



HJRS Link: [Journal of Academic Research for Humanities \(HEC-Recognized for 2022-2023\)](#)

Edition Link: [Journal of Academic Research for Humanities 100-115, 2\(3\) September 2022](#)

License: [Creative Commons Attribution-Noncommercial-Share Alike 4.0 International](#)

Link of the Paper: <https://jar.bwo.org.pk/index.php/jarh/article/view/80>

## Investigating the Self-Efficacy in Low-Level Intermediate English Language Learners

**Corresponding & Author:** Syed Khuram Shahzad (PhD Scholar in English, Linguistics University of Sindh, Jamshoro. E-Mail: [Khuramshahzad83@gmail.com](mailto:Khuramshahzad83@gmail.com))

**Co-Author 2:** Samina Sarwat (HoD Humanities and Arts, Khawaja Fareed University of Engineering and Information Technology, Rahimyar Khan)

**Co-Author 3:** Muhammad Jamil (M Phil Scholar, Khawaja Fareed University of Engineering and Information Technology, Rahimyar Khan)

### Paper Information

### Abstract

#### Citation of the paper:

(APA). Shahzad, Syed Khuram, Sarwat, Samina and Jamil, Muhammad. (2022). Investigating the Self Efficacy in Low-Level Intermediate English Language Learners. *Journal of Academic Research for Humanities*. 2(4). 27-41

#### Subject Areas:

English Linguistics  
Education  
Education Methodology

#### Timeline of the Paper:

Received on: 23-12-2022  
Received after Revision: 28-12-2022  
Accepted on: 30-12-2022  
Online on: 31-12-2022

#### License:



[Creative Commons Attribution-Share Alike 4.0 International License](#)

#### Published by:



Self-efficacy may be defined as a person's conviction in their own potential to complete a given activity. Numerous research has established a correlation between self-efficacy and academic success. This study had two main goals: 1) to investigate the amount of English self-efficacy that L2 graduate students possess, and 2) to analyze the differences in English self-efficacy that exist across graduate students of different genders and major topics. The 340 participants in this study were all intermediate students from two universes are located in Rahimyar Khan. The tool for the study was called the Questionnaire of English Self-Efficacy (QESE), and it had 32 questions measured on a Likert scale with five points each. Using mean scores, standard deviation, a t-test, and Welch's analysis of variance on the data allowed for a thorough examination of the information. The results of the study revealed that the degree of English self-efficacy of L2 graduate students was, on average, somewhere in the middle of the range. When it came to proficiency in the English language, the majority of respondents placed themselves at a level of moderate self-efficacy across the board. The First place went to listening self-efficacy, followed by reading self-efficacy, then speaking self-efficacy, and finally writing self-efficacy. In addition, there was no statistically significant difference in terms of gender or main subject when it came to the English self-efficacy of the participants. It is advised that students of languages other than English improve their English self-efficacy to further their language study.

**Keywords:** Self-efficacy, ESL learners, Intermediate level,

## Introduction

Second language teaching and learning have always been difficult tasks. The behaviour of the teacher and learner plays a vital role in the teaching-learning process of a language. Over the last few decades, there has been a gradual but significant shift in the area of second language acquisition/foreign language acquisition (ESL/ EFL) from a teacher-directed technique to a learner-oriented approach. Individual features of language learners, such as personality characteristics, learning methods, beliefs, tactics, aptitude, age, gender, and motivation, have sparked academics' attention (Schunk, 1989). Although various elements influence such a comprehensive and complicated psychological and educational process as learning, self-efficacy, or learners' conviction in their capacity to finish a task, appears to be a significant factor in the cognitive mechanism for explaining psychological development (Thongsri et al., 2014).

### Significance of the Study

According to (Chen, 2021) language learning and teaching, (Wu, 2016) and English language programs in English higher education have all benefited from the contributions of researchers (Wei et al., 2020).

But only a little amount of attention is devoted to English language students' self-efficacy, and only a small number of research papers examine English language students' self-efficacy.

It is crucial to understand students enrolled in non-academic long-term English programs, their self-efficacy in learning English, and their manifestation of the features of ESL learners in their studies. It may be advantageous in terms of increasing the learning results of such students as well as resolving the issues and difficulties that they may experience over the course of their English language study. The learning experiences of students enrolled in non-academic long-term English programs, their sense of self-efficacy as English language

learners, and the extent to which they exhibit characteristics of ESL learners, and any relationship, if any, between their sense of self-efficacy and the characteristics of ESL learners they exhibit are all important to investigate.

This research may eventually aid English language instructors and administrators in gaining a better understanding of students enrolled in non-academic long-term English programs in terms of their opinions of their effectiveness in learning the English language in the long run. English language instructors and administrators may have a better understanding of their student's assessments of their own strengths and weaknesses in the English language. As a result, the study could provide recommendations to English language teachers and administrators on how to improve English teaching and non-academic long-term English program policies in order to better meet the needs of students and improve student performance in English language learning in general.

### Theoretical Framework

(Gist & Mitchell, 1992) coined the term "self-efficacy" to characterize individual variances in perceived skills when confronted with a given scenario, which was further expanded by (Zimmerman, 2000). "Beliefs in one's ability to mobilize the motivation, cognitive resources, and courses of action required in order to meet given situational demands" is how (Bandura, 1989) defined self-efficacy as "beliefs in one's ability to mobilize the motivation, cognitive resources, and courses of action required in order to meet given situational demands" (p. 408). Edge and (Fawcett et al., 2009), produced a concrete list of general features of ESL learners. They point out that people who are good language learners do not always exhibit all of the traits mentioned below; rather, ESL learners as a group tend to exhibit these characteristics in greater numbers than other

learners. Detailed explanations of ESL learners' features may be found in the following sections:

- (1) Have a good attitude toward the language they wish to learn as well as toward others who speak that language.
- (2) Be driven by a strong personal desire to learn the language.
- (3) They are confident in their ability to be effective learners,
- (4) are willing to take a chance on making errors and learning from them,
- (5) For example, understanding the language is beneficial.
- (6) Plan and arrange their language training sessions,
- (7) Come up with creative methods to say things when they don't know how to convey it properly.
- (8) Voluntarily enter places in where the language is being spoken, and utilize it as much as possible in such circumstances

ESL learners (Fawcett et al., 2009) gained a comprehensive understanding of college students who were early English learners, referred to as students in this study, who participated in a non-academic long-term English language program of their self-efficacy in learning English and their learning experiences were generated. It was via this theoretical framework that I was able to get a better understanding of the qualities of ESL learners that students possess, tend to possess, or lack. I used this theoretical framework to study if there is any relationship, if any, between students' self-efficacy in English learning and the features of ESL learners that they demonstrate.

### Research Objectives

- i. To investigate if Students SETL (Self Efficacy to Target Language) predict their willingness to communicate?
- ii. To identify the enhancement of students' English success by improving students' Self-efficacy.

### Research Questions

1. How much students' SETL (Self Efficacy to Target Language) predict their willingness to communicate?
2. How to enhance students' English success by improving students' Self-efficacy?

### Literature Review

The rising usage of the English language around the globe has resulted in the teaching/learning of English as a foreign language, which will be referred to as teaching and learning English in this research, being a widely debated issue. As this chapter demonstrates, scholars have looked at English language programs in English higher education, student acquisition of English, as well as concerns and obstacles in English language instruction. Researchers in the area of teaching/learning English as a foreign language want to understand the relationship between self-efficacy and the acquisition of English in order to offer more effective English instruction and English learning.

The psychology study of second language learning resulted in the creation of several ideas about how people learn and what factors impact knowledge acquisition. Certain theories concentrate on the neurological mechanisms that result in the formation of a memory (Fawcett et al., 2009; Wyatt, 2010). Others rely on techniques that have demonstrated the most potential in terms of processing information and retaining knowledge (Enriquez et al., 2015; Wyatt, 2010).

The findings of (Chuin, 2009; Feng-Yu et al., 2009) are quite useful for foreign language educators. They demonstrate that students' self-perceptions of language competence can have a detrimental or positive effect on their language accomplishment, depending on the intensity of their efficacy beliefs. (Bonyadi et al., 2012) Concur, stating that it is worthwhile to investigate learner characteristics such as self-efficacy and language learning practices.

According to (Bandura & Wessels, 1994) social cognitive theory, objectives enhance people's cognitive and emotive responses to performance results by defining the prerequisites for personal achievement. Self-monitoring and self-judgment of performance accomplishment are also prompted by (Zimmerman et al., 1992) nevertheless, self-regulation of motivation is contingent on both self-efficacy beliefs and personal goals. Perceived personal efficacy has an effect on the degree to which individuals create goals for themselves, the amount of effort they mobilize, and their tenacity in the face of obstacles. It is hypothesized that perceived self-efficacy has an effect on performance successes both directly and indirectly via its influence on self-set objectives.

#### **Effects of Self-efficacy on Performance**

The research team of (Mills et al., 2006) conducted a survey with 95 college students in the United States who were studying French as a second language. Reading self-efficacy beliefs were shown to have a substantial positive link with reading competence, whereas hearing self-efficacy was found to have a favorable correlation with listening proficiency exclusively for females in the research. Self-efficacy was the greatest predictor of English accomplishment among South Korean students, according to the findings of Hsieh and Schallert (2008), who found that among the several factors utilized in the research as predictors of achievement, self-efficacy was the most effective predictor.

#### **Effects of Self-efficacy on Affective Domain**

There is a substantial body of research in the field of education that lends support to the hypothesis that the self-efficacy of learners has an effect on the learners' desire to study (Pajares, 2003; Schunk, 1991). In the context of learning a foreign language, there have only been a few of research that looked at how one's sense of self-achievement affects their level of motivation. This study uncovered a total of

seven publications that sought to explore the impacts of self-efficacy on anxiety (Mills, 2010) and attributions (Hsieh & Kang, 2010).

According to research on the topic, learners' self-efficacy beliefs might influence the attributions they make for their success or failure in a particular endeavor. According to the findings of these research, students learning a second language who have varying degrees of self-efficacy attribute their successes and failures in different ways. For instance, Hsieh and Schallert (2008) investigated the relationship between self-efficacy and attributions in their research. The research looked at the experiences of 500 college students in the United States who were studying French, Spanish, or German as a foreign language. According to the findings of the research, ESL students who were able to attribute their failure to a lack of effort as a controllable attribution had better levels of self-efficacy than students who were unable to attribute their failure to effort.

#### **Research Methodology**

This study is quantitative, which sets it apart from the majority of research on self-efficacy, which is quantitative and broadly focused. Studies on self-efficacy have, for the most part, and by far, been relatively broadly focused, and researchers have asked participants to rate their degrees of self-efficacy for a specific activity using Likert scales (Schunk, 1991). Schunk, in an overview of research on self-efficacy as it relates to the study of academic motivation, drew attention to the emphasis placed on quantitative research and drew attention to the need for qualitative research, which "might include fewer subjects."

This research was conducted in an ESL classroom at the Intermediate level in Rahimyar Khan. The Study was quantitative in nature as a questionnaire was adopted for the collection of data.

### Population

This study was conducted in city Rahimyar Khan. There are four public colleges and seven private colleges in Rahimyar Khan. In these colleges various under-graduate programs are being offered and English is being taught as a compulsory subject. Beside this a Public University and a sub campus of public university named as Khawaja Fareed University of Engineering and Information Technology (KFUEIT) and Islamiyah University (IUB) respectively as well as a sub-campus of a private institutions National College of Business Administration and Economics (NCBA&E) is also working in Rahimyar Khan.

### Sampling

The population was sampled into 4 Colleges i.e., all of public sector and no college from private sector was selected for this study. There were selected 340 students randomly from class 11<sup>th</sup> and 12<sup>th</sup>. From each college there were 85 ESL students selected for collecting data to conduct this study.

### Research Tools

A questionnaire was adapted for this study. One for collecting data from the ESL learners of the Intermediate level. Students were asked the questions related to self-efficacy of English Language. There were 31 contents in this questionnaire. His questionnaire was based on five likert-scale. It was a close ended questionnaire and Students were given five options i.e. 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree and 5- Strongly Agree against each asked statement.

### Validity and Reliability

The Cronbach's Alpha coefficient was computed as part of the reliability study so that the internal consistency could be evaluated. The self-efficacy for receptive skills subscale had a Cronbach's alpha value of .94, while the self-efficacy for productive skills subscale had a Cronbach's alpha coefficient of .87. The item-total correlations for the "self-efficacy for

receptive skills" scale varied from .53 to .78, while those for the "self-efficacy for productive skills" scale ranged from .48 to .75. Based on these data, it seemed that all of the items were contributing to the subscales in a satisfactory manner.

### Data Analysis and Data Interpretation

This portion deals the Data analysis and data interpretation. Collected data from the ESL students of the selected colleges are analyzed and interpreted by using SPSS.

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
1	I can understand the stories told in English.	F 161	163	11	3	2	340	.66	1.59

This question is about to get the information from the students if they are able to understand stories told in English. This question describes ESL learners English listening and understanding skill. Skill is basically a basic skill for learning of English. In response this statement student's response is highly positive. Majority of the students replied that they can understand the stories told in English. Few students refused and replied in negative. Out of 340 students, 161 students were strongly agreed that is 47.4%, 163 students were agreed that is 47.9%, 11 students were neutral that is 3.2%, 3 students were disagreed that is 0.9% and 2 students were strongly disagreed that is 0.6%. SD value for the response of this question is .66 and means value is 1.59.

Table: 2

Stat	eme	nt	SA	A	N	D	SD	Total	I	SD	Mea
I can do homework/ assignments	F	161	173	3	2	1	340	.58	1.56		

This question is related to educational needs. Majority of the students replied in strongly agree and agree which indicates that a big number of the students can solve their assignments that are created in English.

Out of 340 students, 161 students were strongly agreed that is 47.4%, 173 students were agreed that is 50.9%, 3 students were neutral that is 0.9%, 2 students were disagreed that is 0.6 and 1 student were strongly disagreed that is 0.3%. SD value for the response of this question is .66 and mean value is 1.59.

Table: 3

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
3	I can understand American/British TV programs in English.	F 0	2	3	157	178	340	.55	4.50
	%	0	0.6	0.9	46.2	52.4	100		

This question covers the English-Speaking skill. Students asked if they can understand English programs telecasted on British or American Televisions. Majority of the students disagreed and strongly disagreed with the statement.

Out of 340 students, 0 students were strongly agreed that is 0%, 2 students were agreed that is 0.6%, 3 students were neutral, 157 students were disagreed that is 46.2% and 178 students were strongly disagreed that is 52.4%. SD value for the response of this question is .55 and mean value is 4.50.

Table: 4

Sr.	Statement	SA	A	N	D	SD	Total	SD	Mean
4	I can describe my university and its daily routine to other people in English.	F 155	171	6	4	4	340	0.69	1.62
	%	45.6	50.3	1.8	1.2	1.2	100		

This question deals the basic speaking skill of English. Students were asked if they can talk about their university and its daily routine. This type of questions can urge students to speak English that create confidence in English speaking.

Out of 340 students, 155 students were strongly agreed that is 45.6%, 171 students were agreed that is 50.3%, 6 students were neutral that is 1.8%, 4 students were disagreed that is 1.2% and 4 students were strongly disagreed that is 1.2%. SD value for the response of this question is .69 and mean value is 1.59.

Table: 5

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
5	I can compose messages in English on social media channels such as Facebook and Instagram.	F 96	76	80	88	0	340	1.15	2.67
	%	28.2	22.4	23.5	25.9	0	100		

Use of social media is common particularly among youth. Social media can be used for teaching and learning English language. Social media language is English. This question is about use of English language while using social media. In response to this question, most of the students strongly agree and agree towards use of English language while using social media.

Out of 340 students, 96 students were strongly agreed that is 28.2%, 76 students were agreed that is 22.4, 80 students were neutral that is 23.5, 88 students were disagreed that is 25.9% and 0 students were strongly disagreed that is 0%. SD value for the response of this question is 1.15 and mean value is 2.67.

Table: 6

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
6	I can describe the way to the university from the place where I live.	F 168 49.4	164 48.2	6 1.8	1 0.3	1 0.3	340 100	.58	1.54

This question deals how students can describe situations and events in English language. In response to this question majority of the students strongly agree and agree with this statement.

Out of 340 students, 168 students were strongly agreed that is 49.4%, 164 students were agreed that is 48.2%, 6 students were neutral that is 1.8%, 1 student were disagreed that is 0.3% and 1 student were strongly disagreed that is 0.3%. SD value for the response of this question is .58 and mean value is 1.54.

Table: 7

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
7	I can write a text in English.	F 161 47.4	169 49.7	6 1.8	2 0.6	2 0.6	340 100	.63	4.45

This question deals the writing skill of English language. Majority of the students were strongly agreed and agree in response to this question. Mostly students can write text message in English language.

Out of 340 students, 161 students were strongly agreed that is 47.4%, 169 students were

agreed that is 49.7%, 6 students were neutral that is 1.8%, 2 students were disagreed that is 0.6% and 2 students were strongly disagreed that is 0.2%. SD value for the response of this question is .63 and mean value is 4.45.

Table: 8

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
8	I can tell a story in English.	F 3 0.9	3 0.9	114 33.5	129 37.9	91 26.8	340 100	.84	3.89

Question about telling a story is important regarding to the English-speaking language. Telling a story requires story knowledge, English vocabulary and confidence. In response to this question students' response was not good. Majority of the students strongly disagree and disagree.

Out of 340 students, 3 students were strongly agreed that is 0.9%, 3 students were agreed that is 0.9%, 114 students were neutral that is 33.5%, 129 students were disagreed that is 37.9 and 91 students were strongly disagreed that is 26.8%. SD value for the response of this question is .84 and mean value is 3.89.

Table: 9

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
9	I can understand English radio programs	F 78 22.9	91 26.8	4 1.2	84 24.4	83 24	340 100	.57	4.43

This question is about the listening skill of the students. Students are asked if they are able to understand English radio programs.

Understanding is connected to listening. Radio programs are hard to understand as speakers are much fluent.

Out of 340 students, 78 students were strongly agreed that is 22.9%, 91 students were agreed that is 26.8%, 4 students were neutral that is 1.2%, 84 students were disagreed that is 24.4% and 83 students were strongly disagreed that is 24%. SD value for the response of this question is .57 and mean value is 4.43.

Table: 10

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
10	I can understand English TV programs.	78	91	4	84	83	340	.57	4.43
	F	22.9	26.8	1.2	24.4	24.0			
	%	22.9	26.8	1.2	24.4	24.0			

This question is about the listening skill of the students. Students are asked if they are able to understand English TV programs. Understanding is connected to listening. TV programs are hard to understand as speakers are much fluent.

Out of 340 students, 78 students were strongly agreed that is 22.9%, 91 students were agreed that is 26.8%, 4 students were neutral that is 1.2%, 84 students were disagreed that is 24.4% and 83 students were strongly disagreed that is 24%. SD value for the response of this question is .57 and mean value is 4.43.

Table: 11

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
11	I can leave a note for	56	78	78	59	69	340	1.34	3.02
	F	16.5	22.9	22.9	17.4	20.3	100		
	%	16.5	22.9	22.9	17.4	20.3	100		

This question describes the ESL learner's expertise about the writing skill. Students' response about this question was mix. Students' response almost equal. But one thing is distinctive that 78 students remained neutral in responding this question.

Out of 340 students, 56 students were strongly agreed that is 16.5%, 78 students were that is 22.9%, 78 students were neutral that is 22.9%, students were disagreed that is 17.4%, and 69 students were strongly disagreed that is 20.3%. SD value for the response of this question is 1.34 and mean value is 3.02.

Table: 12

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
12	I can guess the meaning of unknown	175	157	04	04	0	340	.58	1.52
	F	51.5	46.2	1.2	1.2	0	100		
	%	51.5	46.2	1.2	1.2	0	100		

This question is about the reading skill and comprehension of English language. Majority of the students was agreed to this statement. According to them, they can guess the meaning of unknown words when I am reading English text.

Out of 340 students, 175 students were strongly agreed that is 51.5%, 157 students were agreed that is 46.2%, 04 students were neutral that is 1.2%, students were disagreed and 04 students were strongly disagreed that is 1.2%. SD value for the response of this question is .58 and mean value is 1.52.

Table: 13

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
13	I can form new sentences from	56	66	81	73	64	340	1.35	3.07
	F	16.5	19.4	23.8	21.5	18.8	100		
	%	16.5	19.4	23.8	21.5	18.8	100		

This question is about English writing skill. Students were asked if they are able to form



new English sentences. Students showed mix response in reply to this question.

Out of 340 students, 56 students were strongly agreed that is 16.5%, 66 students were agreed that is 19.4%, 81 students were neutral that is 23.8%, 73 students were disagreed that is 21.5%, and 64 students were strongly disagreed that is 18.8%,. SD value for the response of this question is 1.35 and mean value is 3.07.

Table: 14

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
14	I can write e-mails in English.	165	169	3	3	0	340	.57	1.54
	F	48.5	49.7	0.9	0.9	0	100		

This question again about the writing skill of ESL learners. Students were asked if they are able to write Emails in English language. Majority of the students was strongly agreed that they can write or reply the email in English language.

Out of 340 students, 165 students were strongly agreed that is 48.5%, 169 students were agreed that is 49.7%, 03 students were neutral that is 0.9%, 3 students were disagreed and 2 students were strongly disagreed that is 0.9%. SD value for the response of this question is .57 and mean value is 1.54.

Table: 15

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
15	I can understand English dialogue in audio recordings	100	109	126	1	4	340	8.7	3.92
	F	29.4	32.1	37.1	0.29	1.17	100		

This question deals the listening skill of English language. Majority of the students strongly agree and agree that they can understand English dialogue in audio recordings about everyday school matters.

Out of 340 students, 100 students were strongly agreed that is 29.4%, 109 students were agreed that is 32.1%, 126 students were neutral that is 37.1%, 1 student was disagreed that is 0.29%, and 4 students were strongly disagreed that is 1.17%, SD value for the response of this question is 8.7 and mean value is 3.92.

Table: 16

Sr. State ment	SA	A	N	D	SD	Total	SD	Mean
16	158	174	5	3	0	340	.57	1.57
I can understand messages or news items in English on the	46.5	51.2	1.5	0.9	0	100		
F	46.5	51.2	1.5	0.9	0	100		

This question is about the understanding of English students. In response to this question, majority of the students were strongly agreed and agree.

Out of 340 students, 158 students were strongly agreed that is 46.5%, 174 students were agreed that is 51.2%, 5 students were neutral that is 1.5%, 3 students were disagreed that is 0.9%, and 0 students were strongly disagreed that is 0%. SD value for the response of this question is .57 and mean value is 1.57.

Table: 17

Sr. Stat emen t	SA	A	N	D	SD	Total	SD	Mean
17	91	75	90	84	0	340	1.13	2.49
I can ask my teacher questions in English.	26.8	22.1	26.5	24.7	0	100		
F	26.8	22.1	26.5	24.7	0	100		

This question deals the speaking skill of English language. Students were asked if they can ask questions in English. Majority of the students are strongly agreed and agree that they can ask question in English.

Out of 340 students, 91 students were strongly agreed that is 26.8%, 75 students were agreed that is 22.1%, 90 students were neutral that is 26.5%, 84 students were disagreed that is 24.7%, and students were strongly disagreed that is 0%. SD value for the response of this question is 1.13 and mean value is 2.49.

Table: 18

Sr. No	Statement	SA	A	N	D	S D	Total	S D	Mean
18	I can produce English sentences with idiomatic phrases.	172	161	4	3	0	340	.57	1.52
		50.6	47.4	1.2	0.9	0	100		

This question is about the English writing as well as English speaking skill. Students were asked if they can produce sentences with idiomatic phrases. In response to this question, majority of the students were strongly agreed and agree.

Out of 340 students, 171 students were strongly agreed that is 50.6%, 161 students were agreed that is 47.4%, 04 students were neutral that is 1.2%, 3 students were disagreed that is 0.9%, and 0 students were strongly disagreed that is 0%. SD value for the response of this question is .57 and mean value is 1.52.

Table: 19

Sr. No	Statement	SA	A	N	D	S D	Total	S D	Mean
19	I can introduce my teacher to someone in English.	118	115	102	3	2	340	.86	2.0
		34	33	30	0.9	0.6	100		

This question is about speaking skill of English language. In this question, students were asked if they can introduce their teachers in English language. In response to this question, majority

of the students were strongly agreed and agreed.

Out of 340 students, 118 students were strongly agreed that is 34.7%, 115 students were agreed that is 33.8, 102 students were neutral that is 30%, 3 students were disagreed that is 0.9%, and 2 students were strongly disagreed that is 0.6%. SD value for the response of this question is .86 and mean value is 2.0.

Table: 20

Sr. No	Statement	SA	A	N	D	S D	Total	S D	Mean
20	I can read short English narratives.	157	174	3	5	1	340	.62	4.46
		46.2	51.2	0.9	1.5	0.3	100		

This question is about the reading skill of English language. Students were asked if they were able to read short English narratives. Majority of the students were strongly agreed and agree in reply to this question.

Out of 340 students, 157 students were strongly agreed that is 46.2%, 174 students were agreed that is that is 51.2%, 3 students were neutral that is 0.9%, 5 students were disagreed that is 1.5% and 1 student was strongly disagreed that is 0.3%. SD value for the response of this question is .62 and mean value is 4.46.

Table: 21

Sr. No	Statement	SA	A	N	D	S D	Total	S D	Mean
21	I can understand English films with out subtitles.	179	153	4	3	1	340	.6	1.5
		52.6	44.7	1.2	0.9	0.3	100		

This question is about the understanding of the English films with their subtitles. Majority of the

students were strongly agreed and agree with this question. According to them they can understand English films without subtitles.

Out of 340 students, 179 students were strongly agreed that is 52.6%, 153 students were agreed that is 45%, 4 students were neutral that is 1.2%, 3 students were disagreed that is 0.9%, and 1 student was strongly disagreed that is 0.3%. SD value for the response of this question is .60 and mean value is 1.51.

Table: 22

Sr. No	Statement	S A	A	N	D	S D	Total	S D	Mean
22	I can answer my teacher's questions in English.	156	177	4	3	0	340	.56	1.57
	F	4	5	1	0	0	10		
	%	5.	2.	.	.		0		
		9	1	2	9				

This question again deals the speaking skill of English language. Students were asked in this question if they are able to answer their teachers' questions in English. Majority of the students were strongly agreed and agree with the statement.

Out of 340 students, 156 students were strongly agreed that is 45.9%, 177 students were agreed that is 52.1%, 4 students were neutral that is 1.2%, 3 students were disagreed that is 0.9% and 0 students were strongly disagreed that is 0%. SD value for the response of this question is .56 and mean value is 1.57.

Table: 23

Sr. No	Statement	S A	A	N	D	S D	Total	S D	Mean
23	I can understand English songs.	156	177	4	3	0	340	.56	1.57
	F	5	7				0	5	7
	%	6	7					6	
		4	5	1	0	0	10		
		5.	2.	.	.		00		
		9	1	2	9				

This question deals the English-speaking skill. In response to this questions majority of the students were strongly agree and agree. Majority of the students were strongly agreed and agree with the question.

Out of 340 students, 156 students were strongly agreed that is 45.9%, 177 students were agreed that is 52.1%, 4 students were neutral that is 1.2%, 3 students were disagreed that is 0.9% and 0 students were strongly disagreed that is 0%. SD value for the response of this question is .56 and mean value is 1.57.

Table: 24

Sr. No	Statement	S A	A	N	D	S D	Total	S D	Mean
24	I can read English newspapers.	156	177	4	3	0	340	.56	1.57
	F	7	5				0	5	4
	%	6	8					7	
		5	4	0	0	0	10		
		1.	6.	.	.		0		
		8	5	9		9			

This question deals the English reading skill. In this question students were asked if they can read English newspapers. Majority of the students were strongly agreed and agree in reply to this statement.

Out of 340 students, 176 students were strongly agreed that is 51.8%, 158 students were agreed that is 46.5%, 3 students were neutral that is 0.9%, 0 students were disagreed that is 0% and 3 students were strongly disagreed that is 0.9%. SD value for the response of this question is .57 and mean value is 4.44.

Table: 25

Sr. No	Statement	S A	A	N	D	S D	Total	S D	Mean
25	I can find out the meanings of new words using a monolingual dictionary.	176	158	3	0	0	340	.57	4.44
	F	5	5	0	0	0	10		
	%	0	0				0		

This question is about finding of meaning of words by using monolingual dictionary. In

response to this question, majority of the students were strongly agreed and agree.

Out of 340 students, 170 students were strongly agreed that is 50%, 170 students were agreed that is 50%, 0 students were neutral that is 0%, 0 students were disagreed that is 0% and 0 students were strongly disagreed that is 0%. SD value for the response of this question is .49 and mean value is 1.50.

Table: 26

Statement	SA	A	N	D	SD	Total	SD	Mean
I can understand telephone numbers spoken in English.	F 165	175	0	0	0	340	.50	1.51
%	48.5	51.5	0	0	0	100		

This question deals the listening skill of English language. In this question, students were asked they can understand telephone numbers spoken in English. Majority of the students strongly agree and agree with the statement of this question.

Out of 340 students, 165 students were strongly agreed that is 48.5%, 175 students were agreed that is 51.5%, 0 students were neutral, 0 students were disagreed and 0 students were strongly disagreed. SD value for the response of this question is .50 and mean value is 1.51.

Table: 27

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
1	I can write diary entries in English.	F 165	175	0	0	0	340	.50	1.51
2	%	48.5	51.5	0	0	0	100		

This question is about writing skill of English language. Students were asked if they can write diaries in English. Majority of the students were strongly agreed and agree.

Out of 340 students, 170 students were strongly agreed that is 50%, 170 students were agreed that is 50%, 0 students were neutral, 0 students were disagreed and 0 students were strongly disagreed. SD value for the response of this question is .50 and means value is 1.51.

Table: 28

Statement	SA	A	N	D	SD	Total	SD	Mean
I can understand English articles about the Pakistani culture.	F 170	170	0	0	0	340	.50	1.51
%	50.0	50.0	0	0	0	100		

This question is about the English reading and understanding of articles about Pakistani culture. Majority of the students was strongly agreed and agree.

Out of 340 students, 170 students were strongly agreed that is 50%, 170 students were agreed that is 50%, 0 students were neutral, 0 students were disagreed and 0 students were strongly disagreed. SD value for the response of this question is .50 and means value is 1.51.

Table: 29

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
1	I can introduce myself in English.	F 169	171	0	0	0	340	.50	1.51
2	%	49.7	50.3	0	0	0	100		

This question deals the speaking skill of English language. In this question students were asked to if they can introduce themselves in English.

Majority of the students was strongly agreed and agree with the statement.

Out of 340 students, 169 students were strongly agreed that is 49.7%, 171 students were agreed that is 50.3% 0 students were neutral that is 0%, 0 students were disagreed that is 0% and 0 students were strongly disagreed that is 0%. SD value for the response of this question is .50 and mean value is 1.51.

Table: 30

Sr. No	Statement	SA	A	N	D	SD	Total	SD	Mean
30	I can write an essay in two pages about my attended lectures in English	164	176	0	0	0	340	.50	1.52
	%	48.2	51.8	0	0	0	100		

This question deals the writing skill of English language. In this question students were asked if they can write lectures attended in the classroom, in English language. In response to this question majority of the students were strongly agree and agree.

Out of 340 students, 164 students were strongly agreed that is 48.2%, 176 students were agreed that is 51.8%, 0 students were neutral that is 0%, 0 students were disagreed that is 0% and 0 students were strongly disagreed that is 0%. SD value for the response of this question is .50 and means value is 1.52

### Findings

The findings of this study indicate that there is a favorable connection between linguistic self-efficacy and the use of language learning methodologies. Although the correlational data cannot address the question of causality, it would appear that those pre-service teachers who perceived themselves to be more proficient in English also reported a greater use of language learning strategies. This is the case despite the fact that the data cannot

address the question of causality. As a result of this connection, English professors may want to encourage students who have low self-efficacy to employ various learning tactics by elevating the students' views of their own levels of self-efficacy. For the purpose of encouraging high levels of self-efficacy in future educators, it may be beneficial for English professors to use instructional and evaluation strategies that place more of an emphasis on task mastery rather than social comparison.

Enactive mastery experiences are said to reinforce one's own self-perceptions of effectiveness and to boost one's performance attainments, as stated by [Bandura \(1993\)](#). A higher level of achievement in English would, in turn, enhance views of one's own level of self-efficacy and promote a larger use of language learning tactics. Increase the use of positive verbal persuasions or evaluations to motivate and empower in-service teachers to continue in their attempts to learn the language. This will help ensure that future educators have the skills necessary to teach the language effectively. There is evidence ([Bandura 1997](#)) that evaluative feedback that highlights personal potential boosts efficacy views, and input that children have improved through effort enhances perceived effectiveness. Both types of feedback are important for children. **Conclusions and Implications**

The purpose of this research was to explore the levels of self-efficacy held by three different proficiency groups on their language abilities. Self-efficacy in learning a foreign language was substantially connected with English competence, according to the findings of the current research, which offers conclusive evidence for the importance of language skills self-efficacy in the context of Pakistan. The greater the level of proficiency, the higher the level of self-efficacy in language abilities. Students in this high proficiency category have a high level of self-efficacy in their listening skills,

ranking it as their strongest area of strength. While self-efficacy in reading was the ability that scored the best for those with a medium or low level of reading competence. In addition, the general linguistic abilities of those in the high proficiency group were noticeably distinct from those in the mid and low proficiency groups. As a result, self-efficacy has a significant influence in academic environments, and more effort is required to cultivate a robust feeling of self-efficacy among EFL students.

This method of exploring the underlying mechanism of self-efficacy is innovative and has not been used before. The findings of the study led to the modification of previously used instruments. Additionally, the research demonstrated that the newly developed scale, which is based on a two-latent-four-construct model, possesses high levels of validity and reliability, and that it is appropriate for use with samples from Pakistan. The outcomes of this study indicate that students' overall self-efficacy in English is at a level that is comparable to that found in Wang and Huang's research. This finding is consistent with their conclusions.

#### **Recommendation for Future Research**

1. The research did not look at any other factors that may influence a person's perception of their own language ability. More study is needed to examine the link between self-efficacy and other characteristics such as learning style, personality types, as well as cultural and societal elements that direct the way for the development of learners' self-efficacy.
2. A survey research was undertaken in order to assess participants' perceptions of their own language abilities. In subsequent research, qualitative data, such as classroom observation and interviews, should be gathered to obtain more in-depth information in order to better understand the participants and capture insightful information into learners' beliefs related to

language skills self-efficacy in English language learning. This will allow for more accurate interpretations of the findings.

3. The self-efficacy of students in the tenth grade with regard to their language abilities was the subject of this research. For the purpose of widening the influence of self-efficacy, more study should be carried out with additional groups of English as foreign language (EFL) learners such as elementary pupils, lower secondary students, or tertiary students.

#### **References**

- Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. *Developmental psychology*, 25(5), 729.
- Bandura, A., & Wessels, S. (1994). Self-efficacy. In: na.
- Bonyadi, A., Nikou, F. R., & Shahbaz, S. J. E. I. t. (2012). The Relationship between EFL Learners' Self-Efficacy Beliefs and Their Language Learning Strategy Use. 5(8), 113-121.
- Chen, C. J. (2021). *Introduction to Scanning Tunneling Microscopy Third Edition* (Vol. 69). Oxford University Press, USA.
- Chuin, T. J. N.-R. (2009). THE INTERFACE BETWEEN EFL LEARNERS' SELF-EFFICACY CONCERNING LISTENING COMPREHENSION AND LISTENING PROFICIENCY. 3(1), 14-28.
- Enriquez, M., Beltran, F., Pando, V., Guerrero, A., & Chavez, J. (2015). Perceived self-efficacy in the context of teamwork and entrepreneurship in engineering and social sciences college students. *Psychology and Behavioral Sciences*, 4(1), 18-22
- Fawcett, L. M., Garton, A. F., & Dandy, J. (2009). Role of motivation, self-efficacy and parent support in adolescent structured leisure activity participation. *Australian Journal of Psychology*, 61(3), 175-182.
- Feng-Yu, N., Chin-Chun, S., Chung, S.-H., & Cheng, K.-C. (2009). Budgetary participation's effect on managerial outcomes: Mediating roles of self-efficacy and attitudes toward budgetary decision makers. *Tai Da Guan Li Lun Cong*, 19(2), 321.
- Gist, M. E., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management review*, 17(2), 183-211.
- Hsieh, P. P. H., & Kang, H. S. (2010). Attribution and self-efficacy and their interrelationship in the Korean EFL context. *Language Learning*, 60(3), 606-627.
- Mills, N., Pajares, F., & Herron, C. (2006). Areevaluation of the role of anxiety: Self-efficacy, anxiety, and their

- relation to reading and listening proficiency. *Foreign language annals*, 39(2), 276-295.
- Schunk, D. H. (1989). Social cognitive theory and self-regulated learning. In *Self-regulated learning and academic achievement* (pp. 83-110). Springer.
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational psychologist*, 26(3-4), 207-231.
- Thongsri, Y., Aromdee, C., Yenjai, C., Kanokmedhakul, S., Chaiprasert, A., Hamal, P., & Prariyachatigul, C. (2014). Detection of diketopiperazine and pyrrolnitrin, compounds with anti-Pythium insidiosum activity, in a Pseudomonas stutzeri environmental strain. *Biomed Pap Med Fac Univ Palacky Olomouc Czech Repub*, 158(3), 378-383.
- Wei, J., Chen, Y., Zhang, Y., & Zhang, J. (2020). How does entrepreneurial self-efficacy influence innovation behavior? Exploring the mechanism of job satisfaction and Zhongyong thinking. *Frontiers in Psychology*, 11, 708.
- Wyatt, M. J. S. (2010). An English teacher's developing self-efficacy beliefs in using groupwork. 38(4), 603-613.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary educational psychology*, 25(1), 82-91.
- Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. J. A. e. r. j. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. 29(3), 663-676.