SENIOR STUDENTS' SELF-EFFICACY BELIEFS ABOUT USING ESP
IN THEIR PROSPECTIVE CAREERS

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ABSTRACT

SENIOR STUDENTS' SELF-EFFICACY BELIEFS ABOUT USING ESP IN THEIR PROSPECTIVE CAREERS

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Self-efficacy refers to people's judgments of their own abilities about a specific situation. The present study examined self-efficacy beliefs of senior students about using ESP (English for Specific Purposes) in their prospective careers. For this purpose, a new scale was developed by the researcher. The predictive power of certain variables (gender, English course grade, watching English language films, reading English language books, listening to English language songs) was investigated through multiple regression analysis. The study was conducted at a private university in Ankara and 303 senior students participated in the study.

Exploratory factor analysis (EFA) was performed to determine the factor(s) in the questionnaire. EFA provided evidence for two factor solution and they were named as Academic Reading-Writing Skill (ARWS) and Academic Communication Skill (ACS). Cronbach's alpha coefficients of both ARWS and ACS scales were .97 for each which was a satisfactory result.

The results of multiple regression analysis showed that the model of the combination of variables which were gender, reading English language books, watching English language films, listening to English language songs and English grade significantly predicted both ARWS and ACS scores of the participants. The variables which were reading English language books,

watching English language films and English course grade significantly predicted both ARWS and ACS scores of the participants. Listening to English language songs predicted ACS scores but not ARWS scores. However, gender predicted neither of them.

Keywords: Self-efficacy beliefs, English for Specific Purposes, senior students

ÖZ

ÖĞRENCİLERİN İŞ YAŞAMLARINDA İNGİLİZCE KULLANMAYA
YÖNELİK ÖZ YETERLİK İNANÇLARI

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Yüksek Lisans, Eğitim Bilimleri Bölümü

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Özyeterlik, insanların belirli durumlarda kendi yetenekleriyle ilgili yargılarını ifade eder. Bu çalışmada öğrencilerin mesleki yaşamlarında özel amaçlar için İngilizce dilini kullanmaya yönelik özyeterlik inançları incelenmiştir. Bu amaçla araştırmacı tarafından yeni bir ölçek geliştirilmiştir. Belirli değişkenlerin (cinsiyet, İngilizce dersinde başarı, dili İngilizce olan film izlemek, dili İngilizce olan şarkı dinlemek ve dili İngilizce olan kitap okumak) yordama gücü çoklu regresyon analizleriyle test edilmiştir. Çalışma Ankara'da özel bir üniversitede yapılmış ve çalışmaya 303 son sınıf öğrencisi katılmıştır.

Ölçekteki faktörleri belirlemek için Açıklayıcı Faktör Analizi (AFA) uygulanmıştır. AFA sonuçları ölçeğin iki faktörlü yapıda olduğunu göstermiştir ve bu faktörler Akademik Okuma-Yazma Becerisi (AOYB) ve Akademik İletişim Becerisi (AİB) olarak adlandırılmıştır. Cronbach alfa katsayıları her iki faktör için de .97 değeri ile oldukça yüksek güvenilirliktedir.

Çoklu regresyon analizi sonuçları göstermiştir ki değişkenlerin toplu olarak test edildiği model AOYB ve AİB puanlarını anlamlı olarak yordamaktadır. İngilizce yazılmış kitap okumak, İngilizce dilinde film izlemek, İngilizce ders notu değişkenleri tek başlarına da AOYB ve AİB puanlarını yordamaktadır.

İngilizce dilinde şarkı dinlemek AİB puanlarını yordamakta ancak AOYB puanlarını yordamamaktadır. Cinsiyet ise AOYB ve AİB puanlarını yordamamaktadır.

Anahtar Kelimeler: Özyeterlik inancı, Özel amaçlar için İngilizce dili, son sınıf öğrencileri

to Mehmet

and

my family

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ABBREVIATIONS

ACS: Academic Communication Skills

ARWS: Academic Reading-Writing Skills

CoHE: Council of Higher Education

EFA: Exploratory Factor Analysis

EFL: English as a Foreign Language

EGP: English for General Purposes

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

CHAPTER I

INTRODUCTION

Following section provides information on the background to the study to examine the self-efficacy beliefs of senior students about using ESP (English for Specific Purposes) in their prospective careers. Following the purpose of the study and the significance of the study the definitions of the terms are provided in detail.

1.1. Background to the Study

"Another language is another soul" as the Roman Emperor Charles V (1500-1558) utters or "the person who speaks one language is worth one person and the person who knows two languages is worth two people" (Turkish proverb, author unknown) as the saying goes. That is to say, proficiency in at least one language other than the native tongue is rather important and has become an indispensable necessity in today's world. As the *lingua franca* English language takes the first place among all the other languages since it has the leading role as the medium of international communication.

English is a global language and hardly anyone would give a second thought about this. As Dollar and Burnett (1983) state a person should be good at handling the English language no matter what his/her role in life because people

react to each other and judge with respect to how well they communicate. Thus, a person's success in life is bound up to how proficient he/she is in language, specifically English. Due to this fact English language teaching (ELT) has become substantially important.

In Turkey, language courses are offered at every education level. Council of Higher Education (CoHE) (2007) reports that language education continues in higher education level in Turkey to increase compatibility with the globalized world. Therefore, university students should learn at least one foreign language before they graduate. However, students enter universities with lack of knowledge in languages which is a setback that cannot be ignored by CoHE. Hence, as reported, it is the responsibility of CoHE to deal with this inadequacy (CoHE, 2007). Thus, the universities offer language courses to fill this gap, and even some universities have preparatory schools which offer a year of education to teach languages before students start their proper education in their departments. Therefore, students enrolled to the university are put through a proficiency exam at the beginning of the term and their level of proficiency in this exam determines whether they are exempted from the preparatory school (if the program requires) or the compulsory courses offered by the university (CoHE, 2008). Unsuccessful students or the ones who have not entered the exam have to take and pass the must courses offered by the university (CoHE, 2008). In some universities these courses are named as ESP and are offered to cater for the needs of learners both in the academic and occupational area.

Language teaching has branches depending on the needs of learners such as EGP (English for General Purposes) or ESP (English for Specific Purposes). While EGP offers general English focusing mainly on the language structures ESP offers English in a specific area taking the learner needs into consideration. However, the definition of ESP is debatable. Anthony (1997) explains this controversy by saying:

Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. (p.1)

Hutchinson (1987) defines ESP as "an approach to language teaching in which all decisions as to content and method are based on learners' reason for learning." (p.19). Dudley-Evans (1998) provides a broader definition based on its absolute and variable characteristics:

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners

2. ESP makes use of underlying methodology and activities of the discipline it serves

3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines

2. ESP may use, in specific teaching situations, a different methodology from that of General English

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level

4. ESP is generally designed for intermediate or advanced students.

5. Most ESP courses assume some basic knowledge of the language systems.

(pp. 4-5)

It is accepted by many that psychological factors such as motivation, self-esteem or self efficacy have a significant impact on academic achievement. Thus, the concept of efficacy has attracted the attention of the academic world since it was put forward by Albert Bandura in 1977. Bandura (1986) defines self efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (p. 391). He adds that

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it is not related with the skill one possesses, but with the assessment of one's own capabilities independent of the skill he/she has. Bandura (1986) declares that: "Many students have difficulty in school not because they are incapable of performing successfully, but because they are incapable of believing that they can perform successfully, that they have learned to see themselves as incapable of handling difficulties" (p. 390). As Zimmerman (2000) suggests self efficacy is a highly effective predictor of students' learning motivation and academic achievement. Students with high self efficacy more voluntarily participate in the courses, have less negative emotions during the difficulties and work harder than the ones with lower self efficacy beliefs (Bandura, 1997). In addition, self efficacious ones are more in favor of challenging tasks regarding activity choice (Zimmerman, 2000).

Self-efficacy in language learning is an important point that has taken the attention of many researchers. Barnhardt (1997) asserts that efficacious students are more tend to be successful in language learning. Thus, as Oxford (1994) suggests language instructors should never forget language learners are whole persons and so they should pay attention to their social and affective aspects. As Stevick (1980) points out success in language learning is more in relation to what goes on inside the individual learner than strategies and materials used. Hence, how the learner sees himself/herself regarding ESP has impact on his/her success, which is the main concern in this study. Additionally, the variables that affect their beliefs are investigated. However, one of the problems with ESP teaching in the university from which data were collected arises from the learners' broad spectrum of needs. That is to say, ESP learners vary in great deal in terms of their needs as they differ in their area of study or specialization such as business management, engineering or interior architecture. Hence, the courses offered should be designed in accordance with their needs, which is hard to manage considering the fact that there are many students from various departments and not enough instructors. Therefore, same ESP courses are offered to these students although they are studying in different departments, which arouse curiosity in the minds of the researcher about students' self-

efficacy beliefs regarding their ESP proficiency before they start their occupational lives.

Hence, considering the aforementioned reasons and problem area in ESP in the institution the researcher decided to examine the self-efficacy beliefs of senior students about using ESP in their prospective professional lives.

1.2. Purpose of the Study

The aim of this study was to examine the self-efficacy beliefs of senior students about using ESP in their prospective careers. In this contex, some variables that may have connection with the ESP self-efficacy beliefs were specified through intensive review of literature and negotiating with an expert. As a result of this process gender, academic achievement, reading English language books, listening to English language songs, watching English language films were determined as variables. In this respect, the second aim of this study was to find out whether these variables predicted senior students' self efficacy beliefs about using ESP in their prospective careers.

There were limited studies conducted on ESP and rare instruments to measure students' self efficacy with regard to ESP; therefore, a scale was developed and validated by the researcher in order to collect the necessary data to reach the aim of this study.

1.3. Significance of the Study

As Mickulecky (1996) states that there are few studies on self-efficacy beliefs in the fields of ESL and adult literacy in spite of the fact that self-efficacy has a significant role in predicting human performance. Huang and Chang (1996) suggest that there is more need for research in the area of ESL with regard to self-efficacy. ESP is relatively a new area compared to EGP. Thus, there are not many studies on self-efficacy beliefs on this dimension of language teaching.

Therefore, narrowing down the scope of self efficacy studies to ESP learning could be a contribution to the academic area as there is a gap in the literature concerning this dimension and need for studies on self-efficacy beliefs about using ESP as Hinkel (2005) asserts.

In addition, the questionnaire developed by the researcher to collect data in this study could be an asset for the other researchers who would like to conduct a similar study.

Hopefully, this study will be of help to the teachers in the institution to see the self-efficacy levels of senior students after they are finished with their ESP courses. Students' level of self efficacy could be an evidence for the administrators and the teachers that they would like to keep or increase through their policies, and the results may shed light for them while designing a new curriculum or making reforms in the existing one.

1.4. Definitions of the Terms

Self-efficacy: "People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (Bandura, 1986, p. 391).

ESP (English for Specific Purposes): "ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning" (Hutchinson and Waters, 1987, p.19). In this study ESP refers to development in English with regard to academic reading and writing skills and academic communication skills that will be used in students' professional lives after graduation.

EFL (English as a Foreign Language): EFL is used when people whose first language is not English learn English

ELT (English Language Teaching): ELT is a widely-used term to suggest teacher perspective in teaching/learning English language.

ESL (English as a Second Language): ESL is used when people learn English in an English speaking country.

CHAPTER II

LITERATURE REVIEW

In this chapter, theoretical framework for self-efficacy and leading studies on it (mainly confined to academic achievement and gender) were presented. This section was followed by theoretical framework for ESP (English for Specific Purposes) and studies related to it. Then, studies with regard to watching film, listening to music and reading books mainly in language learning were presented.

2.1.Self-efficacy

Bandura (1997) defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p.3). The concept of self-efficacy was at the heart of social cognitive theory which was put forward by Bandura in 1977. According to this learning theory human behavior grew out of the interaction of personal factors, behavior, and the environment (Bandura, 1986). That is to say, there is a triadic reciprocal causation among these determinants as seen in Figure 2.1. This interaction was summarized by Bandura (1986) as follows: "What people think, believe, and feel affects how they behave. The natural and extrinsic effects of their actions, in turn, partly determine their thought patterns and affective reactions" (p.25).
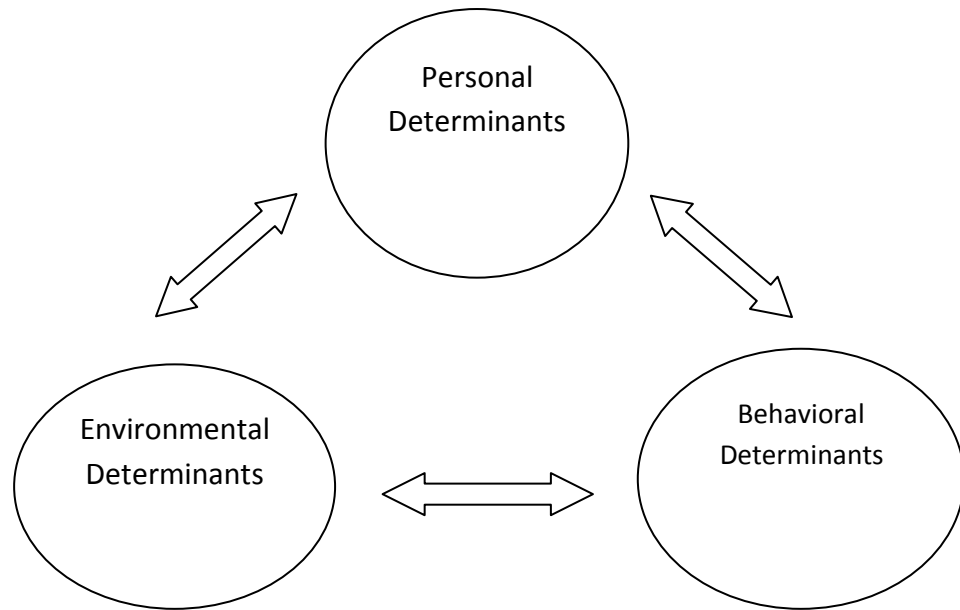
Figure 2.1 *Determinants of Triadic Reciprocal Causation*
Source: Bandura (1986, p.24)

Bandura (1997) suggested that there were four sources that influenced self-efficacy beliefs.

1) Mastery Experience: The feeling of success helps build positive beliefs about the self. However, if the person attains the success easily without putting too much effort he/she will be easily demoralized during the times of failure.

2) Vicarious Experience: By vicarious experience he focuses on the influence of social models around. The successes or the failures of these models that are similar to oneself have an impact on the self beliefs of the observer.

3) Verbal Persuasion: Social persuasion through verbal boosting helps people struggle more to succeed and promote higher self-efficacy. However, if these boosts have unrealistic basis the person ends up with disappointing results.

4) Physiological Reactions: Emotional state of the person influences the persons' efficacy assessment. That is to say, people consider their stress, tension, heartbeat as a sign of poor performance.

Bandura (1994) put forward that people with high self-efficacy considered difficulties as challenges rather than threats. He added that they felt intrinsically motivated and set challenging goals for themselves. In additon, their recovery after failure was quick and they attributed their failure to their inadequate effort and unsatisfactory knowledge rather than focusing on their personal deficiencies or if they would end up with failure (Bandura, 2004).

The role of self-efficacy in educational setting was highly important and attracted the attention of many researchers in a variety of ways such as teachers' sense of self-efficacy in teaching (Ashton & Webb, 1986; Dembo & Gibson, 1985) or student efficacy belief and its relation to academic performance in different domains (Bandura ,1993; Huang & Chang,1996; Mahyuddin, Elias, Cheong, Muhamad, Noordin & Abdullah, 2006; Rahemi, 2007; Rahimi & Abedini, 2009; Tılfarlıoglu & Cinkara, 2009; Zimmerman & Bandura, 1994). Additionally, the effects of independent variables (e.g. gender, age, grade or academic achievement) on their self-efficacy were investigated in these studies.

2.1.1. Self-efficacy and Academic Achievement

It was asserted in many self-efficacy studies (Huang & Chang,1996; Mahyuddin, Elias, Cheong, Muhamad, Noordin & Abdullah, 2006; Rahemi, 2007; Rahimi & Abedini, 2009; Tılfarlıoğlu & Cinkara, 2009) that there was a relationship between self-efficacy and academic achievement This relationship was cyclical since they had a reciprocal influence on each other as the literature revealed. That is to say, "students with high self-efficacy tend to be more successful and successful students tend to have higher self-efficacy beliefs" (Tılfarlıoğlu & Cinkara, 2009, p.136). As Bandura (1977) asserted self-efficacy belief about a task could be a predictor of performance about that task. Bandura

(1986) also mentioned mastery experience as the one of the sources of self-efficacy information. Thus, this part was taken up under two subtitles. Firstly, the studies examining the relationship between self-efficacy beliefs and achievement were investigated. Moreover, the studies examining the predictive power of self-efficacy belief on achievement were included. Secondly, the studies which examined mastery experience as the predictor of future performance were taken up.

2.1.1.1. Self-efficacy as a Predictor of Achievement

Bandura (1977) asserted in his seminal article that the beliefs an individual held about a specific task were strong predictors of their performance in relation to that task. His assertion was supported by many researchers (Mills, Herron & Pajares, 2007; Hsieh, 2004; Huang & Chang, 1996; Lent, Brown & Larkin, 1986; Mahyuddin, Elias, Cheong, Muhamad, Noordin & Abdullah, 2006; Pajares, 1995; Schunk, 1988; Schunk, 1994; Wood & Locke, 1987; Zimmerman, Bandura, & Martinez-Pons, 1992; Zimmerman, 2000) in the academic setting. However, there were some researchers who did not find significant relationship between self-efficacy and academic achievement (Graham 2006; Shunk, 2003; Wilhite, 1990).

In their study examining ESL (English as a second language) learners' self-efficacy and its relationship with achievement, Huang and Chang (1996) found that there was a relationship with participants' achievements and self-efficacy believes. Additionally, certain factors which had an influence on self-efficacy believes were investigated. The findings revealed that whether they were interested in class assignment topics and how they perceived teacher support corresponded to their self-efficacy beliefs. Besides, the researchers claimed that the study yielded in the need of more self-efficacy investigation in the field of ESL.

Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006) found comparable results with the abovementioned study after conducting a research to examine students' self-efficacy and its relationship with achievement in learning English. 1146 secondary school students from three schools in Malaysia attended the study. In Malaysia, English is the second language and has been the medium of instruction in science and math instruction in some grade levels since 2003. Therefore, examining the self-efficacy beliefs of students about language was important as the researchers suggested. As a result of the study, it was found out that 51 percent of the students had high self-efficacy while 48 percent had low self-efficacy. In addition, the results yielded positive correlations between academic achievement and self efficacy. Therefore, it was concluded that high self-efficacy in language lead to improvement in the academic performance in English.

English self efficacy beliefs of Iranian senior students majoring in humanities were searched for in a study conducted by Rahemi (2007). The design of the study was mixed method and both the students and teachers participated in the study. The results indicated that students had very low self efficacy beliefs regarding their academic success in learning English. The results also revealed that there was a high correlation between self efficacy and student achievement.

Similarly, Tılfarlıoğlu and Cinkara (2009) conducted a study to examine the self efficacy beliefs of one hundred and seventy five EFL learners at preparatory school with regard to their academic success in English. Moreover, they searched for the relationship between academic success and self-efficacy belief. The results brought out that the self-efficacy level of students in relation to their academic achievement in English was high, unlike the previous study. Significant relationship between self-efficacy in English and achievement was also found in this study.

In a study conducted by Hsieh (2004), factors that influenced college foreign language students' achievement were examined. Regression results revealed that

self-efficacy, positive attitude, and anxiety predicted language achievement significantly. MANOVA results suggested that the level of student motivation differed significantly depending on their success based on the test results, self-efficacy beliefs and having heritage connection to the language they were taking.

A study conducted by Mills, Herron and Pajares (2007) aimed to investigate the influence of self-efficacy and other motivational self-beliefs on the achievement of intermediate level college students who were learning French. It was found that self-efficacy for self-regulation was the most significant predictor followed by self-efficacy to obtain grades in French, anxiety in reading and listening in French and French learning self-concept, respectively.

Rahimi and Abedini (2009) examined the relationship between freshmen EFL learners' self efficacy beliefs with regard to listening comprehension and listening proficiency. Pearson Correlation Coefficients showed that there was a significant correlation between students' self efficacy beliefs with regard to language learning and their listening proficiency.

There are some studies in th literaturethat examined self efficacy about reading. Shunk and Rice examined self-efficacy regarding reading comprehension and the results yielded that the students who got training to enhance their self-efficacy increased both their self-efficacy and comprehension (Shunk & Rice, 1993as cited in Ferrara, 2005)

In another study conducted by Ferrari (2005) to investigate the effect of one-to-one reading intervention on the reading fluency and reading self-efficacy the results indicated that paired reading intervention was effective to increase fluency but not accuracy and comprehension. Moreover, the researcher reported that student self-efficacy in reading increased due to intervention.

Different from aforementioned researchers, Graham (2006) reported in her article that the self-image of students with regard to language learning differed greatly independent of their performance. That is to say, students' level of self-efficacy differed although they had similar levels of achievement based on their test results. Thus, she investigated the factors that had impact on their beliefs and dwelled on the fact that students compared themselves with others and so their beliefs were formed. This finding corresponded to the opinion of Shunk (2003) who discussed that students built self-efficacy by comparing themselves with their peers or models. Besides the factors explained above, Graham (2006) also examined the role of effort and ability in language learning through students' opinions. As a result, she reported that the view of success should change from "doing better than others" to giving more emphasis on the mastery experiences where students learned by putting effort on learning (Graham, 2006). Bandura (1998) touched upon the importance of teacher in this context. He stated that teachers often make comparisons during the whole class studies which is quite demoralizing for the low achievers. He proposed personalized classroom setting as a solution by saying that: "In a personalized classroom structure, individualized instruction tailored to students' knowledge and skills enables all of them to expand their competencies and provides less basis for demoralizing social comparison" (p.13). Therefore, students had more tendency to compare their results with their own performance rather than their peers' performance. He added that cooperative rather than individualistic or competitive classroom environments foster positive self-beliefs and achievement.

2.1.1.2. Mastery Experience as a Source of Self-efficacy

Another relationship between self-efficacy and academic achievement is based on mastery experience which is the most powerful source of self-efficacy information theorized by Bandura (1986). He claimed that previous experience could predict self-efficacy beliefs since students made judgments about their performances when they completed a task which was supported by many

researchers (Britney & Pajares, 2006; Lopez & Lent, 1992; Usher & Pajares, 2006). However, in a study conducted by Gaionor and Lent (1998) mastery experience did not predict self-efficacy beliefs of learners.

Britner and Pajares (2006) conducted a research to investigate whether sources of self-efficacy (mastery experiences, vicarious experiences, social persuasion, and physiological state) predicted achievement as hypothesized by Bandura. To examine this hypothesis, middle school students' science self-efficacy beliefs were measured through a scale to investigate whether they were predicted by science achievement based on course grades. They reported that there were significant correlations between the sources of self-efficacy and science self-efficacy. However, only mastery experience significantly predicted science self-efficacy.

Similarly, Lopez and Lent (1992) found consistent findings with Bandura's hypothesis. In their study which aimed to examine the four sources of self-efficacy information in relation to math self-efficacy of high school students, mastery experience was found to be the most significant predictor among all four predictors.

However, the findings of Gainor and Lent (1998) differed from theory and prior search to some extent. They aimed to examine black college students' interests in math and their academic choice intentions. The findings revealed that sources of self-efficacy were positively related to self-efficacy and outcome beliefs, which was consistent with prior studies. However, social persuasion (not mastery experience) was found to be the most significant predictor of math self-efficacy which contradicted with the prior studies (Britner et al., 2006; Lopez et al., 1992).

As the literature revealed there were many studies examining the relationship between self-efficacy and academic achievement in different domains.

However, there was the necessity of research examining prior experience as a predictor of self-efficacy beliefs especially in language learning.

2.1.2. Self-efficacy and Gender

Another dimension examined in self-efficacy studies aimed to find out the effect of gender (together with some other demographies as independent variables such as age, program enrolled and etc.) on self-efficacy.

It is widely accepted that there is a female tendency in language learning with regard to attitude, motivation and achievement. Some researchers supported this view (Gonzales, 2010; Karahan, 2007; Kızıltepe, 2003). However, some other researchers had an opposite perspective by finding out male tendency (Siebert, 2003) or no significant gender difference in motivation and EFL proficiency (Bernat & Lloyd, 2007; Kissau, Kolano & Wang, 2010; Salem, 2006)

Abovementioned studies examined the role of gender in motivation, attitude and proficiency in language learning; however, there were rare studies that examined the relationship between self-efficacy and gender in language learning. Therefore, not only the studies examining self-efficacy and gender in language learning but also the ones examining them in different domains (science, math etc.) were included in this part (e.g. Akbulut, 2006; Coşgun & Ilgar, 2004; Çalışkan, Selçuk & Özcan, 2006; Kiremit & Gökler, 2010; Kutluca & Ekici, 2010).

Gonzales (2010) conducted a research to examine motivational orientation in foreign language learning to find out whether some variables (age, sex, length of studying) caused differentiation in motivation. 150 students from three universities participated in the study. Data collected for this study were cross-sectional in nature as each participant was a learner of one of the four languages: Chinese, Spanish, Japanese, or French. The results revealed that females were more motivated to learn language so as to communicate effectively with

foreigners and due to self-efficacy beliefs as they thought that being more self-efficacious would make them more motivated.

A study conducted by Karahan (2007) aimed to investigate Turkish students' attitude towards English and use of English language in Turkey. The participants were 190 eighth grade students at a private school in Adana. The results of the study revealed that students had mildly positive attitudes towards English and female students showed significantly higher rates than males. Additionally, orientation of female students especially in terms of speaking English was stronger than males.

Kissau, Kolano and Wang (2010) conducted a research to explore the gender differences in motivation to learn Spanish, and 10 motivational factors – motivation, motivational intensity, integrative orientation, instrumental orientation, desire, attitude, anxiety, teacher evaluation, course evaluation, self-efficacy, perceptions of Spanish- were examined. The study was conducted in an urban high school in United States and 2100 diverse students (African American, Caucasian, Asian, and Hispanic) learning Spanish participated in the study. Results revealed that males considered themselves less motivated than females. Also, the results yielded that students had opposing preferences with regard to classroom management depending on their gender. However, the results suggested no significant difference with respect to students' self-efficacy beliefs depending on their gender.

In a study conducted by Akbulut (2006), self-efficacy beliefs of prospective music teachers were examined. The dimensions in the questionnaire were providing student participation, using teaching strategies and classroom management. Whether there was a significant difference with respect to their grade level and gender was another question that was looking for an answer in this study. The results indicated that there was not a significant difference between prospective music teachers' self-efficacy beliefs depending on their gender and grade level.

Coşgun and Ilgar (2004) conducted a study to determine the Guidance and Counseling Experience I-II and gender on the self efficacy levels of sophomore students. A survey questionnaire was developed by the researchers to collect data and the results revealed that Guidance and Counseling Experience I-II was generally influential although gender had no effect on the self efficacy levels of students.

A similar study was conducted by Kutluca and Ekici (2010) to examine student teachers' attitudes and self efficacy perceptions towards the computer assisted education depending on some variables: gender, the program enrolled and having a computer. As the results showed their attitudes toward computer assisted education were positive and their self efficacy level was good. In addition, it was found that their self efficacy level did not depend on the independent variables in this study which were gender, the program enrolled or having a computer.

However, the study conducted by Kiremit and Gökler (2010) to compare the pre-service science teachers' self-efficacy beliefs in teaching yielded significant difference between the teacher candidates with regard to gender.

The study conducted by Çalışkan, Selçuk and Özcan (2006) aimed to determine the self efficacy levels of physics student teachers' and found out the effects of gender, class level and academic achievement. 451 candidate teachers from four different universities participated in the study. The results indicated that the variables which were gender, class level and academic achievement had a significant effect on the self efficacy beliefs of student teachers.

2.2. English For Specific Purposes

Hutchinson (1987) answered the question of what the difference between ESP (English for Specific Purposes and EGP (English for General Purposes) was by saying that "in theory nothing, in practice a great deal" (p. 53). First and

foremost, the difference between ESP and EGP arises from learners' characteristics and their needs. The students are generally adult; and they have some knowledge of English, and they are learning the language mainly due to job-related concerns (Fiorito 2005). General English mostly focuses on the language structure; however, learner needs become priority in ESP (Shrivastava, 2009). That is to say, language in context which is important to the learner is the general focus in ESP (Fiorito, 2005).

Hutchinson and Waters (1987) stated that there were three main reasons why ESP came out: the demands of a Brave New World, a revolution in linguistics, and focus on the learner. However, there were some controversies about ESP as it was a new concept. Firstly, there was a debate on who should give ESP courses: a specialist in the area or a teacher of English? Maleki (2008) conducted a research to answer this question. He divided forty students into two classes and assigned two teachers: An EFL teacher to one class and a specialist in the field to the other. Then, he compared the students in different classes based on their test results. As a result of the study he found out that EFL teacher is better qualified for the job. Therefore, he concluded that EFL teachers rather than the specialists should teach in the ESP classes. However, ESP teachers should have a good command of the content in the related area as he claimed.

The role of teachers is also challenging, crucial and shows variety in ESP context. As Dudley-Evans and St. Johns (1998) stated an ESP practitioner was not only a teacher and an evaluator but also a course designer, materials provider, collaborator and researcher. They had the responsibility to ensure that students get appropriate education in accordance with their needs. While meeting their needs they needed to find ways to make the course interesting. Therefore, teaching staff needed to work in cooperation with each other when a course was designed (Katsara, 2008). In addition, the teaching staff should be educated so as to be informed about the specific area they are going to teach (Katsara, 2008). Zoumana (2007) touched on the necessity of content-based teacher training courses to educate the teachers in their area in ESP.

Dudley-Evans (2001) mentioned important things in ESP as its teaching and material development considering the needs analysis. He added that mostly, materials were developed by the teacher for that specific course in ESP (Dudley-Evans, 2001). Coffrey (1984) highlighted the importance of using authentic materials in ESP classes.

ESP was relatively a new concept in Turkey and it was a confined area due to its being a recent approach in English language teaching. Thus, there was limited research on this topic. Therefore, conducting this study which aimed to examine senior students' ESP self-efficacy beliefs regarding their future occupational lives would shed some light on this area and inform us on the efficiency of these courses to some extent.

2.3.The Role of Films, Music and Reading in Education

This section discussed the role of films, music and reading in education based on both theoretical explanation and prior studies.

2.3.1. Films

There had been a shift with regard to classroom listening since the seventies and Stephen Krashen's calling attention to the importance of input in language learning as Cady (1995) asserted. This shift brought about the idea, listening for its own sake, into the classroom, and different types of recorded materials were used in the class (Cady, 1995). Film is one of these tools to teaching in an enjoyable way in language classes. If used efficiently both language and culture could be conveyed through films. Shea (1993) discussed this issue considering the fact that language study was not simply about linguistic facts, but involved culture in itself like thoughts, ideas, and feelings which are based on the social world; hence, it was a good idea to use films in language learning. He added that "movies are narratives that, like literature (and even, in fact, conversation), tell a story about the world, presenting imaginative slices of reality, mini-worlds in

which viewers are invited to enter and take part" (Shea, 1993, p.10). Krashen (1982) argued that movies provided interesting input which was acquired while trying to understand what was going on in the movie. While students were watching movies they were exposed to the authentic language which included idioms, vocabulary items, different accents and rhythms (Shea, 1993).

Language could be learned best through studying something else in that language rather than teaching about the language (Cady, 1995). That is to say, focusing on the grammar but not the usage of it in the daily communication was not an effective way of teaching language. As Widdowson (1978) asserted language should be learned "through other languages in the curriculum". Ellis (1994) supported this view by stating that traditional approaches to teaching English by focusing on the grammar were problematic or even did not work. Thus, film was an instrument to teach authentic language which was hard to attain in classroom environment. It might be artistic abstraction of real life; however, teachers can use it in a way that it can turn into a "magnifying glass" through which students examined certain aspects of language and culture (Conlon,1991, p.6). As Wood (1997) claimed culture and language could not be taught just by saying what it was. Instead, achievable tasks supported by visualization tend to make a better comprehension. Therefore, it helped students feel that "they are living the language and culture" (Wood, 1997, p. 125).

> Film naturally combines a variety of language skills as students decode dialogue, read criticism discuss perceptions, and write commentary. Popular film is authentic, features culture, and is in language appropriate to social class, profession, age, region, and background. (MacDonald & MacDonald, 1991, p.3)

Cady (1995) noted that films were a great resource as they offer language in context with discourse features compared to any teaching materials used in language class from textbooks to realia, However, Yamada (1995) put forward a dissimilar view while comparing reading to watching films with regard to critical thinking. He asserted that reading was better than film viewing due to three reasons: intellectual engagement, imagination and interpretive process. He

suggested that the mind was more alert and individuals become more imaginative while reading. He added that, while watching a film the viewer was watching the interpretation of the director and; hence, might become passive and get bored.

MacDonald & MacDonald (1993) focused on the motivational aspect of films on language learning by stating that "many of our students report the joy of going home to watch English-language films in their countries, as an ongoing part of language learning from Costa Rica to Japan or Norway." (p.3). Shea (1993) shared similar views with MacDonald & MacDonald (1993) on the motivation aspect of films. He asserted that popular movies were used not only to provide input about the linguistic or pragmatic point but also stimulate interest in English. When he asked his students whether it was useful to show movies in class most students said yes mainly focusing on the same reason which was the entertainment value.

Cady (1995) dwelled on the reasons why films attracted the students. He stated that seeing famous faces and advertisements had impact on students to watch films. He added that films offered the chance to have fun through studying language which was not as frightening as reading pages of text.

However, Conlon (1991) noted that films shouldn't simply serve as entertainment but entertaining teaching tool. MacDonald & MacDonald (1991) dwelled on some constraints to keep in mind if teachers would like to use movies as teaching materials. They noted that teachers should select films in accordance with the goals of the course. Thus, it could be a support material for the topics taught in class as they asserted. They added that watching a movie shouldn't be a passive activity by focusing on the idea that there should be activities for the students to do before, while and after watching the film. If it was not well-planned this experience could become "a popcorn and Saturday night atmosphere". (MacDonald & MacDonald,1991, p.3). Therefore, films should be used as a "springboard" for different kinds of activities.

(Conlon,1991, p.6) Hence, it could involve different skills and lead students to various forms of activities: writing summaries, biographies, letters, character studies, comparison/contrasts, cause/effect arguments, hypothetical projections, and argumentation. The students might also be required to do research on critical commentaries, make critical interpretations through thought-provoking questions or queries (MacDonald & MacDonald, 1991). Without the dynamic engagement of the learner with regard to producing their own interpretations about the movie, there was no communication which meant there was no language learning either (Shea, 1993). Therefore, Shea (1993) put forward that students should take down notes on unfamiliar words, structure or how vocabulary was used to watch the movie using both their hands and brains. However, unlike Shea (1993), Yamada (1995) asserted that in order to keep up with the film the students did not have to be alert all the time. That is to say, just keeping eyes open and guessing what had happened if the language was difficult would be enough to follow as understanding every scene was not necessary.

There was a controversy about how to use films in class. According to some researchers it was not a good idea to see the whole film during the lesson as they thought that there should be interruptions to focus on the language. If the film was difficult the teacher may break it up into units making interruptions to discuss the unit and preparing students for the new one (MacDonald & MacDonald, 1991). Although Krashen (1987) was against fine tuning which meant adapting input by focusing on particular grammar points consciously and selectively, he thought adjusting the material considering the level of difficulty was practical. Cady (1995) asserted that although films were not made to watch in segments, a balance could be attained especially with intermediate and advanced level students without ruining the excitement of the film. However, some others had a more holistic approach and hold the belief that watching it all without interruption would be better than watching it in segments. Shea (1993) pointed out his opinion by giving a moving film he used in class as an example that if he cut up the movie into five minute segments and elaborate on the

grammatical structure and vocabulary, the emotional influence of the movie on the students would have disappeared.

2.3.2. Music

Music promoted learning through increasing brain functioning and enhancing more complex thinking (Davies, 2000). Students usually asserted that they could study more fruitfully when the music was on (Patton, Stinard, & Routh, 1983). However, educators and parents did not share the same ideas with them as they thought the music could be a distracter (Anderson & Fuller, 2010).

Proponents of use of music in education claimed that music was beneficial as it enhanced students' self-esteem and creativity and stimulated more effective learning (Eady & Wilson, 2004, as cited in Hailat, Khasawneh, Shargawi, Jawarneh and Al-Shudaifat, 2008). Forney (2005) claimed that music could create energy. She explained her claim by giving one of her sessions after lunch, which was an inactive time, as an example. She concluded that the music helped her students become more energetic and alert. Thus, some researchers (Cohen-Taylor, 1981; Hailat et al., 2008) suggested that music should be a part of education. The positive influence of music on language education was supported through some studies as well as the biological features. "Neurologists have found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed" (Maess & Koelsch, 2001, as cited in Kristen, 2001).

There were studies (Anderson & Fuller, 2010; Hailat et al., 2008; Hallam, Price, and Katsarou, 2002; Oswald, Tremblay & Jones, 2000) conducted to see the effect of listening to music - during the instruction or while studying - on the academic achievement of the students in various areas, and the research results showed variety.

In one of the experimental studies conducted by Hailat et al. (2008) to observe the effect of music on human resource education the results yielded significant difference regarding the academic achievement between the control group who received instruction without music and experimental group who listened to music during the instruction. The results indicated that music had a positive effect on the academic performance. However, the results revealed no difference based on gender.

Similarly, Hallam et al. (2002) reported beneficial effects of calming-relaxing music on the mathematical performance, remembering words and pro-social behaviors of 10-12 year-old children.

The study conducted by Takahashi (2001) to examine the effects of background sounds on text comprehension and text memorization. The results indicated that background sounds had a negative impact on the text memorization but did not affect the comprehension. These results corresponded to the argument of Savage (2001) who indicated that listening comprehension and reading comprehension supported each other as they recruit similar cognitive processes.

However, these results contradicted with the findings of some other research (Anderson & Fuller, 2010; Oswald, Tremblay & Jones, 2000). Oswald et al. (2000) who examined the effect of irrelevant sound (e.g. music or speech) on the comprehension. The study resulted in that the background music or speech (especially meaningful speech) interfered with comprehension.

Similarly, Anderson et al. (2010) conducted a study to investigate the effect of lyrical music on reading comprehension of the students. The results showed that the reading comprehension was lower while listening to music since listening to music distracted the readers. Also, the results revealed that females had a greater preference of listening to music while studying. Moreover, they found out that students' preferences of the type of environment with regard to quietness differed depending on the task they dealt with. If they were involved in a

reading task they preferred a quiet room; however, quiet room was not a necessity if the task was about math or both reading and writing.

2.3.3. Reading

Reading is the skill which has a paramount importance in foreign language education. There are two approaches to reading: intensive and extensive. Both approaches are crucial in language learning (Loucky, 1996). Intensive reading requires detailed examination of the material as getting the full meaning is the main focus. It concentrates intentionally on the linguistic structure and vocabulary and aims to exploit the text to the fullest extent to comprehend adequately (Loucky, 1996). The concern in extensive reading; however, differs from the one in the intensive reading as the reader looks for specific information or intends to get the general picture of the text (Munby, 1978). As asserted by Loucky (1996) a balanced course for language teaching should be three folded by maintaining: 1) activities for vocabulary development, 2) intensive in-class reading, 3) extensive out-of-class reading.

Krashen (1982) argued the importance of taking input in language learning in his comprehensible input hypothesis. He stated that:

> The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. (p.7)

He also analyzed pleasure reading and explained it as reading something of interest voluntarily. He focused on some requirements to gain optimal input through pleasure reading. He noted that the material needed to be comprehensible, interesting and not grammatically sequenced. Additionally, there should be dialogues within the texts for conversational improvement and the readers should read a lot (Krashen, 1987). Reading for pleasure helped

learners in many ways such as improving reading comprehension, using grammar, writing and spelling (Krashen, 1994). In addition, it was an enjoyable tool to build motivation among language learners (Tse, 1996). Krashen (2007) asserted that language learners learned better through free reading than through traditional education by saying:

> lf-selected recreational reading may not, by itself, be enough to guarantee students' reaching the highest levels of competence in another language. But there is no question it is effective, that time spent in free reading is more efficient in terms of language development than a similar amount of time spent in traditional instruction. (p. 3)

Elley (1991) conducted a study which was called "book flood". The aim of this study was to search for the effects of books on learning English. The results showed that the students who participated in the study and read books did significantly better than the ones who took traditional education on the tests of reading, vocabulary, grammar and listening.

Tse (1996) used an approach to promote reading among adult ESL students to facilitate reading in a reading course. This approach had three foci: introducing the role of reading in language learning, making students familiar with popular novels and increase their efficacy regarding reading. Considering students' comments after 10-weeks course, he reported that they obviously comprehended the benefits of reading.

CHAPTER III

METHOD

In this chapter the methodological information about the study was presented. After the design of the study some information about the participants was given. Then, the data collection instrument and its development process were explained. Lastly, the steps of data collection procedure and the analysis of data were made clear in detail.

3.1. Research Design

The design of this quantitative study was correlational. Correlational research examines the relationship among two or more variables without changing or influencing them (Fraenkel & Wallen, 2006). This research investigated the possibility of the relationship between self-efficacy beliefs of senior students about using ESP in their prospective careers and certain variables which were gender, prior English course grade, reading English language books, watching English language films and listening to English language songs.

Data necessary to answer the research questions in this study were collected through a structured questionnaire developed by the researcher. The questionnaire consisted of two parts. First part was a 6 point Likert scale with 36 items. Second part included the questions to get at demographic information. In order to conduct the study permission was taken from the private university

where data were collected and METU Human Subjects Ethics Committee. Data were collected from 303 senior students at a private university in Ankara to examine their self efficacy beliefs about using ESP (with regard to Academic Reading-Writing Skills and Academic Communication Skills) in their prospective professional lives.

The timeline for the research process is presented in Table 3.1 in Appendix A.

3.2. Research Questions

As in all educational areas, belief about one's own capabilities was also a significant factor that affected learning in language education. Chamot (1993) stated that high level of confidence was a fundamental need of language learners. In addition, as the related literature revealed self efficacy during school years was a predictor in the professional life. Hence, this study aimed to answer two main research questions which were as follows:

1. What is the level of senior students' self-efficacy beliefs about using ESP with regard to academic reading andwriting skills and academic communication skills in their prospective professional lives at a private university in Ankara?
2. What is the relationship between the following variables and students' self-efficacy beliefs about using ESP with regard to academic reading and writing skills and academic communication skills?
   2.1. What is the relationship between gender and self-efficacy beliefs about using ESP with regard to academic reading and writing skills and academic communication skills?
   2.2. What is the relationship between reading English language books and self-efficacy about using ESP with regard academic reading and writing skills and academic communication skills?

2.3. What is the relationship between watching English language movies and self-efficacy beliefs about using ESP with regard to academic reading and writing skills and academic communication skills?

2.4. What is the relationship between listening to English language songs and self-efficacy beliefs about using ESP with regard to academic reading and writing skills and academic communication skills?

2.5. What is the relationship between prior English course grade and self-efficacy belifs about using ESP with regard to academic reading and writing skills and academic communication skills?

3.3. Description of Variables

In this section the variables that were examined in the study were operationally defined.

Students' self efficacy beliefs: Mean score was computed to examine the self efficacy beliefs of senior students' in using ESP (with regard to reading, writing, speaking and listening skills) in their prospective professional lives. The level of measurement for this dependent variable was considered as interval.

Gender: Participants' gender was asked for this independent variable, and the level of measurement was considered as nominal.

Reading English language books: This variable of the study examined whether the participant students read English books and how many books they read a year if the answer was "Yes". The levels of measurement were considered as nominal and ratio respectively.

Watching English language films: In this independent variable the researchers investigated how many English movies the participants watch in one week. The level of measurement was decided as ratio.

Listening to English language songs: This independent variable questioned whether the students listened to songs that are in English and how often they listened to if their answer was "Yes". Level of measurements were considered as nominal and ordinal respectively.

Prior English Course Grade: This independent variable corresponded to participants' grades of English course previous term. Level of measurement was considered as interval for this variable.

3.4. Context

The context where data collected from was a private university in Ankara. There were 18 departments in 4 faculties and 3676 students in this university. English was the medium of instruction in all faculties but the Faculty of Law. The students were supposed to take an English proficiency exam before they started their education in their own departments. The ones who did not pass this exam attended English Language Preparatory School for a year. When they started their proper education in their own departments the school offered ESP courses every term as must or elective courses depending on the department.

3.5. Participants

In this study, data were collected from 303 senior students in 9 departments in 2 faculties at a private university in Ankara through a structured questionnaire developed by the researcher. There were 515 senior students in these 9 departments and 303 of them responded the questionnaire.

Among the participants 48.8 % of them were female and the 51.2 % were male. Their ages ranged from 21 to 28 and had a mean of 23.39. The percentage of the scholarship students were 26.4.

Table 3.2

Gender of the Participants

Gender	Percentage	N
Female	48.8	148
Male	51.2	155
Total	100	303

The participant students graduated from 7 different types of schools. As it could be seen in Table 3.3 the percentages of graduates from Anatolian High School and General High School were 29.7 and 29.4 respectively.

Table 3.3

Previous School Type of Participants

School Type	Percentage	N
General High School	29.4	8
Anatolian High School	29.7	90
Anatolian Teachers' Training High School	2.6	8
Science High School	1.7	5
Private High School	17.2	52
Super Lycee	19.1	58
Education Abroad	0.3	1
Total	100	303

The students attended the study were from 9 different departments which were as follows: Business Management, Economy, Political Sciences and International Relations, Mathematics and Computer, Computer Engineering, Electronic and Communication Engineering, Industrial Engineering, International Trade and Interior Architecture. Among these departments Mathematics and Computer had the highest proportion of participants with 17.7 % and Interior Architecture had the lowest with 4.6 %.The percentage of the participating students with regard to their departments are summarized in Table 3.4.

Table 3.4

Departments of the Participants

Department	Percentage	N
Business Management	9.9	30
Economy	8.3	25
Political Sciences and International Rel.	7.9	24
Mathematics and Computer	17.5	53
Electronical and Communication Eng.	10.2	31
Computer Eng.	13.2	40
Industrial Eng.	14.9	45
International Trade	13.5	41
Interior Architecture	4.6	14
Total	100	303

3.6. Data Collection Instrument

This section included the presentation of the instrument to collect data for this study. Then, it was followed by the explanation of how the instrument was developed. Finally, the pilot study procedure was presented in detail.

3.6.1. Instrument

This questionnaire which was developed by the researcher had two parts. First of all, information about the purpose of the study and confidentiality explanations were presented. It was followed by the first part which included the self-efficacy scale to measure senior students' self-efficacy beliefs about using ESP in their prospective careers. Second part was composed of questions to determine the characteristics of the students through demographic information.

The researcher decided to start with the efficacy measurement scale and leave the demographic variables at the end. The reason for this organization is that the first questions should be related to the topic that is being examined as it was explained by Ary et al. (2006). They added that a questionnaire should not begin with the items asking for the age, gender, education and the like as the respondents may take them as irrelevant or as an intrusion into their privacy and thus decide not to answer.

3.6.1.1. Student Self-efficacy Scale

First part which consisted of 36- item 6-point rating scale was developed to measure the self-efficacy beliefs of senior students about using ESP in their prospective professional lives. The rating for the scale was from "very poor" to "very good". The items in this part covered all four skills (reading, writing, listening, speaking) with balance to avoid from bias in the scores and ensure representativeness in the content.

3.6.1.2. Demographic Information

The second part of the instrument included 13 questions to get at some background information about the students such as age, gender, previous school type, department, whether he/she was a scholarship student. Additionally, some of the items were prepared to bring out what students did to improve their skills in English. These items were about whether they read English language books, whether they had been to an English speaking country, whether they listened to English language songs or watch English language movies. At the end of this section, there was an open ended question to allow students to express their opinions freely about English language education at school or how they felt about learning English.

3.6.2. Instrument Development

The instrument was developed in three phases.

Phase 1:

While drafting the initial face of the instrument a thorough literature review was made, ultimately a set of key variables and themes came up, and subquestions and survey items were developed (Lodico, Spaulding and Voegtle, 2006).

Phase 2:

In the second phase, the researcher made use of the ideas of the students in the institution. To this end, 90 students were asked four open ended questions to find out in what areas they thought they would need English in their professional lives (see Appendix B). The content of these questions covered all four skills. As it was commented by Ary, Jacobs and Sorensen (2006) open-ended questions gave participants the chance to response freely without restricting them and thus it was quite beneficial to construct many items and form an item pool for the initial face of the instrument. The opinions coming from students were listed as

35

items and examined considering their theme. This trend was applied so that items in the final survey instrument would reflect student voices, and facilitate their understanding. Some of these items were: to be able to understand English language instruction manuals, to be able to write reports in English, to be able to communicate in English through video-conferencing and tele-conferencing and to be able to negotiate with stakeholders in English.

Another source to generate an item pool was the syllabi of the English courses offered in the institution. The objectives were examined in detail to determine the key terms. Besides, the researcher examined many books written on ESP and course books written for ESP courses to search for the content of ESP. Examining what ESP includes helped her to understand what students would be able to do after taking these courses; hence, she turned the content into more items for the item pool such as: to be able to write application letters in English, to be able to respond to e-mails and to be able to ask questions in meetings.

Once the instrument was ready the researcher conferred with three experts (on curriculum and instruction, educational statistics and English language teaching) to check the items, and they made contributions to the face validity and content validity of the instrument. Several changes were made in the questionnaire especially related with wording considering their suggestions and useful feedback. Moreover, some items which seemed redundant as they measured the same construct with some other items were removed from the questionnaire. For example, the item "to be able to understand the computer programs with English operating system" was removed due to its similarity with the item "to be able to use computers with English operating system". Then, scale was decided as 6 point ranging from "very poor" to "very good".

Phase 3:

In the third phase of the instrument development pilot study was conducted to ensure face validity and content validity. Piloting process started with choosing

4-5 senior students randomly from each of 9 departments to reach an equal diversity with the population as it was important to pilot test the study with respondents similar to the ones in the actual study as claimed by Macmillan and Schumacher (2006). 35 students participated in the pilot study. The first draft of the instrument was piloted for the face validity of the instrument and comprehensiveness of the items. The researcher got oral feedback from participants about the instrument after asking whether there were any ambiguous items. At the end of the process timing was recorded as 15 minutes and some minor changes were made in the instrument. Moreover, some items which were not given proper response were re-worded. For example, the question "how many hours a week do you listen to English language songs?" was generally replied using adverbs of frequency. Thus, the question was changed to "how frequently do you listen to English language songs?"

3.7. Data Collection Procedure

The researchers applied to METU Ethics Committee with the necessary documents and the original form of the instrument (see Appendix C). Actual administration started after getting the permission. The researcher had already taken permission from the institution to conduct the study.

When the actual administration began the participants signed a consent form before filling out the questionnaire (see Appendix D). The questionnaire was administered to the groups making use of direct administration as there was access to a group of students in each class. Hence, there was the opportunity to explain the study and answer the questions of the respondents, when there were. Besides, the rate of response was high in direct administration which was another advantage of this technique as Ary et al. (2006) suggested.

Around 30 percent of data were collected by the researcher herself (who had worked for one term in the institution the previous year) and the rest were collected by several colleagues from the institution. The researcher explained

the study to her colleagues in detail to control data collector bias threat. Moreover, the researcher organized the data collection procedure herself and she was careful while assigning the instructors to classes to ensure that they were not the instructors of the students to control internal validity threat. For ethical concerns the students were informed that no name would be required and the scores would be kept confidential.

3.8. Data Analysis

To begin with, data were screened to see whether there were any missing values or incorrect entries. Several incorrect data entries were detected and corrected revising the questionnaire. Besides, there were some missing values both in scale items and demographic variables. Some of the missing items in the demographic variables were about reading books or watching movies, and the items looked for answers as numbers. The others were about the grades of the students. These items were more sensitive to nonresponse than the others because some private information (GPA and of prior English course grade) was required in the items. However, missing values in both parts were not more than 5 %. Besides, it was clear after running Little's MCAR test that missingness had a random pattern as chi square was found $\chi^2=13.897$, $df=16$, $p>.05$. Thus, the missing values were imputed by using Expectation Maximization.

Some of the participants gave wrong answers to the item which asked them to indicate whether they had been in an English speaking country (by giving answers such as Italy, Holland which were not English speaking countries). Therefore, these answers were excluded.

Data collected from the survey questionnaire were analyzed using quantitative data analysis procedures. The responses were entered into the Statistical Package for the Social Sciences (SPSS) version 15.0. Firstly, Exploratory Factor Analysis (EFA) was applied to ensure validity. EFA resulted in a two-factor

solution which were named as *Academic Reading and Writing Skills* (ARWS) and *Academic Communication Skills* (ACS).

Secondly, the means and standard deviations of the scores were computed and interpreted to examine the level of self efficacy beliefs of senior students (regarding Academic Reading Writing Skill and Academic Communication Skill) about using ESP in their prospective professional lives.

Thirdly, after checking the assumptions which were independency, normality and homogeneity of variance using Kolmogorov-Smirnov D Test, Q-Q Plots, histograms, and Levene's Test, regression analysis was performed to find out the relationship between senior students' self efficacy about using ESP in their future careers and independent variables: gender, prior English course grade, reading English language books, watching English language films and listening to English language songs.

Finally, assumptions for Analysis of Variance (ANOVA) were checked and ANOVA was performed on data to examine the relationship between self-efficacy beliefs of senior students about using ESP in their prospective professional lives and two variables: previous school type and department. ANOVA results suggested that there was not a statistically significant relationship between self-efficacy beliefs of senior students about using ESP in their prospective professional lives and students' previous school types and departments. Thus, ANOVA calculations were not included in the study.

3.9. Limitations

1) Potential response bias arose from the nature of the scaled responses as it was declared by Tuckman (1999). He asserted that respondents might have been biased due to social desirability consideration or there might have been other factors such as the tendency to overuse some answers and giving the same

response to every item. In addition, some respondents might have refrained from giving the extreme score which shrinked its range.

2) This study was limited in the sense that data were collected from a single private university. Thus, findings could only be generalized to the current population of the study.

CHAPTER IV

RESULTS

This chapter was composed of six main sections. In the first section validity and reliability of the instrument was presented. In the second section, descriptive statistics were introduced. In the third section, assumptions for the statistical analyses were checked, and in the fourth section, correlation analyses were conducted. It was followed by regression analyses in the fifth section. The results of the regression analyses were presented in the sixth section.

4.1. Descriptive Statistics

Descriptive statistics were made use of in order to describe criterion variables which were self-efficacy beliefs regarding academic communication skills (ACS) and academic reading-writing skills (ARWS) as mentioned in exploratory factor analysis section. Moreover, predictor variables which consisted of gender, English grade, reading English language books, watching English language films, listening to English language songs were described.

Descriptive statistics of the criterion variables are presented in Table 4.1 and descriptive statistics of predictor variables with regard to ARWS and ACS are shown in Table 4.2. Additionally, descriptives of the items in the scale are presented in Table 4.3 in Appendix E.

Scores of self efficacy beliefs in terms of ARWS (M = 4.37, *SD* = .96) were higher than the scores of ACS (*M* = 3.89, *SD* = .90) as Table 4.1 reveals.

Table 4.1

Means and Standard Deviations of the Scores of Criterion Variables

Variables	N	Mean	SD
Criterion Variable			
Self Efficacy Total	303	4.10	.89
Academic Reading and Writing Skills	303	4.38	.97
Academic Communication Skills	303	3.90	.90

Note: 1=Very poor 2=Poor 3=Relatively poor 4=Relatively good 5=Good 6=Very good

As Table 4.2 revealed ARWS scores of males (*M* = 4.44, *SD* = .95) were higher than females (*M* = 4.31, *SD* = 1.00). Moreover, the ARWS scores of the participants who read English language books (*M* = 4.72, *SD* = .75), who watched English language films (*M* = 4.49, *SD* = .87) and who listened to English language songs (*M* = 4.46, *SD* = .95) were relatively higher than the ones who did not. In addition, Table 4.2 presented the English grades of the students from the lowest grade, FF (*M* = 3.23, *SD* = 1.18) to the highest grade, AA (*M* = 4.96, *SD* = .74). The results revealed that the higher the English grade the higher the ARWS scores of the participants.

Table 4.2

Means and Standard Deviations of the Scores of Predictor Variables

VARIABLES	N	ARWS		ACS	
		M	SD	M	SD
GENDER					
Male	155	4.44	.95	3.92	.92
Female	148	4.31	1	3.85	.9
READ					
Yes	147	4.72	.75	4.2	.75
No	156	4.06	1.04	3.6	.95
FILM					
Yes	275	4.49	.87	3.98	.85
No	28	3.24	1.17	3.04	1.02
MUSIC					
Yes	272	4.46	.95	3.96	.89
No	31	3.65	.8	3.21	.83
EGRADE					
FF	3	3.23	1.18	2.78	1.18
FD	15	3.96	1.31	3.53	1.04
DD	16	4.05	1.11	3.47	1.02
DC	37	4.18	1.06	3.7	.99
CC	66	4.03	.94	3.63	.94
CB	44	4.51	.7	3.88	.64
BB	54	4.41	.96	3.91	.83
BA	36	4.91	.67	4.53	.69
AA	32	4.96	.74	4.41	.74

Note: 1=Very poor 2=Poor 3=Relatively poor 4=Relatively good   5=Good 6=Very good

Similar results could be observed in ACS scores despite being lower than ARWS scores. Table 4.2 revealed that ACS scores of males (M = 3.92, SD = .92) were higher than females (M = 3.85, SD = .90). ACS scores of the participants who read English language books (M = 4.20, SD = .75), who watched English language films (M = 3.98, SD = .85) and who listened to English language songs (M = 3.96, SD = .89) were relatively higher than the ones who did not. Moreover, English grades of the students from the lowest grade, FF (M = 2.78, SD = 1.18) to the highest grade, AA (M = 4.41, SD = .74) are presented in Table 4.2, which reveals that the ACS scores of the participants increases in parallel with their English grades.

4.2. Validity and Reliability of the Instrument

In this section, exploratory factor analysis and reliability coefficients of the instrument were presented.

4.2.1. Exploratory Factor Analysis

Exploratory factor analysis (EFA) was performed to determine and verify the ultimate subscales in the questionnaire using SPSS 15.0. The principal component analysis with varimax rotation were carried out on a sample size of 303 participants for 36 items to measure self-efficacy beliefs regarding ESP in using in occupational life. The analysis resulted in 3 factors explaining 69.76% of the total variance with 59.26 % for factor one, 6.13% for factor two and 4.37% for factor three, respectively. These results are shown in Table 4.6.

Scree test as shown in Figure 4.1, suggested a three factor solution, however, the second and the third factors were combined as they both measure listening and speaking skills which could be defined as communication skill.
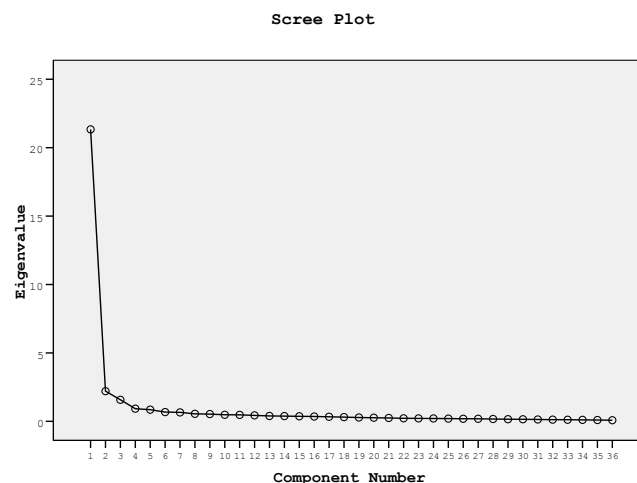
Figure 4.1. Scree Plot for Factor Analysis

EFA results showed a two-factor solution after the second and the third factors were combined. Factor one which was named as "Academic Reading-Writing Skills" subscale was constituted by the items 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36 with factor loadings of .61, .64, .74, .73, .76, .74, .70, .61, .58, .64, .69, .74, .77, .74, .68 and .70, respectively.

Factor two was named as "Academic Communication Skills" subscale and composed of items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 with the factor loadings of .64, .61, .57, .65, .67, .66, .73, .69, .74, .63, .63, .65 .60, .64, .72, .75, .71, .67, .70, and .64, respectively. Factor loading of items according to a three-factor solution are presented in Table 4.4.

Table 4.4

Factor Loadings of Items in ARWS and ACS Scales

Item	Factor 1 Academic Reading Writing Skills	Factor 2 Academic Communication Skills	Factor 3 Academic Communication Skills
i33	**.77**		
i25	**.76**		
i26	**.75**		
i34	**.75**		
i32	**.74**		
i23	**.74**		
i24	**.73**	.43	
i27	**.71**		
i36	**.70**		
i31	**.70**		
i35	**.68**		.43
i30	**.65**		
i22	**.64**	.50	
i28	**.61**	.51	
i21	**.61**	.55	
i29	**.58**		
i16		**.75**	
i15		**.73**	
i17		**.72**	
i19		**.71**	
i18	.41	**.68**	
i12		**.65**	.47
i20	.42	**.65**	
i14		**.65**	
i13		**.61**	.45
i9			**.74**
i7			**.74**
i8	.42		**.69**
i5			**.68**
i6			**.67**
i4			**.66**
i1			**.64**
i11		.54	**.63**
i10		.53	**.63**
i2			**.61**
i3			**.57**

4.2.2. Reliability

Cronbach Alpha Reliability Coefficient of each factor was computed. The reliability coefficient for both ACS and ARWS factors was .97 which was a satisfactory result.

Reliability coefficients if item deleted revealed that all the items were contributing to the corresponding factor with .97. Therefore, no items were changed or deleted in the questionnaire.

4.3. Testing Assumptions for Multiple Regression

Assumptions for multiple regression analysis were checked to ensure that they were not violated. The assumptions for regression were multicollinearity, normality, linearity, homoscedasticity (equal variance), and independence of observation (Tabachnick & Fidell, 2007).

In this study one predictor variable (English grades) and the dependent variables (ARWS and ACS scores) were quantitative variables. Other predictor variables (listening to English language songs, watching English language films, reading English language books) were dummy coded (Yes=1, No=0).

In order to check multicollinearity assumption, correlation matrix of the criterion variables and the predictor variables were checked. According to Collinearity statistics there was no multicollinearity problem as collinearity diagnostics of VIF and Tolerance values were not smaller than .20 and not greater than 4. Additionally, the correlations between independent variables were less than .9 as they should be (Tabachnick & Fidell, 2007).

To test the assumption of homoscedasticity the scatterplots (Figure 4.2) were examined for both criterion variables which indicated that the regression standardized residuals were randomly spread around zero. Thus, it was observed that homoscedasticity assumption was not violated.
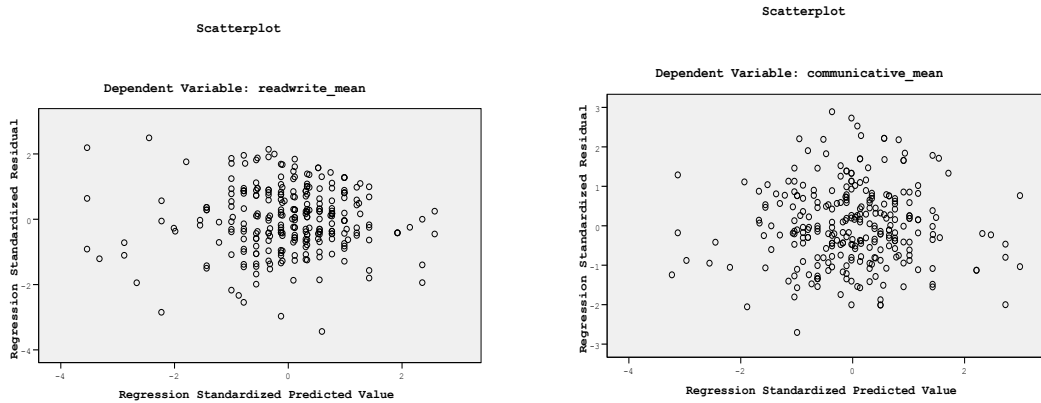
Figure 4.2 *Scatterplots of ARWS and ACS*

For testing normality assumption P-P plots and histograms were checked for both criterion variables. Both histograms brought out that the values had normal distributions (see Figure 4.3).
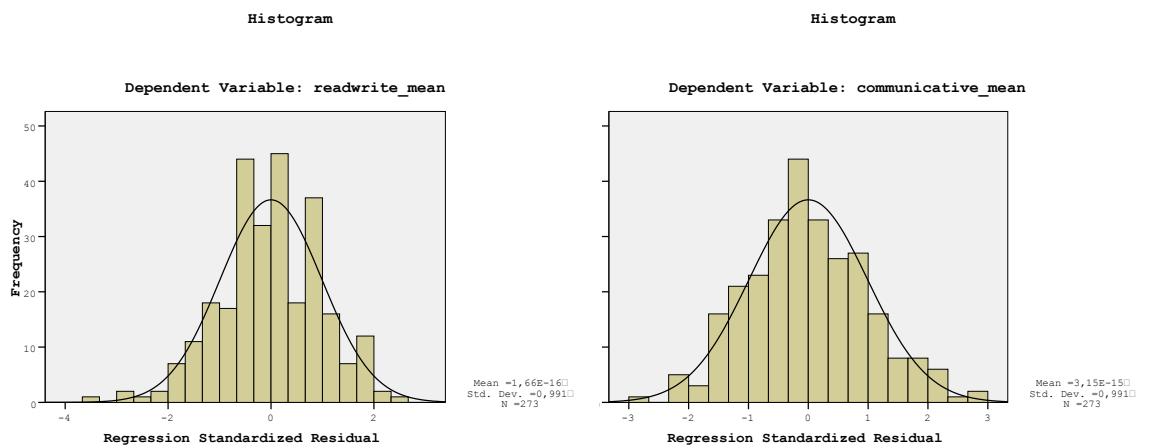
Figure 4.3 *Histograms of Normality for ARWS and ACS Scores*

Additionally, P-P plots of residuals revealed that the values created a straight line diagonally. Thus, the normality assumption was satisfied for both criterion variables (Figure 4.4).
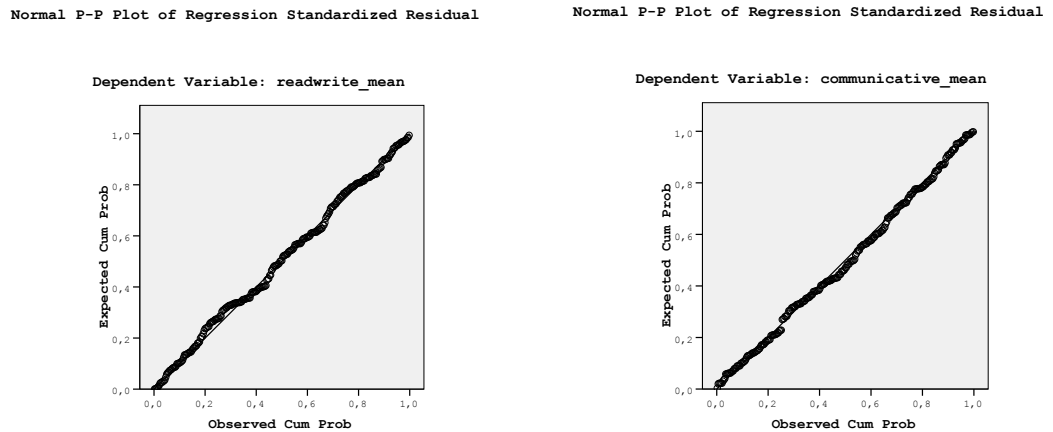
Figure 4.4 *P-P plots for ARWS and ACS scores*

For checking linearity assumption which investigated the linear relationships between each predictor variable and the criterion variables scatterplots were examined. Considering the scatterplots there was no violation of linearity assumption as they were not curved. Similarly, the correlations between the predictor variables and criterion variables proved the linearity of these relationships as shown in Table 4.6.

To check the independence of observation assumption Durbin-Watson values which were supposed to be between 1.5 and 2.5 were examined. The results indicated that there was no violation of this assumption considering ARWS and ACS with values of 1.81 and 1.99 respectively.

4.4. Bivariate Correlations of the Criterion and the Predictor Variables

Pearson Correlations among the criterion (ARWS and ACS scores) and predictor variables (reading English books, watching English language films, listening to English language songs, and English grades) are shown in Table 4.5. As presented in the table there was a significant correlation between criterion variables and each predictor variable.

Table 4.5

Correlation Matrix of the Criterion and the Predictor Variables

	ARWS	ACS	English Grade	Reading Books	Watching Film	Listening to Music
ARWS	1					
ACS	.82(**)	1				
English Grade	.34(**)	.35(**)	1			
Reading Books	.34(**)	.34(**)	.26(**)	1		
Watching Film	.38(**)	.30(**)	.22(**)	.17(**)	1	
Music	.25(**)	.25(**)	.16(**)	.15(**)	.31(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

ARWS scores were positively and significantly correlated with English grade ($r=.34$, $p<.01$), reading books ($r=.34$, $p<.01$), watching film ($r=.38$, $p<.01$), music (r=.25, $p<.01$).

ACS scores had similar results by having positive correlations with English grade ($r=.35$, $p<.01$), reading books ($r=.34$, $p<.01$), watching film ($r=.30$, $p<.01$), music (r=.25, p $<.01$). These results showed that almost all the correlations with ARWS and ACS scores had close values.

4.5. Results of Multiple Regression Analysis

Multiple regression analysis was performed to answer the second research question: "Is there a relationship between self-efficacy beliefs of senior students about using ESP in their prospective careers and gender, prior English course grade, watching English language films, reading English language books, listening to English language songs?" Before the analysis, assumptions were checked and found that there was no violation.

Multiple regression analysis results for the ARWS scale showed that the coefficient of the model was significant ($R=.53$, $p<.01$) as shown in Table 4.6. The combination of five predictor variables explained 28% of the total variance in ARWS scores. As presented in Table 4.6, watching English language films was the most significant predictor of ARWS ($t=4.88$, $p<.01$) followed by reading English books ($t=4.44$, $p<.01$) and English grade ($t=4.17$, $p<.01$). However, listening to English language songs ($t=1.73$, $p>.05$) and gender ($t=-1.70$, $p>.05$) did not predict ARWS scores significantly.

Table 4.6

Results of Multiple Regression Analysis for Academic Reading-Writing Skills (ARWS)

Predictor Variables	*B*	*SE*	*ß*	*T*
(Constant)	2.67	.21		12.77
Gender	-.17	.10	-.09	-1.70
English Grade	.22	.05	.22	4.17**
Reading Books	.44	.10	.23	4.44**
Watching Film	.86	.18	.26	4.88**
Listening to Music	.29	.17	.09	1.73

Note: $R=.53$, $R^2=.28$, Adjusted $R^2=.27$ *$p < .05$, **$p < .01$

Multiple regression analysis results for the ACS scale showed that the coefficient of the model was significant ($R=.49$, $p<.01$) as presented in Table 4.7.The combination of five predictor variables explained 24% of the total variance in ACS scores. The findings indicated that English grade ($t=4.48$, $p<.01$) was the most significant predictor of ACS followed by reading English language books ($t=4.30$, $p<.01$), watching English films ($t=3.08$, $p<.01$) and listening to English language songs ($t=2.17$, $p<.01$) respectively. However, gender ($t=-1.24$, $p>.05$) did not significantly predict ACS scores. (see Table 4.7)

Table 4.7

Results of Multiple Regression Analysis for Academic Communication Skills (ACS)

Predictor Variables	*B*	*SE*	*ß*	*T*
(Constant)	2.41	.20		12.00
Gender	-.12	.09	-.06	-1.24
English Grade	.23	.05	.24	4.48**
Reading Books	.41	.10	.23	4.30**
Watching Film	.52	.17	.17	3.08**
Listening to Music	.35	.16	.12	2.17*

Note: $R=.52$, $R^2=.27$, Adjusted $R^2=.26$ *$p < .05$, **$p < .01$

All in all, the results of the multiple regression analysis showed that the model of the combination of predictors which were gender, reading English language books, watching English language films, listening to English language songs and English grade significantly predicted both ARWS and ACS scores of the participants.   The predictors which were reading English language books,

watching English language films and English grade significantly predicted ARWS scores of the participants on their own as well while listening to English language songs and gender did not predict them. In addition, it was found out through multiple regression analysis that ACS scores were significantly predicted by reading English language books, watching English language films, listening to English language songs and prior English course grade on their own; however, gender did not predict ACS scores.

CHAPTER V

DISCUSSION

This chapter started with the conclusion section and was followed by implications of the study. Implications section was examined under two subtitles which were implications for further research and implications for practice.

5.1. Conclusions

The purpose of this study was to examine the self-efficacy beliefs of senior students with regard to academic reading-writing skills (ARWS) and academic communication skills (ACS) about using ESP (English for Specific Purposes) in their prospective professional lives. In line with this purpose gender, prior English course grade, reading English language books, watching English language films and listening to English language songs were determined as variables after literature review to examine their relationships with self-efficacy beliefs of senior students about using ESP in their prospective careers. The results revealed that the level of students' self-efficacy beliefs about using ESP in their prospective careers was above average with 4.10 (3.90 for Academic Reading-Writing Skill and 4.38 for Academic Communication Skill) on a 6-point scale. In addition, prior English course grade, reading English language books, watching English language films and listening to English language songs were predictors of self-efficacy beliefs of senior students about using ESP in their prospective careers as the results of this study revealed. However, the

findings of this study displayed that gender did not predict self-efficacy beliefs of senior students about using ESP in their prospective professional lives.

One of the findings of this study was that grade in prior English course predicted self-efficacy beliefs of senior students about using ESP in their prospective careers. That is to say, senior students who got higher grades in prior English course were found to be more self-efficacious with regard to using ESP that they would use in their prospective careers. This finding was consistent with Bandura's assertion about sources of self-efficacy beliefs one of which was mastery experience. Bandura (1997) mentioned mastery experience as the primary source of self-efficacy beliefs. What he meant by mastery experiences was that, prior experiences of an individual had an influence on how he/she felt about himself/herself in further experiences. Bandura's view was also supported by Pajares (1996) and Shunk (1991). Moreover, while mentioning the value system of learners Benson (2001) asserted that "a more or less organized collection of internalized perceptions, beliefs and feelings related to one's position in the social world, developed during the past as a reaction to past experiences" (p.124).

This finding was not only supported by theory but prior studies as well despite being in different areas. For instance, Britney and Pajares (2006) reported that mastery experience in science based on course grades significantly predicted the science grades of middle school students. Moreover, this finding was consistent with the finding of Lopez and Lent (1992) who concluded that mastery experience significantly predicted math self-efficacy of high school students.

Another finding of this study was that reading English language books predicted ESP self-efficacy beliefs. That is to say, students who read English language books tended to have higher self-efficacy beliefs about using ESP in their prospective careers. This finding corresponded to the explanation of Guthrie for engaged readers: "Engaged readers seek to understand; they enjoy learning and they believe in their reading abilities. They are mastery oriented, intrinsically

motivated, and have self-efficacy." Guthrie, Cox, Knowles, Buehl, Mazzoni, and Fasculo (2000) reported that students who were intrinsically motivated, task oriented and had high self-efficacy beliefs tended to be active readers and high achievers. Self-efficacious students considered difficult reading tasks as challenging and put more effort and worked hardly on them showing persistence (Shunk & Zimmerman, 1997).

Watching English language films and listening to English language songs were also found to be predictors of ESP self-efficacy beliefs of senior students (with regard to academic reading-writing skills and academic communication skills). That is to say, students who watched English language films and listened to English language songs were more efficacious with regard to their ESP proficiency that they would use in their prospective professional lives. Clement, Dörnyei and Novels (1994) proposed that students who had positive attitudes towards the culture of the target language tended to have more contact with the cultural products of that language such as music, advertising and cinema. Similarly, Gardner (1972) and Lambert (1985) put forward that students with high motivation were more willing to integrate themselves into the culture of the target language and to learn it. As motivation and self-efficacy beliefs were related, motivated students were more apt to have stronger self-efficacy beliefs with regard to that area.

The results of this study revealed no predictive power of gender on self-efficacy beliefs about using ESP in future career. This finding corresponded to the finding of Kissau, Kolano and Wang (2010) who conducted a research to explore the gender differences in motivation to learn Spanish. They concluded that there was no difference among students with respect to self-efficacy - one of the motivational factors – depending on their gender.

5.2. Implications

Implications of the findings are taken up in two dimensions: implications for practice and implications for further research.

5.2.1. Implications for Practice

In language learning, motivational factors are important determinants that have an impact on achievement. Being one of these motivational factors, self efficacy belief in language learning determines achievement as the literature reveals. In addition, there is a cyclical relationship between self-efficacy and achievement which means that self-efficacy is affected by prior performance as the findings of this study show. Therefore, it is noteworthy to mention the roles and responsibilities of language teachers as they are important agents to foster positive self beliefs in students through feedback, reinforcement, goal setting and designing a learner centered curriculum as the literature reveals.

Self-efficacy belief in language learning is important for student achievement and requires encouragement from the teacher and near environment, which is noted as social persuasion (Bandura, 1995). In Turkey, English is considered as a challenging subject and many students have negative feelings towards learning it. Therefore, the findings of this study suggest that language teachers should have a positive attitude towards students and help them believe in their abilities. When students face with failure teachers should hinder them from attributing their failure to their lack of abilities and encourage them to put more effort into the task. In addition, language teachers should help students increase their self-efficacy beliefs through positive and accurate feedback and reinforcement. Nonetheless, their efforts may turn out to be worthless if students experience subsequent failure (Smelser & Baltes, 2001). Hence, it is important that teachers give accurate feedback and help students set difficult but attainable goals (Schunk, 1993) as research (Wood & Locke, 1987) indicates that unrealistic goals may deter learners from trying when they face failure.

Challenging tasks should be provided by teachers since success which is easily attained will not help students increase their self-efficacy beliefs (Bandura, 1994). If students get used to easy success they will be more easily discouraged when they come across a challenging task.

Teachers should be careful not to compare students with each other. That is to say, students should be encouraged to assess their performance comparing with themselves rather than with each other. The grading system such as the curve system may lead students to compare their results with each others' and conceive success as surpassing others. In respect thereof, catalogue grading system should be preferred rather than curve grading system while assessing students. In addition, collaborative group work rather than competitive approach should be maintained in class.

The importance of curriculum to enhance self-beliefs is noteworthy. A learner centered language curriculum, which pays attention to affect, plays a significant role in fostering language learners' efficacy beliefs (Rahimi & Abedini, 2009). Concerning this role, Arnold and Brown (1999) states that:

> Participation in the decision-making process opens greater possibilities for learners to develop their whole potential. In addition to the language content,   they also learn responsibility, negotiating skills, and self-evaluation, all of   which lead to greater self-efficacy and self-awareness. (p. 7)

Hence, language curriculum designers should take this into consideration. Additionally, the necessity of needs analysis is unquestionable especially in ESP education as its focus is learner needs. Therefore, needs analysis should be conducted and made use of while developing a new curriculum or improving the one in hand.

Bandura (1994) claims that teachers are the important agents to promote students' self-efficacy. He noted that teacher self-efficacy has a mirror effect on the student and explains this effect by saying:

58

The task of creating learning environments conducive to development of cognitive skills rests heavily on the talents and self-efficacy of teachers. Those who have a high sense of efficacy about their teaching capabilities can motivate their students and enhance their cognitive development. Teachers who have a low sense of instructional efficacy favor a custodial orientation that relies heavily on negative sanctions to get students to study. (Bandura, 1994, p.72)

Therefore, language teachers should be in good command of their area of teaching which calls for attention to teacher education. EFL teachers who give ESP courses with regard to academic reading and writing skills and academic communication skills should be provided with pre-service and in-service training to improve students' employability skills. In this context, content based instruction (CBI) could be implemented as it was proven effective in this teaching area (Troncale, 2002). CBI helps students develop their linguistic ability while working on something of their interest. Additioanlly, it provides students with independency and confidence. CBI is also supported by Krashen through his comprehensible input hypothesis. Krashen (1982) asserts that in content based instruction students take comprehensible input while acquiring the content area of the target subject without focusing on the grammatical form. Integrating content and language teaching gives students the opportunity to learn academic tasks and improve their higher order thinking skills (Met, 1991). Thus, it provides development not only in their linguistic skills but also in overall success (Troncale, 2002). In this context, CBI should be considered by ESP instructors in their courses to improve students' skills with regard to academic reading and writing and academic communication that they will use in their professional lives.

Additionally, the results of this study indicate that the students who watch English language films, listen to English language songs, and read English language books have higher self-efficacy beliefs about using ESP in their future career. As films, songs and books are cultural elements of a nation it could be inferred that students who are more into the culture of English are more self-efficacious about using the language in their future careers. It is widely

accepted that language education is not solely about teaching language structures or vocabulary but culture as well. Therefore, it should be included into the curriculum to enhance self-efficacy. English language films and songs could be included in the curriculum in accordance with the aims/objectives of the courses and students' interests. Since the literature reveals the entertaining value of films and songs, this experience will have a motivational effect on all the students besides catering for the needs of audio-visual learners. Additionally, both extensive and intensive reading should be incorporated into the curriculum and students should be encouraged to read and integrate themselves more into the culture of English language. Learner autonomy should be promoted throughout the whole curriculum. In this context, self-regulated learning is crucial in the sense that students gain autonomy and become more motivated in their learning process which helps them extend their learning to contexts outside school. The results of this study indicate that outside school activities which are reading English language books, listening to English language songs, watching English language films are substantial to enhance self-efficacy beliefs of students about using ESP in their prospective careers. Hence, self-regulated learning should be given due attention in ESP teaching and and taken into considereation in curriculum development.

5.2.2. Implications for Further Research

This study is limited in the sense that it is constrained to one private university and reflects a single culture. Similar studies should be conducted in other universities-both private and public-to see if the results are similar.

This study aimed to examine the predictors of ESP self-efficacy beliefs of senior students and the results showed that prior performance, watching English language films, listening to English language songs and reading English language books predicted ESP self-efficacy beliefs of senior students. However, there may be other variables which could be explored through further research.

Causation cannot be inferred in this study. Further studies with experimental design could be conveyed to explore the cause-effect relationship between the abovementioned variables and ESP self-efficacy.

A longitudinal study could be conducted with the same population after they start working to examine the impact of ESP program completion on participants' self-beliefs regarding their language abilities in the professional setting.

There is a gap in the literature that examines self-efficacy about language learning, and noticeably absent from the studies is the research that examines ESP self-efficacy. Therefore, there is a call for studies that bring ESP and self-efficacy together. This study is beneficial in the sense that it has revealed the self-efficacy beliefs of senior students about using ESP in their prospective professional lives at a private university in Ankara. Additionally, it contributes to the literature by examining the predictors in the same context.

As Bandura (1994) asserts teacher self-efficacy has a mirror effect on the students. Thereof, self-efficacy beliefs of teachers in the institution about teaching ESP should be examined.

Investigating the effectiveness of ESP courses in the institution may contribute to this study as student self-efficacy about ESP could be somehow related to the effectiveness of the courses. Bringing out this relationship may be a contribution to the literature.

A great deal of studies in the educational setting examined self-efficacy as an independent variable. Nevertheless, there is the need of research in the literature examining self-efficacy as a dependent variable and searching for the factors affecting self-efficacy.

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APPENDICES

APPENDIX A

Table 3.1

Timeline for the Research Process

	December	January	February	March	April	May	June	July	August	September
Review of Literature	X	X	X	X	X	X	X	X	X	X
Description of Population and Sample	X									
Development of Data Collection Instrument		X	X	X	X					
Expert Opinion			X							
Pilot Study				X						
Reliability Analysis of Pilot Data					X					
Applying to METU Ethics Committe					X					
Data Collection						X				
Data Analysis							X	X		
Writing-up							X	X	X	
Reporting										X

APPENDIX B

Pre-Survey Questionnaire

Mezun olup işe başladığınızı düşünün. İngilizce'ye hangi alanlarda ihtiyaç duyacaksınız? Lütfen aklınıza gelen tüm detayları yazınız.

➤ <u>Dinleme</u> becerisiyle ilgili olarak iş yaşamınızda İngilizce'ye nerelerde ihtiyaç duyarsınız?

➤ <u>Konuşma</u> becerisiyle ilgili olarak iş yaşamınızda İngilizce'ye nerelerde ihtiyaç duyarsınız?

➤ <u>Yazma</u> becerisiyle ilgili olarak iş yaşamınızda İngilizce'ye nerelerde ihtiyaç duyarsınız?

➤ <u>Okuma</u> becerisiyle ilgili olarak iş yaşamınızda İngilizce'ye nerelerde ihtiyaç duyarsınız?

APPENDIX C

İŞ YAŞAMINDA İNGİLİZCE KULLANMAYA İLİŞKİN ÖZ-YETERLİK İNANCI ANKET FORMU

Sevgili Öğrenciler;

Bu anket mezuniyet sonrası iş yaşamınızda İngilizce kullanmaya ilişkin **öz-yeterlik** inancınızı belirlemek için hazırlanmıştır. Bu bağlamda, mezun olacağınız üniversitenin İngilizce Yabancı Dil programına katkı sağlayacaktır. Anketten elde edilecek sonuçların tamamı araştırma amaçlı kullanılacaktır Anket 4 sayfadan oluşmaktadır ve anketi doldurmak yaklaşık 15 dakika sürmektedir. Ankette 2 bölüm bulunmaktadır. Birinci bölüm iş yaşamınızda kullanacağınız İngilizce ile ilgili öz-yeterlik inancınızı ortaya çıkarmak için; ikinci bölüm ise sizinle ilgili demografik bilgilere ulaşmak için hazırlanmıştır. Her bir maddeyi cevaplamanız çalışmanın geçerliği için önemlidir.

Katılımınız ve içtenlikle verdiğiniz yanıtlarınız için teşekkür ederim.

Ezgi Baloğlu
Orta Doğu Teknik Üniversitesi
Eğitim Programları ve Öğretim
Yüksek Lisans Öğrencisi

BÖLÜM I: Lütfen aşağıdaki ölçeği kullanarak verilen ifadeleri değerlendiriniz. İfadeler mezun olup işe başladığınızda İngilizce dilini kullanmaya ilişkin duyacağınız ihtiyaçlar göz önünde bulundurularak hazırlanmıştır.

İfadelerin tanımladığı eylemleri **işe başladığınızda İNGİLİZCE kullanarak yapacağınızı düşününüz** ve aşağıdaki ölçeği göz önünde bulundurarak İngilizce ile ilgili inancınızı belirten kutucuğu işaretleyiniz. **1 en zayıf** olduğunuz durumlarda sizi en iyi yansıtan ve **6 en başarılı** olduğunuz durumlarda sizi en iyi yansıtan inancın göstergesidir.

1 Çok zayıf	2 Zayıf	3 Kısmen zayıf	4 Kısmen iyi	5 İyi	6 Çok iyi

		1	2	3	4	5	6
1.	Uluslar arası toplantılarda / konferanslarda / seminerlerde konuşmaları anlayabilme						
2.	Yabancılarla yapılan yüz yüze görüşmelerde konuşmaları anlayabilme						
3.	Farklı aksanlarda konuşulan İngilizce'yi anlayabilme						
4.	İngilizce yayın yapan TV kanallarında işle ilgili haberleri anlayabilme						
5.	İş görüşmesi esnasında konuşulanları anlayabilme						
6.	Çalıştığınız kurumun/şirketin sosyal faaliyetlerinde (iş yemekleri, iş seyahatleri vb.) konuşulan İngilizce'yi anlayabilme						
7.	İnternette işinizle ilgili ses kayıtlarını dinleyip anlayabilme						
8.	İnternette işinizle ilgili videoları izleyip anlayabilme						
9.	Çalışacağınız paydaşları tanımak için tanıtım CD'leri izleyip anlayabilme						
10.	Uluslar arası platformda iş bağlantıları kurmada İngilizce'yi etkili kullanabilme						
11.	Yurt dışındaki firmalarla yapılan video-konferanslar ve tele-konferanslar aracılığıyla kurulan iletişimde konuşulanları anlayabilme						
12.	Toplantılarda İngilizce kullanarak görüş bildirebilme						

		1	2	3	4	5	6
13.	Toplantılarda çalışma alanımla ilgili bilgi sunabilme (plan, istatistik vb.)						
14.	Toplantılarda soru yöneltebilme						
15.	Toplantılarda yöneltilen soruları cevaplayabilme						
16.	İşyeri paydaşlarıyla müzakere edebilme						
17.	Telefonda işle alakalı olarak görüşmeler yapabilme						
18.	Çalıştığınız kurumun / şirketin sosyal faaliyetlerinde (iş yemekleri, iş seyahatleri vb.) iletişim kurabilme						
19.	Yurt dışındaki firmalarla yapılan video-konferanslar ve/veya tele-konferanslar aracılığıyla kurulan iletişimde görüş belirtebilme						
20.	Çalıştığınız kurumu/şirketi yabancı kurumlara/şirketlere tanıtabilme						
21.	Başvuru mektubu yazabilme						
22.	Niyet mektubu yazabilme						
23.	İngilizce özgeçmiş (CV) hazırlayabilme						
24.	Çalıştığınız işle ilgili İngilizce rapor hazırlayabilme						
25.	Çalıştığınız işle ilgili İngilizce elektronik posta yazabilme						
26.	Gelen elektronik postaları cevaplayabilme						
27.	Çalıştığınız işle ilgili İngilizce yazılmış yazılı materyalleri anlayabilme (bilimsel ve teknik makale vb.)						
28.	Çalıştığınız işle ilgili yazılmış bir raporu özetleyebilme						
29.	Veri tabanlarını ve diğer bilgi kaynaklarını verimli bir şekilde kullanabilme						
30.	Çalıştığım işle ilgili yazılı basını (dergi, gazete vb.) anlayabilme						
31.	İngilizce işletim sistemi kurulu bilgisayarları kullanabilme						
32.	Yabancılardan gelen elektronik postaları anlayabilme						
33.	İnternette yabancı sitelerde araştırma yapabilme						
34.	Çalışacağınız paydaşlarla ilgili bilgi edinmek için araştırma yapabilme						

		1	2	3	4	5	6
35.	Kullanım kılavuzu okuyup anlayabilme						
36.	Çalıştığınız işle ilgili olarak yazılmış bir yazıyı/raporu anlayabilme						

BÖLÜM II: Lütfen aşağıda istenilen bilgileri doldurunuz.

1. Cinsiyetiniz: ( ) Kız   ( ) Erkek

2. Yaşınız: …………..

3. Üniversitede İngilizce hazırlık okuluna gittiniz mi?   ( ) Evet   ( ) Hayır

4. Mezun olduğunuz lise türünü belirtiniz.

   ( ) Düz lise   ( ) Anadolu Lisesi   ( ) Anadolu Öğretmen Lisesi

   ( ) Fen Lisesi   ( ) Özel Lise   ( ) Süper Lise   ( ) Diğer, lütfen belirtiniz. ……………

5. Bölümünüz: ………………………………………………………

6. Burslu öğrenci misiniz?   ( ) Evet   ( ) Hayır

7. İngilizce konuşulan bir ülkede bulundunuz ise ne amaçla gittiğinizi süresini ve hangi ülke olduğunu belirtiniz.

Amaç	Süre	Ülke
( ) Tatil	………. ( ) Gün / ( ) Ay / ( ) Yıl	
( ) Eğitim	………. ( ) Gün / ( ) Ay / ( ) Yıl	
( ) İkamet	………. ( ) Ay / ( ) Yıl	
( ) Diğer, lütfen belirtiniz. ……………………………………	………. ( ) Gün / ( ) Ay / ( ) Yıl	

8. İngilizce yazılmış kitap okur musunuz?   ( ) Evet   ( ) Hayır

   Cevabınız "Evet" ise <u>yılda</u> yaklaşık kaç kitap okuduğunuzu belirtiniz. ……………

9. Dili İngilizce olan film izler misiniz?   ( ) Evet   ( ) Hayır

   Cevabınız "Evet" ise <u>haftada</u> kaç film izlediğinizi belirtiniz. ……………

10. Yabancı müzik (İngilizce) dinler misiniz?   ( ) Evet   ( ) Hayır

    Cevabınız "Evet" ise ne sıklıkta dinlediğinizi belirtiniz.

    ( ) Her zaman   ( ) Oldukça sık   ( ) Ara sıra   ( ) Nadiren

11) Mezun olduğunuzda İngilizce diline ihtiyaç duyacağınızı düşünüyor musunuz?

    ( ) Kesinlikle Evet   ( ) Evet   ( ) Kısmen Evet   ( ) Hayır   ( ) Kesinlikle Hayır

12) En son aldığınız İngilizce dersi dönem sonu notunu belirtiniz.   …………..

13) Genel not ortalamanızı belirtiniz.   ……………

Yukarıdaki maddeler dışında İngilizce dili eğitiminiz ile ilgili belirtmek istediğiniz hususları paylaşırsanız memnun olurum.

……

……

…….

<div style="text-align:center; border:1px solid black;">

Anket Bitmiştir. Katkılarınızdan dolayı teşekkür ederim.

</div>

APPENDIX D

Orta Doğu Teknik Üniversitesi İnsan Araştırmaları Etik Kurulu

Gönüllü Katılım (Bilgilendirilmiş Onay) Formu

Bu anket çalışması, ODTÜ Eğitim Programları ve Öğretim alanında yüksek lisans yapmakta olan Ezgi Baloğlu tarafından yürütülmektedir. Çalışmanın amacı katılımcıların iş yaşamında İngilizce kullanmaya yönelik öz-yeterlik inançlarıyla ilgili bilgi toplamaktır ve anketi doldurmak yaklaşık 15 dakika sürmektedir. Çalışmaya katılım gönüllülük esasına dayalıdır. Anketin içeriğinde kimlik belirleyici bilgi istenmemektedir ve genel olarak kişisel rahatsızlık verici sorular bulunmamaktadır. Ancak, uygulama esnasında herhangi bir nedenle kendinizi rahatsız hissetmeniz durumunda cevaplama işlemini yarıda bırakıp çıkabilirsiniz. Bu durumda anketi uygulayan kişiye anketi tamamlamadığınızı bildirmeniz yeterli olacaktır. Cevaplar sadece araştırmacı tarafından değerlendirilecek ve tamamı gizli tutulacaktır. Araştırmadan elde edilecek sonuçlar sadece araştırma amaçlı kullanılacaktır. Anket sonunda bu çalışmayla ilgili sorularınız olursa cevaplanacaktır.

Katılımınız ve içtenlikle verdiğiniz cevaplar için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi edinmek için Hanife Akar (e-posta: hanif@metu.edu.tr) ve Ezgi Baloğlu (e-posta: ezgi.baloglu@yahoo.com) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda bırakıp çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel araştırma amaçlı kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   Tarih   ----/----/-----   İmza

Table 4.3

Descriptive Statistics of Items

		N	Min	Max	M	SD
1	Uluslar arası toplantılarda / konferanslarda / seminerlerde konuşmaları anlayabilme	303	1	6	4.03	1.12
2	Yabancılarla yapılan yüz yüze görüşmelerde konuşmaları anlayabilme	303	1	6	4.25	1.05
3	Farklı aksanlarda konuşulan İngilizce'yi anlayabilme	303	1	6	3.44	1.18
4	İngilizce yayın yapan TV kanallarında işle ilgili haberleri anlayabilme	303	1	6	3.88	1.08
5	İş görüşmesi esnasında konuşulanları anlayabilme	303	1	6	3.99	1.11
6	Çalıştığınız kurumun/şirketin sosyal faaliyetlerinde (iş yemekleri, iş seyahatleri vb.) konuşulan İngilizce'yi anlayabilme	303	2	6	4.19	1.07
7	İnternette işinizle ilgili ses kayıtlarını dinleyip anlayabilme	303	1	6	4.14	1.14
8	İnternette işinizle ilgili videoları izleyip anlayabilme	303	2	6	4.27	1.10
9	Çalışacağınız paydaşları tanımak için tanıtım CD'leri izleyip anlayabilme	303	1	6	4.15	1.12
10	Uluslar arası platformda iş bağlantıları kurmada İngilizce'yi etkili kullanabilme	303	1	6	3.62	1.22
11	Yurt dışındaki firmalarla yapılan video-konferanslar ve tele-konferanslar aracılığıyla kurulan iletişimde konuşulanları anlayabilme	303	1	6	3.78	1.13
12	Toplantılarda İngilizce kullanarak görüş bildirebilme	303	1	6	3.76	1.22
13	Toplantılarda çalışma alanımla ilgili bilgi sunabilme (plan, istatistik vb.)	303	1	6	3.88	1.26
14	Toplantılarda soru yöneltebilme	303	1	6	3.82	1.20
15	Toplantılarda yöneltilen soruları cevaplayabilme	303	1	6	3.76	1.17
16	İşyeri paydaşlarıyla müzakere edebilme	303	1	6	3.62	1.18
17	Telefonda işle alakalı olarak görüşmeler yapabilme	303	1	6	3.63	1.16
18	Çalıştığınız kurumun / şirketin sosyal faaliyetlerinde (iş yemekleri, iş seyahatleri vb.) iletişim kurabilme	303	1	6	3.92	1.18
19	Yurt dışındaki firmalarla yapılan video-konferanslar ve/veya tele-konferanslar aracılığıyla kurulan iletişimde görüş belirtebilme	303	1	6	3.74	1.17
20	Çalıştığınız kurumu/şirketi yabancı kurumlara/şirketlere tanıtabilme	303	1	6	3.96	1.20
21	Başvuru mektubu yazabilme	303	1	6	4.19	1.27
22	Niyet mektubu yazabilme	303	1	6	4.21	1.26
23	İngilizce özgeçmiş (CV) hazırlayabilme	303	1	6	4.51	1.17
24	Çalıştığınız işle ilgili İngilizce rapor hazırlayabilme	303	1	6	4.33	1.16
25	Çalıştığınız işle ilgili İngilizce elektronik posta yazabilme	303	1	6	4.51	1.14
26	Gelen elektronik postaları cevaplayabilme	303	1	6	4.44	1.15
27	Çalıştığınız işle ilgili İngilizce yazılmış yazılı materyalleri anlayabilme (bilimsel ve teknik makale vb.)	303	1	6	4.25	1.21
28	Çalıştığınız işle ilgili yazılmış bir raporu özetleyebilme	303	1	6	4.11	1.16

29	Veri tabanlarını ve diğer bilgi kaynaklarını verimli bir şekilde kullanabilme	303	1	6	4.29	1.14
30	Çalıştığım işle ilgili yazılı basını (dergi, gazete vb.) anlayabilme	303	1	6	4.27	1.17
31	İngilizce işletim sistemi kurulu bilgisayarları kullanabilme	303	1	6	4.55	1.30
32	Yabancılardan gelen elektronik postaları anlayabilme	303	1	6	4.54	1.14
33	İnternette yabancı sitelerde araştırma yapabilme	303	1	6	4.59	1.19
34	Çalışacağınız paydaşlarla ilgili bilgi edinmek için araştırma yapabilme	303	1	6	4.43	1.10
35	Kullanım kılavuzu okuyup anlayabilme	303	1	6	4.42	1.15
36	Çalıştığınız işle ilgili olarak yazılmış bir yazıyı/raporu anlayabilme	303	1	6	4.39	1.12

APPENDIX F

Translated Version of the Instrument. Not Validated.

> **SELF-EFFICACY SCALE ABOUT USING ESP IN OCCUPATIONAL LIFE**

Dear Students;

This instrument is developed to examine your self-efficacy beliefs about using ESP in your prospective professional lives after graduation. In this context, it will contribute to the English Language Programme of your university. Data obtained through this instrument will be used for academic research purposes. The instrument consists of 4 pages and it takes approximately 15 minutes to complete it. There are 2 parts in the instrument. The first part is prepared to determine your self-efficacy beliefs about using ESP in your prospective careers while second part is prepared to reach demographic information about you. Giving response to all the items is important for validity.

Thank you for your participation and sincere answers.

<div align="right">

Ezgi Baloğlu
Middle East Technical Universtity
Master of Science Student
in
The Department of Educational Sciences

</div>

BÖLÜM I: Please score the statements using the scale. The statements are prepared considering the your needs about using English in your prospective professional lives.

Consider doing the actions defined in the statements <u>using English in your professional lives</u> and for each of the following statements, please put a mark to the box that corresponds with your self-efficacy beliefs. 1 corresponds to the lowest self-efficacy belief while 6 corresponds to the highest self-efficacy belief.

1 Very poor **2** Poor **3** Relatively poor **4** Relatively good **5** Good **6** Very good							
		1	**2**	**3**	**4**	**5**	**6**
1.	To be able to understand other people at international meetings/ conferences/seminars						
2.	To be able to understand foreigners in face to face communication						
3.	To be able to understand different accents in English						
4.	To be able to understand the news (broadcast in English) related to your profession						
5.	To be able to understand the spoken English during the job interviews						
6.	To be able to understand the English spoken during the social activities (e.g. business trip, dinner) of the institution /company						
7.	To be able to understand the recordings related to your profession on the internet						
8.	To be able to understand the videos related to your job on the internet						
9.	To be able to understand the advertisement CDs of your prospective shareholders to recognize them						
10.	To be able to use English effectively in order to establish bussiness connections						
11.	To be able to understand the communication through video-conferencing and tele-conferencing between foreign companies						
12.	To be able to participate in meetings by contributing views and ideas						
13.	To be able to present information (e.g. plans, statistics) clearly in meetings						
14.	To be able to ask questions in meetings						

		1	2	3	4	5	6
15.	To be able to answer questions in meetings						
16.	To be able to negotiate with shareholders						
17.	To be able to speak on the phone to discuss bussiness						
18.	To be able to communicate in the social activities of your institution/company (e.g. bussiness trip, dinner)						
19.	To be able to participate in the communication with foreign companies through video-conferencing and tele-conferencing						
20.	To be able to introduce your institution/company to the foreign institutions/companies						
21.	To be able to write a letter of application						
22.	To be able to write a letter of intention						
23.	To be able to prepare a Curriculum Vitae (CV)						
24.	To be able to prepare a report						
25.	To be able to write electronic mails						
26.	To be able to reply electronic mails						
27.	To be able to understand written materials (e.g. academical or technical articles)						
28.	Summarizing a report related to your job						
29.	To be able to search data bases and other information sources effectively						
30.	To be able to understand the prited media (e.g. newspapers, magazines) related to your job						
31.	To be able to use computers with English opeating system						
32.	To be able to understand electronic mails written in English						
33.	To be able to search on the English language sites						
34.	To be able to search information sources for collecting data about your prospective shareholders						
35.	To be able to undersand user's guides						
36.	To be able to understand the written materials/reports about you job						

PART II: Please complete the necessary parts with the required information.

1. Gender: ( ) Female   ( ) Male

2. Age: ....

3. Did you attend the English preparatory school at university?   ( ) Yes   ( ) No

4. Please indicate the type of school you graduated from

  ( ) General High School   ( ) Anatolian High School

  ( ) Anatolian Teachers' Training High School   ( ) Science High School

  ( ) Private High School ( ) Super Lycee ( ) Others, please indicate. ....

5. Department: ....

6. Are you a scholarship student?   ( ) Yes   ( ) No

7. If you have been to an English-speaking country indicate the purpose and time span of your visit along with the name of the country please.

Purpose	Time span	Country
( ) Holiday	...... ( ) Day/ ( ) Month / ( ) Year	
( ) Education	.......( )Day / ( ) Month/ ( ) Year	
( ) Residence	.......( ) Month / ( ) Year	
( ) Other, please indicate.	.......( ) Day / ( ) Month / ( )Year	

8. Do you read English language books? ( ) Yes ( ) No

  If your answer is "Yes" indicate how many books you read <u>a year</u>. ....

9. Do you watch English language films? ( ) Yes ( ) No

  If your answer is "Yes" indicate how many films you watch <u>a week</u>. ....

10. Do you listen to English Language songs? ( ) Yes ( ) No

  If your answer is "Yes" indicate how frequently you listen to them. ....

  ( )Always ( ) Often ( ) Sometimes ( ) Rarely

11. Do you think you will need English in you professional life?

  ( ) Certainly yes ( ) Yes ( ) Partly yes ( ) No ( ) Certainly no

12. Please indicate the prior English course grade. ....

13. Please indicate your GPA ....

I would be grateful if you could share your opinions about your English language education except for the abovementioned items.

....

Anket Bitmiştir. Katkılarınızdan dolayı teşekkür ederim.