Fayoum University

Faculty of Education

Curricula and Instruction

Department

Developing a Linguistic –Self–Efficacy Scale for Adult EFL learners

By

Karima Mohammad Abd El-Aziz

(Assistant lecturer at the Curricula and Instruction Department)

Supervised by

Dr. Mohammad Farouk Abd-El Samiea

Professor of Curricula and English Language Instruction and Former Vice

Dr. Ragaa Attalla Hanna

Emeritus Professor of Curricula and English Language Instruction

Dean of Higher Studies and Research, Faculty of Education – Fayoum University

– Faculty of Education – Fayoum University

Dr. Mona Ahmed Abdel Tawab

Lecturer of Curricula and English Language Instruction

Faculty of Education – Fayoum University

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Developing a Linguistic –Self–Efficacy Scale for Adult EFL learners

Abstract

The purpose of the current study was to develop a valid and reliable instrument for measuring linguistic self–efficacy of adult EFL learners. Data were collected from 179 EFL pre–service teachers at the Faculty of Education, Fayoum University. The data collected were analyzed to provide information about the validity and reliability of the scale. Content validity, internal consistency, construct validity (using factor analysis) and reliability of the scale were examined to make sure that the scale is valid, reliable, and practical for use. The analysis results showed that the scale is a valid and reliable instrument for assessing EFL adult learners' linguistic self–efficacy. The final scale consisted of 51 items, which required respondents to rate their self–efficacy beliefs on a five–point scale ranging from "*never true of me*" to" *always true of me*".

Key words: linguistic self–efficacy, linguistic self–efficacy scale, adult EFL learners

Introduction

English is an international language used throughout the world as the language of communication; it is the language of business and banking, tourism, negotiation, scientific research, and intellectual exchange. So, language efficiency has become a requirement for today's job market. It is valued as one of the requirements which generally appear in many job advertisements. (Jarupan, 2013).

Communicative competence in English is especially important for EFL adult learners. They need to master the language and show confidence in using it because they have to communicate in English in most of their life activities. They need to use English competently when they apply for a new job, when they travel to another country, and even when they are on Facebook and other social interaction media.

Motivational factors are very important in building up adult learners' competence as language users. as proved by Park and Lee (2005), Mazouzi (2013), Rashidi (2010), and Tuan and Mai (2015), affective/motivational problems such as nervousness, anxiety, lack of motivation, poor self-esteem, and shyness, influence EFL learners' language performance. Among the affective factors that affect EFL learners' use of the language is their self-perception of language ability or their linguistic self-efficacy.

Self-efficacy is the belief in one's capacity to perform and accomplish goals. Specifically, academic self-efficacy refers to students' perception of their ability to engage and successfully complete academic tasks. Self-efficacy affects students' behavioral choices, motivation, thought patterns and responses, perception of control, and academic productivity (Merriman, 2012). People with high level of self-efficacy take on challenging tasks and demonstrate lower level of anxiety while those who have low self-efficacy beliefs do not like to face challenges and usually avoid difficult tasks (Bandura and schunk, 1981). Self-efficacy beliefs are quite vital in deciding human activity especially in the area of one's control over one's self, actions and environment. It is the regulation and distribution of effort.   People with high level of self-efficacy are confident in facing challenging situations, handling obstacles, creating ideas and solving problems. So, if a student of the English Language acquires high level of self-efficacy, he/she will be competent in the use of the English Language (Anyadubalu, 2010).

Linguistic self-efficacy is assumed by many to have an important role in increasing motivation and debilitating language learning anxiety, thus influencing academic language performance. A lot of studies (e.g., Rahimi and Abedini, 2009; Sani, 2011; Mizumoto, 2012; Li and Wang, 2010; Hamedani, 2013) emphasized that linguistic self-efficacy is related to learners' language achievement. The results of

these studies emphasized that linguistic self–efficacy is one of the determinants of learners' performance in different language domains (e.g., reading, writing, listening and speaking), and that it is positively correlated to learners' use of language learning strategies in these domains.

Also, linguistic self–efficacy plays an important role in predicting adult language learners' effort and performance in communicating in the foreign language. In fact, linguistic self–efficacy levels may determine whether students would be successful in effective communication or performing an important task in their future occupational scope (Mikulecky; et al., 1996). Linguistic self–efficacy is especially important in connection to the learners' language anxiety and lack of motivation when it comes to the communicative elements in the classroom (Johansson, 2010). Moreover, Linguistic self–efficacy beliefs are vital in determining whether students persist in communication disciplines, which are important for them (students) to have future high paying careers. Because high communication ability enhances one's chances of securing a job, students' self–efficacy in this ability should not be undermined. Stakeholders of learning institutions should make efforts to identify students who have low linguistic self–efficacy and help them to improve. (Idrus; et al., 2011).

Again, Johansson (2010) stated that students' willingness to communicate   is influenced by self−efficacy. If students feel capable of participating in   communication in certain settings, there will be an increased desire to communicate. Huang, et al. (2010) found that students who rate themselves high on self−efficacy also have high communication and collaboration skills.

Hence, linguistic self−efficacy is one of the most necessary determinants of students' language performance. It has a great effect on language learners' level of motivation, persistence, language achievement, language learning strategies, and their ability to communicate and be independent and self−regulated users of the foreign language. Accordingly, as stated by Idrus; et al. (2011), education institutions should make efforts to identify students who have low linguistic self−efficacy and help them to improve.

Statement of the problem

From reviewing the above studies, it has become clear that measuring EFL learners' linguistic self−efficacy is important in order to identify their needs regarding this area and to try to help them improve. It is also clear that most of the studies done in the area of linguistic self−efficacy focused more on learners' self−efficacy regarding specific language skills such as reading, writing, listening, or speaking. Few studies were conducted to shed the light on learners' overall linguistic self−efficacy. This problem encountered the researcher while

conducting her Ph.D. study. She did not find a reliable scale that could be used for assessing EFL pre-service teachers' linguistic self-efficacy. Even if there are some measures for linguistic self-efficacy, they are not detailed enough; they do not reflect and point out the different components of linguistic self-efficacy. So, the aim of the current research was to design a reliable self-efficacy scale that can be used for measuring adult EFL learners' linguistic self-efficacy within the Egyptian context.

Consequently, the current study tried to answer the following questions:

- What are the components of linguistic self-efficacy in English?
- How can a scale for measuring adult learners' linguistic self-efficacy be developed?

Purpose of the study

The purpose of the current study was to design a reliable scale for measuring linguistic self-efficacy of adult EFL learners, and to test its validity and reliability in the Egyptian context.

Significance of the study

The current study was intended to provide a scale for measuring adult EFL learners' linguistic self–efficacy. This scale might help adult EFL learners find out their linguistic self–efficacy level. It also can be useful for English language instructors and curriculum designers to collect data about the linguistic self–efficacy level of adult EFL learners to design instruction tailored to these learners' needs. It also can be beneficial for researchers in the field of English language methodology.

Definition of terms

A.   <u>linguistic</u> <u>self–efficacy</u>

In the current study, linguistic self–efficacy was defined as adult EFL learners' judgment of their ability to organize and execute the courses of action required for doing language tasks. It includes four dimensions as follows:

1. **Confidence.** It refers to the person's beliefs about and evaluation of his/her ability to produce results, accomplish goals and perform language tasks competently.

2. **Stamina.** It refers to the person's beliefs about his ability to continue working hard on language tasks for a long time, and to stand stable and try hard to overcome communication difficulties.

3. **Self–regulation.** It refers to the person's beliefs about his ability to monitor performance, use effective strategies for organizing and

producing   language, manage time, use resources effectively, hold positive beliefs about his language performance, and seek assistance when needed. According to Bandura (2006), self-regulation means that the person can do the activities regularly (not occasionally) in the face of different types of frustrating conditions.

1. **Independence**. It refers to the person's beliefs about his ability to make decisions about and be responsible for his language performance and his ability to depend on his own resources to solve problems and overcome difficulties while performing language tasks.

Review of literature

a. Studies related to the construction of linguistic self-efficacy scales

Albert Bandura was the first one who discussed the concept of self-efficacy. He published many books describing the basics of constructing scales and questionnaires for measuring self-efficacy. Bandura (2006) identified what is exactly meant by "self-efficacy", and the difference between self-efficacy and other concepts, that is he established the content validity of the concept. Additionally, he identified the steps for validating self-efficacy scales. These steps are: (1) pre-testing the items, omitting or rewriting ambiguous items,

and omitting the items that get the same response from most respondents, (2) correlating the items categorized under the same domain together, and with the whole scale, (3) computing internal consistency reliabilities using Cronbach's alpha. Concerning the constructs/components included in a self-efficacy scale, Bandura (2006) mentioned that "The construction of valid self-efficacy scales requires sound conceptual specification of the determinants governing performance in a given domain of functioning and the impediments to realizing desired attainments". So, the constructs included in a self-efficacy scale depend on the domain it is intended to measure.

Bandura (1984) pointed out the characteristics of people with high and those with low self-efficacy beliefs. He stated that people with high self-efficacy approach difficult tasks as challenges to be mastered rather than threats to be avoided. Highly self-efficious people are motivated to take into challenging tasks and exert more effort. They also set themselves challenging goals and are strongly committed to them. Highly self-efficious people heighten and sustain their effort in the face of failure and they quickly recover their sense of efficacy after failures and setbacks. They visualize success scenarios that provide positive guides and support for performance. In contrast, people with low self-efficacy withdraw from difficult tasks because they view them as personal threats and they have low commitment to the goals they set for themselves. When faced with a difficult task, they occupy themselves with their deficiencies, the obstacles they will

encounter and all kinds of adverse outcomes rather than concentrating on performing successfully. In other words, they have negative beliefs about their ability to perform in challenging situations. Additionally, they give up quickly in the face of difficulties and they are slow to recover their sense of efficacy after failures and setbacks. They fall easily as victims to stress and depression because they view insufficient performance as deficient aptitude and inability. They visualize failure scenarios and always think of the things that can go wrong, they are always fighting self-doubts.

Kavanoz and Yüksel (2016) conducted a study to develop a valid and reliable measuring tool to determine writing self-efficacy of scholars who create manuscripts for publication. Sample of the study consisted of 199 academic personnel working at different universities of Turkey. The procedures followed for constructing the scale were:

1. Development of statements through the negotiating with experts in the field, semi-structured interviews with academic staff, and review of related literature

2. Determination of content validity.

3. Determination of construct validity. For determining the construct validity of the scale, factor analysis was carried out.

4. Establishing the reliability of the scale. For this purpose, Cronbach's coefficient alpha was calculated.

The final questionnaire had 20 items, which required individuals to express their strength of efficacy beliefs on a 3 point scale ranging from "cannot do" through "can moderately do" to "can definitely do".

Anaraki, Amirian, and Zolfagharkhani (2016) conducted a study for developing a self−efficacy scale with two subscales of writing and social self−efficacy. To this effect, 261 high school students' responses were used and resulted in development and validation of a *25−item* self−efficacy scale. The procedures followed for constructing the scale were: reviewing literature on writing and social self−efficacy, developing the statements, and asking the experts to review the items. Finally, a Likert−type five−point scale ranging from 1 (strongly disagree) to 5 (strongly agree) was developed for pilot testing. Then, the internal consistency of items in each subscale was checked using Cronbach's alpha, and the construct validity was calculated using factor analysis.

b. **Studies related to the importance of linguistic self−efficacy to language learning and use**

Hassall; et. al (2013) conducted a study to establish a link between communication apprehension and linguistic self−efficacy in accounting students. This was achieved by the use of two questionnaires jointly distributed to participants: the Personal Report of Communication Apprehension (PRCA−24), to measure oral communication

apprehension, the instrument for written communication apprehension (WCA) and a questionnaire to measure linguistic self-efficacy. Findings showed the existence of a strong relationship between communication apprehension and self-efficacy. The researcher concluded that, in the future, considerations need to be given to incorporating approaches that increase self-efficacy, into the pedagogy of accounting education, especially in those areas involving the development of communication skills.

Mahyuddin; et al. (2006) conducted a study to find out the relationship between students' self-efficacy and English language achievement. This descriptive-correlational study was conducted on 146 students from eight secondary schools in the Petaling district, Malaysia. The instruments used to measure self-efficacy were the Self Efficacy Scale developed by Bandura (1995) and the Self Efficacy Scale developed by Kim and Park (1997). The findings showed that 51 percent of students had high self-efficacy while 48 percent showed low self-efficacy. Correlational analysis showed positive correlations between several dimensions of self-efficacy that is, academic achievement efficacy; other expectancy beliefs; and self-assertiveness, with academic performance in English language. This study implies that, achievement in English language will improve when students have high self-efficacy in the language.

Ali (2010) conducted a study to develop EFL oral communication skills among prospective teachers of English using a self−efficacy−based program. Data for the study were collected using a list of EFL oral communication skills (OCSL) required for prospective teachers of English, and an EFL Oral Communication Skills Test (OCST). The sample of the study consisted of (62) third year English section students at the Faculty of Education, Benha University. Results of the study showed that the self−efficacy program enhanced learners' oral communication.

Dodds (2011) conducted a study to examine the correlation between (English speaking and listening self−efficacy beliefs) and (English speaking and listening performances) amongst Chinese immigrants. Specifically, this study intended to determine the relationship between speaking and listening self−efficacy beliefs and speaking and listening proficiency. A survey questionnaire was administered and used to gather information about Chinese immigrants' self−efficacy for performing specific English speaking and listening tasks. After that, learners participated in an English speaking and listening performance test that was intended to examine their ability to successfully perform the exact tasks in the self−efficacy questionnaire. Results of the study showed the existence of a significant positive correlation between English speaking self−efficacy beliefs and the English speaking performance of Chinese immigrant newcomers. Likewise, results showed the existence of a significant positive correlation between

English listening self-efficacy beliefs and the English listening performance of Chinese immigrants.

Cheng (2001) conducted a study to investigate the relationships among language learning self-efficacy, and language anxiety. One hundred and sixty-two EFL students enrolled in four sections of freshman English courses at one university in Taiwan were surveyed concerning their beliefs and anxiety about English learning. Findings of this study supported the significance of self-efficacy in learners' experience of language.

Al-Hebaish (2012) carried out a study that aimed at investigating the correlation between general self-confidence and academic achievement in an oral presentation course. Participants were 53 undergraduate Saudi students majoring in English at Taibah University. Data was collected through a General Self-Confidence Questionnaire (GSCQ) and final evaluation grades in the Oral Presentation course. SPSS was used for analyzing data. The results revealed a positive, significant correlation between general self-confidence and oral performance achievement. Those who scored high in GSCQ also had high scores in the oral achievement test. Language instructors were recommended to enhance their students'

self−confidence in order to develop their oral performance achievement.

Research Design

1. Participants

The study sample consisted of a number of 179 fourth year EFL pre−service teachers at the Faculty of Education, Fayoum University.

2. procedures

The procedures used for constructing and validating the linguistic self−efficacy scale were based on previous research. During the construction of the scale, it was taken into consideration that the items refer to learners' beliefs about their ability to do language tasks as well as the dimensions of linguistic self−efficacy (self−confidence, self−regulation, stamina, and independence). The construction of the scale included the following three phases:

Phase 1: Development of the statements

For ensuring the content validity of the scale, it was designed based on a review of literature related to constructing linguistic self−efficacy scales (e.g., Ali, 2008; Bandura, 2006; Bernadowski, et. al., 2013, Kavanoz & Yüksel: 2016).). It was composed of four dimensions; self−confidence, stamina, self−regulation, and independence. Each of the four dimensions was defined operationally, and based on that

definition, statements were formulated for each dimension. The first version of the scale was composed of 51 statements. This first version was examined by a group of seven experts in English language methodology and applied linguistics. Some modifications were done in the scale based on the experts' suggestions. Table (1) below shows the statements and how they were modified.

Table (1) List of Modifications in the linguistic

Self-Efficacy Scale

No.	Original statement	Modified one
1	I feel comfortable with starting a conversation in English with someone.	I can participate in a conversation in English and respond to others fluently.
20	I can stand stable in front of obstacles and problems.	I can handle obstacles and problems regarding my language performance.

22	I avoid speaking in topics I know little about.	I avoid participating in difficult/unfamiliar language tasks.
35	I can use different strategies for expressing my ideas in an organized and clear way.	I can monitor and organize my ideas well while responding to comprehension questions in English.
47	I can depend on my coping abilities to handle frustrating and stressful speaking situations.	I can handle frustrating and stressful communication situations successfully.

Phase 2: Ensuring the internal consistency of the scale

The internal consistency of the scale means that there is a significant correlation between the dimensions and related statements. The internal consistency was tested by calculating the correlation between the score given to each statement and the whole score given to the dimension under which this statement is categorized. Also, the correlation between the scores given to each of the four dimensions (self-confidence, stamina, self-regulation and independence) and the total score of the scale was calculated. Below is given a detailed

description of the correlations between the total score of each dimension and related statements.

1– self confidence

Table (2) below shows the correlation between the "self–confidence" dimension and related statements.

Table (2)

No.	Statement	Correlation between the statements and dimensions	Significance level
١	I can participate in a conversation in English and respond to others fluently.	٠.٤٨	٠.٠١
٢	I find no difficulty elaborating on my ideas through speaking in English.	٠.٥٩	٠.٠١
٣	I find no difficulty elaborating on my ideas through writing in English.	٠.٤٣	٠.٠١
٤	I am confident that	٠.٥٤	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
	English vocabulary does not cause me any problems while communicating in English.		
٥	I am sure I can express myself clearly in English even if I have some language problems.	٠.٥٤	٠.٠١
٦	I can understand written language and answer comprehension questions efficiently.	٠.٥٩	٠.٠١
٧	I can understand and respond to oral language competently.	٠.٤٤	٠.٠١
٨	I feel embarrassed about my poor pronunciation when I speak in English.	٠.٥٤	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
٩	I always feel that other students communicate in English better than I do.	٠.٤٤	٠.٠١
١٠	I find no difficulty using different language functions and structures appropriately while communicating in English.	٠.٤٧	٠.٠١
١١	I am sure I can communicate fluently with a native speaker of English.	٠.٥٦	٠.٠١
١٢	I am sure of all my language abilities.	٠.٣٨	٠.٠١
١٣	I feel embarrassed when I'm called to speak in English in front of others.	٠.٥٣	٠.٠١
١٤	I am sure I can do	٠.٦٣	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
	different language tasks successfully.		
١٥	I have a lot of strengths that make me confident about my linguistic ability.	٠.٦٠	٠.٠١

The table above shows that the correlations between the self–confidence dimension and related statements are all significant at **(0.01)** level.

٢– **Stamina**

Table (3) below shows the correlation between the "stamina" dimension and its related statements.

Table (3)

No.	Statement	Correlation between the statements and dimensions	Significance level
١٦	I insist on participating in difficult language tasks regardless of my linguistic ability.	٠.١٨	٠.٠٥
١٧	I search for alternative ways to express myself when I cannot find the right vocabulary or structures.	٠.٥٨	٠.٠١
١٨	I keep myself away from communicating in English because of my low linguistic abilities.	٠.٤٦	٠.٠١
١٩	I can handle difficult language tasks if I exert the necessary effort.	٠.٤١	٠.٠١
٢٠	When I am to participate in a difficult language task,	٠.٣٩	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
	I imagine myself finishing it successfully.		
٢١	I can handle obstacles and problems regarding my language performance.	٠.٥٥	٠.٠١
٢٢	I stop communicating my ideas in English if I do not find the needed language items.	٠.٤٦	٠.٠١
٢٣	I avoid participating in difficult/unfamiliar language tasks.	٠.٢٤-	٠.٠١
٢٤	I do not like to do a lot of effort in language tasks, because I know my linguistic ability will never improve.	٠.٣٠-	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
٢٥	When I fail in doing a language task, I feel frustrated and decide not to participate anymore in these tasks.	٠.٥٣–	٠.٠١
٢٦	I find English language courses more difficult than other courses.	٠.٤٨–	٠.٠١
٢٧	Failure motivates me to do more effort and try hard again.	٠.٥٨	٠.٠١

The table above shows that the correlations between the stamina dimension and related statements are all significant at (0.01) level.

3-   **Self-Regulation**

Table (٤) below shows the correlation between the "Self-Regulation" dimension and its related statements.

Table (4)

No.	Statement	Correlation between the statements and dimensions	Significance level
٢٨	I think positively about my language abilities.	٠.٥٠	٠.٠١
٢٩	I always evaluate my language performance and think about ways of improvement.	٠.٦٠	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
٣٠	I can use my linguistic resources effectively to express my ideas effectively in English.	٠.٥٦	٠.٠١
٣١	I can keep myself relaxed and confident when encountered with a difficult language task.	٠.٤٤	٠.٠١
٣٢	I can manage my time effectively while engaged in a language task in English.	٠.٥٤	٠.٠١
٣٣	When I encounter a difficulty in performing a language task I think of positive things that encourage me to complete the task	٠.٥٢	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
	successfully.		
٣٤	I find it difficult to organize my ideas in an effective way while communicating in English.	٠.٢٠	٠.٠١
٣٥	I can monitor my performance effectively and deal with problems while performing language tasks.	٠.٤٣	٠.٠١
٣٦	I can monitor and organize my ideas well while responding to comprehension questions in English.	٠.١٥	٠.٠٥
٣٣٧٦	I always try to discover my language problems,	٠.٥٥	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
	and search for ways of overcoming them.		
٣٨	I benefit from my failure experiences to set plans for enhancing my language performance.	٠.٥٩	٠.٠١
٣٩	I can select the best way to solve problems immediately while communicating in English.	٠.٥٩	٠.٠١
٤٠	I know well my strengths and resources and I succeed at	٠.٥٤	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
	investing them to handle difficult language tasks.		
٤١	I can identify my weaknesses and turn them into positive points.	٠.٤٧	٠.٠١

The table above shows that the correlations between the Self-Regulation dimension and related statements are all significant at (0.01) level, except statement 35 which is significant at (0.05) level.

4-   **Independence**

Table (5) below shows the correlation between the "independence" dimension and its related statements.

Table (5)

No.	Statement	Correlation between the statements and dimensions	Significance level
٤٢	I learn better when I search for information by myself, rather than when I ask others for help.	٠.٦٤	٠.٠١
٤٣	I can depend on my own language resources to handle difficult language tasks.	٠.٤٧	٠.٠١
٤٤	If I have difficulty with some vocabulary/structures while doing language tasks, I can find an alternative way to handle them.	٠.٦١	٠.٠١
٤٥	When I fail to complete a	٠.٥٨	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
	language task, I believe I need to exert more effort.		
٤٦	I have my own resources for learning/enhancing my language skills.	٠.٤٤	٠.٠١
٤٧	I can handle frustrating and stressful communication situations successfully.	٠.٤٧	٠.٠١
٤٨	I prefer to participate in language tasks that require me to depend on my own abilities.	٠.٦٠	٠.٠١
٤٩	I catch every chance to practice using the English language even if I make a lot of mistakes.	٠.٦٢	٠.٠١

No.	Statement	Correlation between the statements and dimensions	Significance level
٥٠	I like to participate in competitive language tasks.	٠.٦٥	٠.٠١
٥١	I prefer group work in language classes because I depend on others to do the tasks.	٠.٢٢-	٠.٠١

The table above shows that the correlations between the independence dimension and related statements are all significant at (0.01) level.

In addition to the correlation between each dimension and related statements, table (6) below shows the correlation between the total score given to each dimension and the total score of the scale.

Table (6)

No.	Dimensions	The correlation between dimensions and the scale's total score	Level of significance
١	Self–confidence	٠.٨٨	٠.٠١
٢	Stamina	٠.٧٣	٠.٠١
٣	Self–regulation	٠.٨٦	٠.٠١
٤	Independence	٠.٨٣	٠.٠١

The values given in the above table show the strong correlation between the four dimensions of the scale. They are all significantly related to the total of the scale at (0.01) level. This means that the linguistic self–efficacy scale has an acceptable level of validity.

Phase 3: Ensuring the construct validity of the scale

Construct validity refers to whether a scale or test measures the construct adequately. Factor analysis was done for estimating the construct validity of the scale. The Varimax method was used for this purpose. Factor loadings greater than 0.40 were considered important. Regarding the dimensions of the scale, factor loadings

exceeded the loading cut−off (0.40), indicating practically significant levels. Results of the factor analysis are shown in table (7) below.

Table (7)

Factor loadings for the oral performance Self−Efficacy scale

Dimensions	General factor
Self−confidence	٠.٨٦
Stamina	٠.٧٤
Self−regulation	٠.٨٤
Independence	٠.٨٥
Variance	٦٨.٢٦%

Phase 4: Ensuring the reliability of the scale

A measure is said to have high reliability if it produces similar results under consistent conditions. Reliability of the self−efficacy scale was tested using two different methods; Cronbach's Alpha method and split half method.

A. Cronbach's Alpha Method

The reliability level of the scale was calculated using Cronbach's Alpha formula. The reliability values of the scale's dimensions ranged between (0. 65) and (0.78). These reliability values were all significant at (0.01) level. The reliability level of the scale as a whole was (0.٨8), which is a high level of reliability. Table (8) below shows the reliability values of the four dimensions of the scale and of the scale as a whole.

Table (٨)

Reliability levels of the linguistic self−efficacy scale and its dimensions using the Cronbach's Alpha method

No.	Dimensions	Reliability level
١	Self−efficacy	٠.٧٨
٢	Stamina	٠.٦٥
٣	Self−regulation	٠.٧٦

٤	Independence	٠.٧٥
	whole scale	٠.٨٨

B. The split half method

The scale was divided into two halves and correlation was calculated using Spearman Brown formula. The reliability level of the scale's dimensions ranged from (0.70) to (0.84). These reliability values were all significant at (0.01) level. The reliability level of the scale as a whole was (0.٨٦).Table (9) below shows the reliability values of the four dimensions of the scale and of the scale as a whole.

Reliability levels of the linguistic self-efficacy scale dimensions using the split half method

Table (9)

No.	Scale dimensions	Reliability values
١	Self-efficacy	٠.٧٨
٢	Stamina	٠.٨٤
٣	Self-regulation	٠.٨٠
٤	Independence	٠.٧٠
The scale as a whole		٠.٨٦

Conclusion

Competent use of English is of great importance for EFL new graduates because it helps them in securing a high paying job in today's job market. Linguistic self-efficacy is greatly related to the person's success in using the language, increasing his/her motivation and confidence, and decreasing anxiety level. It also determines the amount of effort the person exerts in doing tasks, and his ability to set goals and sustain effort to achieve them, So, it is essential that stakeholders in education start to focus on investigating learners' self-efficacy level, and supporting those with low efficacy beliefs.

Consequently, the current study aimed at developing and validating an instrument for the purpose of measuring EFL adult learners' linguistic self-efficacy. Data were collected from 179 EFL pre-

service teachers at the Faculty of Education, Fayoum University. The data collected were analyzed to provide information about the validity and reliability of the scale. Content validity, internal consistency, construct validity (using factor analysis) and reliability of the scale were examined to make sure that the scale is valid, reliable, and practical for use. The analysis results showed that the scale is a valid and reliable instrument for assessing adult EFL learners' linguistic self−efficacy. The final scale consisted of 51 items, which required respondents to rate their self−efficacy beliefs on a five−point scale ranging from "never true of me" to" always true of me".

Recommendations

The following recommendations are given

1. Instructors and stakeholders in education have to focus more on the affective factors related to language production, such as anxiety, apprehension, self−efficacy …etc, and their role in determining and interpreting learners' performance.

2. Instructors and curriculum designers have to put into consideration how to develop EFL learners' level of linguistic self−efficacy through providing mastery and vicarious experiences, social persuasion, and reinforcing learners' psychological and emotional state, as indicated by Bandura (1994, 1999).

Suggestions for further research

1. Conducting a study for examining the relationship between linguistic self-efficacy and language performance.

2. Carrying out a study to find out the relationship between linguistic self-efficacy and other factors such as language performance anxiety.

3. Designing a training program based on mastery and vicarious experiences for enhancing EFL learners' level of linguistic self-efficacy.

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Appendix 1

Linguistic self-efficacy scale

The following are statements for finding out how much you believe you are capable of managing the skills and strategies required for performing language tasks. There is no wrong or right answer to these statements. You are kindly requested to respond to each statement by ticking:

1: if it is "never true of me"

2: if it is "usually not true of me"

3: if it is "sometimes true of me"

4: if it is "usually true of me"

5: if it is "always true of me"

	Statement	1	2	3	4	5
	Confidence					
1	I can participate in a conversation in English and respond to others fluently.					
2	I find no difficulty elaborating on my ideas through speaking in English.					
3	I find no difficulty elaborating on my ideas through writing in English.					
4	I am confident that English vocabulary does not cause me any problems while communicating in English.					
5	I am sure I can express myself clearly in English even if I have some language problems.					
6	I can understand written language and answer comprehension questions efficiently.					
7	I can understand and respond to oral language					

	competently.					
8	I feel embarrassed about my poor pronunciation when I speak in English.					
9	I always feel that other students communicate in English better than I do.					
10	I find no difficulty using different language functions and structures appropriately while communicating in English.					
11	I am sure I can communicate fluently with a native speaker of English.					
12	I am sure of all my language abilities.					
13	I feel embarrassed when I'm called to speak in English in front of others.					
14	I am sure I can do different language tasks successfully.					
15	I have a lot of strengths that make me confident about my linguistic ability.					
	Stamina					
16	I insist on participating in difficult language tasks regardless of my linguistic ability.					
17	I search for alternative ways to express myself when I cannot find the right vocabulary or structures.					
18	I keep myself away from communicating in English because of my low linguistic abilities.					

19	I can handle difficult language tasks if I exert the necessary effort.					
20	When I am to participate in a difficult language task, I imagine myself finishing it successfully.					
21	I can handle obstacles and problems regarding my language performance.					
22	I stop communicating my ideas in English if I do not find the needed language items.					
23	I avoid participating in difficult/unfamiliar language tasks.					
24	I do not like to do a lot of effort in language tasks, because I know my linguistic ability will never improve.					
25	When I fail in doing a language task, I feel frustrated and decide not to participate anymore in these tasks.					
26	I find English language courses more difficult than other courses.					
27	Failure motivates me to do more effort and try hard again.					
Self−regulation						
28	I think positively about my language abilities.					
29	I always evaluate my language performance and think about ways of improvement.					
30	I can use my linguistic resources effectively to					

	express my ideas effectively in English.					
31	I can keep myself relaxed and confident when encountered with a difficult language task.					
32	I can manage my time effectively while engaged in a language task in English.					
33	When I encounter a difficulty in performing a language task I think of positive things that encourage me to complete the task successfully.					
34	I find it difficult to organize my ideas in an effective way while communicating in English.					
35	I can monitor my performance effectively and deal with problems while performing language tasks.					
36	I can monitor and organize my ideas well while responding to comprehension questions in English.					
37	I always try to discover my language problems, and search for ways of overcoming them.					
38	I benefit from my failure experiences to set plans for enhancing my language performance.					
39	I can select the best way to solve problems immediately while communicating in English.					
40	I know well my strengths and resources and I succeed at investing them to handle difficult language tasks.					

41	I can identify my weaknesses and turn them into positive points.					
	Independence					
42	I learn better when I search for information by myself, rather than when I ask others for help.					
43	I can depend on my own language resources to handle difficult language tasks.					
44	If I have difficulty with some vocabulary/structures while doing language tasks, I can find an alternative way to handle them.					
45	When I fail to complete a language task, I believe I need to exert more effort.					
46	I have my own resources for learning/enhancing my language skills.					
47	I can handle frustrating and stressful communication situations successfully.					
48	I prefer to participate in language tasks that require me to depend on my own abilities.					
49	I catch every chance to practice using the English language even if I make a lot of mistakes.					
50	I like to participate in competitive language tasks.					
51	I prefer group work in language classes because I depend on others to do the tasks.					