

The Effect of Young Learners II Course on the Self Efficacy Levels of 3rd Grade EFL Students at Gazi University

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Abstract

The aim of this study is to examine the effects of the "Young Learners II" course on the self-efficacy beliefs of third-year students of the English Language Teaching Department of Gazi University. Self-efficacy refers to individuals' beliefs in their own abilities, and these beliefs can directly affect the performances achieved. The study was conducted with 25 students, and changes in self-efficacy levels were measured at two different times, at the beginning and at the end of the course, using the self-efficacy questionnaire developed by Chiang. The importance of this study is that it emphasizes the place of the concept of self-efficacy in foreign language teaching and contributes to the shaping of educational policies. Quantitative analyses conducted to determine the effectiveness of the course in increasing students' self-efficacy levels provide important information to increase the effectiveness of educational strategies and methodologies. Quantitative research method was adopted as the method and statistical analyses were conducted using SPSS software. It was examined whether demographic variables affected changes in self-efficacy levels. Ethical standards were complied with at every stage of the research process and the confidentiality of the participants was protected. As a result, it has been tried to show that the "Young Learners II" course significantly affects the students' self-efficacy beliefs and this effect can help to develop strategies to make teacher education programs more effective. This study presents a comprehensive literature review and pedagogical evaluations that allow a better understanding of the role of the concept of self-efficacy in language learning processes.