.	Low level income	8	49,69	0,451	2	0,798
	Middle level income	87	52,18			
	High level income	7	45,07			
	Total	102				
R8- I believe that I will be successful in reading sections of English exams	Low level income	8	60,06	1,002	2	0,606
	Middle level income	87	51,12			
	High level income	7	46,43			
	Total	102				
W1- I can write a good paragraph or essay.	Low level income	8	57,94	0,679	2	0,712
	Middle level income	87	50,56			
	High level income	7	55,86			
	Total	102				
W2- I can use grammar rules correctly when writing a paragraph or essay in English.	Low level income	8	50,63	0,121	2	0,941
	Middle level income	87	51,84			
	High level income	7	48,21			
	Total	102				
W3- I can use punctuation correctly when writing English text.	Low level income	8	47,13	1,91	2	0,385
	Middle level income	87	52,95			
	High level income	7	38,5			
	Total	102				
W4- I can express my thoughts fully and clearly when writing English text.	Low level income	8	56	1,552	2	0,46
	Middle level income	87	50,17			
	High level income	7	62,93			
	Total	102				
	Low level income	8	62,44	4,332	2	0,115

W5- When I can't write something in English, I endeavor to solve the problem instead of giving up.	Middle level income	87	51,99			
	High level income	7	32,93			
	Total	102				
W6- I can emphasize important points when writing in English.	Low level income	8	52,25	0,043	2	0,979
	Middle level income	87	51,59			
	High level income	7	49,5			
	Total	102				
W7- I can rewrite English text in my own words.	Low level income	8	40,13	2,948	2	0,229
	Middle level income	87	51,45			
	High level income	7	65,07			
	Total	102				
W8- I can express myself in English in daily life (curriculum vitae, application form, letter of complaint etc.)	Low level income	8	59	0,76	2	0,684
	Middle level income	87	51,18			
	High level income	7	46,86			
	Total	102				
W9- After writing something in English, I can recognize my mistakes.	Low level income	8	63,38	2,078	2	0,354
	Middle level income	87	51,08			
	High level income	7	43,14			
	Total	102				
W10- I need help with activities related to writing in English.	Low level income	8	43,25	6,335	2	0,042*
	Middle level income	87	50,24			
	High level income	7	76,57			
	Total	102				
L1- I can understand English spoken.	Low level income	8	48,19	0,276	2	0,871
	Middle level income	87	52,1			
	High level income	7	47,79			
	Total	102				
L2- I can draw the main idea of speaking English.	Low level income	8	50,56	0,031	2	0,985
	Middle level income	87	51,7			

	High level income	7	50,07			
	Total	102				
L3- I can understand the emotional emphasis in a sentence I listen to.	Low level income	8	49,19	0,247	2	0,884
	Middle level income	87	51,34			
	High level income	7	56,14			
	Total	102				
L4- When I listen English conversation, I can guess the meaning of words I don't know.	Low level income	8	65,94	2,684	2	0,261
	Middle level income	87	49,78			
	High level income	7	56,43			
	Total	102				
L5- After hearing English conversation, I can answer questions about what I hear.	Low level income	8	62,44	1,807	2	0,405
	Middle level income	87	51,16			
	High level income	7	43,21			
	Total	102				
L6--I can understand what I listen to when I watch English television channels / movies..	Low level income	8	51,13	0,16	2	0,923
	Middle level income	87	51,21			
	High level income	7	55,57			
	Total	102				
L7- When I listen to a conversation, I can distinguish between the official language and the everyday language.	Low level income	8	53,81	1,4	2	0,497
	Middle level income	87	52,27			
	High level income	7	39,29			
	Total	102				
L8- I can accurately write down what I have heard while listening to English text.	Low level income	8	54,56	0,117	2	0,943
	Middle level income	87	51,14			
	High level income	7	52,5			
	Total	102				
L9- I can understand a short English conversation between two people.	Low level income	8	55,88	1,86	2	0,395
	Middle level income	87	50,06			
	High level income	7	64,36			
	Total	102				

L10- I believe that I will be successful in listening sections of the English exams.	Low level income	8	65,44	2,114	2	0,348
	Middle level income	87	50,17			
	High level income	7	52,07			
	Total	102				
S1- I can meet my needs in daily life by using English. (Imagine that you are in abroad, location-finding, shopping, etc.)	Low level income	8	53,81	0,472	2	0,79
	Middle level income	87	50,78			
	High level income	7	57,86			
	Total	102				
S2- I can express myself in English in an interview. (University entrance, job application, etc.)	Low level income	8	50,13	0,69	2	0,708
	Middle level income	87	50,94			
	High level income	7	60			
	Total	102				
S3- Depending on the purpose and situation, I can speak English, officially or informally.	Low level income	8	42,38	0,94	2	0,625
	Middle level income	87	52,19			
	High level income	7	53,36			
	Total	102				
S4- I can answer questions asked in English	Low level income	8	51,75	0,318	2	0,853
	Middle level income	87	51,02			
	High level income	7	57,21			
	Total	102				
S5- I can express my thoughts in another way when the other person does not understand me.	Low level income	8	47,44	0,247	2	0,884
	Middle level income	87	51,63			
	High level income	7	54,5			
	Total	102				
S6- I can speak English in a way that a native speaker can understand.	Low level income	8	48,88	1,876	2	0,391
	Middle level income	87	50,63			
	High level income	7	65,36			
	Total	102				

* p<,05

CURRICULUM VITAE

PERSONAL INFORMATION

Place of Birth : Mersin

Date of Year : 1983

EDUCATION

2016- Bursa Uludag University, MA in English Language Teaching

2003- 2008 Mersin University, English Language Teaching Department

2001- 2003 Balıkesir University, Tourism Guidance Department

1997- 2001 Tarsus Cumhuriyet Yabancı Dil Ağırlıklı Lisesi

COURSES, CONFERENCES, AND SEMINARS ATTENDED

2006- BiTriMulti Youth Project Writing Course, England

2009- Snowball Project, Lithuania

2010- Effective Ways of Using Modern Technologies to Attain Higher Level of Knowledge of a Foreign Language, Czech Republic

2012, English Language Teaching Approaches and Methods-Ministry of National Education, Turkey

2015- Second UNESCO Forum on Global Citizenship Education (GCED), France

2015- International Conference on ICT and Post-2015 Education, France

2018- ICT in Education, Czech Republic

2018- Technology Integration in Education, Portugal

WORK EXPERIENCE

14/05/2001–15/09/2001 Ground Handling Staff- Inter Airlines, Antalya (Turkey)

- 01/09/2003–01/09/2005 Interpreter- TEM Customs Consultancy, Mersin (Turkey)
- 01/09/2008–24/01/2014 Teacher & Project Consultant- MoNE, Bursa (Turkey)
- 24/01/2014–01/04/2016 Loaned Expert, UNESCO, Paris (France)
- 01/04/2016– ... Project Consultant - Ministry of National Education, Gemlik (Turkey)

PROJECTS CARRIED OUT

MEB-TeLesson

BEBKA-Engelli Bireylerin ve Ev Hanımlarının İstihdam Olanaklarının Arttırılması

Snowball Operation- Snowflake

BEBKA- Arpa Radar Simülasyonu

BEBKA- Proje Döngüsü Eğitimi

ULUSAL AJANS-Tersanecilik ve Gemi Üretimi Alanında Nitelikli Eleman İhtiyacı

Gemlik Kaymakamlığı-Yetenek Sizden Destek Bizden

BEBKA-İletişimde Önder Öğretmenler

BEBKA- Kalbinizi Koruyun Çünkü İçinde Sevdikleriniz Var

BEBKA- Çocuğu Oyunla Anlıyorum

Ulusal Ajans- Dijital Göçmenler Dijital Yerlilerden Öğreniyor

BEBKA- Drone Eğitimi

PUBLICATIONS

From Books to Mobile Applications: A New Way of Vocabulary Learning, *Journal of Foreign Language Education and Technology*, 2(1), 2017

Information and Communication Technologies in Schools Handbook for Teachers or How ICT
Can Create New, Open Learning Environments (book review) *Journal of Foreign Language
Education and Technology*, 2(2), 2017

ULUDAĞ ÜNİVERSİTESİ

TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Ramazan GÜZEL
Tez Adı	An Analysis of the Factors that Affect the PEC A1 EFL Learners' English Language Self Efficacy Belief
Enstitü	Eğitim Bilimleri Enstitüsü
Anabilim Dalı	Yabancı Diller Eğitimi Anabilim Dalı
Tez Türü	Yüksek Lisans Tezi
Tez Danışmanı	Prof. Dr. Zübeyde Sinem GENÇ
Çoğaltma (Fotokopi Çekim) izni	<input type="checkbox"/> Tezimden fotokopi çekilmesine izin veriyorum <input checked="" type="checkbox"/> Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum <input type="checkbox"/> Tezimden fotokopi çekilmesine izin vermiyorum
Yayımlama izni	<input checked="" type="checkbox"/> Tezimin elektronik ortamda yayımlanmasına izin Veriyorum

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29/07/2019