



Assessment of Self-Efficacy in an EFL Context

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Abstract The purpose of this longitudinal study is to investigate the affective outcomes of short-term study abroad (SA) participation by 100 Japanese English Foreign Language (EFL) students who will be traveling to a non-English speaking country for English language study. This investigation will seek to determine if significant changes occur in five affective factors, EFL self-efficacy, language anxiety, integrative motivation, willingness to communicate (WTC), and instrumental motivation. These constructs were selected as it is hypothesized they will support continued learning and an elevated trajectory of proficiency and motivation in the future for SA participants in comparison to non-SA participants. This research will also examine whether pre-SA affective differences existed for SA participants versus non-SA learners. A battery of tests will be administered to analyze these affective factors before, during and after the SA program. Due to the brevity of the SA program, the researcher has reservations about the realization of significant changes in language proficiency. Therefore, results will be analyzed in relation to language proficiency but language proficiency will not be a major variable in the study.

Key words study abroad, self-efficacy, individual differences, motivation, affect, language anxiety

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Introduction

Problem Statement: A Case for Study Abroad Programs

Teaching Japanese university students to use English communicatively is a difficult task for most teachers, but let us not forget the trials that so many Japanese students undergo as well in learning English. For some, formally meeting a foreign person and being expected to partake in a foreign language class is nothing short of terrifying, especially in the beginning. In addition, the basic structure of English for Japanese learners poses huge problems because of factors, such as extremely different grammars, pronunciation systems, and orthographic systems. All of these create understandable and clear problems for Japanese university students.

However, in addition, there may be more dangerous obstructions to students' learning. In Japan, there has been a "push" in recent years to promote more exposure to English. There are TV shows which teach English oral communication, most universities have full-time native English speaking teachers who are, to varying degrees, accessible to students, and there are entire sections of book stores devoted to the sales of English language textbooks. So, why is it that more students do not take advantage of these opportunities?

Debatably, it is not the linguistic difficulties of learning English that pose the greatest threat to students' learning, but their own affective limitations. The old adage, "You can lead a horse to water, but you cannot make him drink," seems highly appropriate in this situation. Without motivation, no matter how many facilities or opportunities that Japanese students are offered, they will be of little use if the students are not enticed to take advantage of them.

To some, these facilities that are provided and opportunities that are offered are rendered useless if they do not allow the students to experience English in a meaningful, authentic and practical way. Public schools in Japan require all Japanese youth to study three years of English in junior high school. Those who continue on to high school will receive another three years of instruction in English. Consequently, when students enter a university in Japan, they will have spent at least

6 years studying English. For many high school students, the motivation to learn English is based largely on passing university entrance examinations and they often study through memorizing word lists or repeatedly taking practice tests. And although the use of grammar-translation to teach in secondary schools and universities alike seems on the decline, as a whole, Japanese university students are still not learning English as a tool of communication that will assist them at some juncture in their futures, but as a subject to be mastered in order to achieve an extrinsic goal such as passing an entrance test or getting hired by a specific firm. They are rarely allowed to use the language that they have been learning for the sole purpose that it was created, communication. Few Japanese are shown how English is an asset that could be utilized to enhance their lives, instead of being an obstacle that they must overcome.

One solution to this problem would be creating new study abroad (SA) programs and the promotion of extant SA programs that would allow Japanese university students to travel abroad to experience English and its uses in authentic contexts. By allowing students to use language practically to gather information, build relationships, express their own feelings, and impart knowledge to others, they would theoretically begin to understand the value of English as a tool and not as a barrier.

General Overview of Study Abroad Programs

Study abroad (SA) is defined by Freed (1995) as a period of residence in another country or province where the target language is spoken, combined with classroom-based language and/or content area study. Seen by many as an integral part of any foreign language (FL) curriculum, research literature indicates that the benefits from SA programs are abundant and diverse. Early literature from the 1950's expounded the effects of SA in relation to students and regarding "cross-cultural interactions . . . the increase in knowledge and language skills of other countries and changes in attitudes and career goals" (Kraft, Ballantine & Garvey, 1994, p.29). Participants in SA were found to be more reflective, more prepared to help others, more knowledgeable with respect to international affairs, and more self-

confident. In addition, SA participants may develop cross-cultural skills and knowledge that are essential in the ever-changing world of globalization (Chieffo & Zisper, 2001; Laubscher, 1994). SA has been shown to promote world-mindedness, independence, tolerance for ambiguity, self-esteem, and empathy (Carlson & Widaman, 1988; Laubscher, 1994).

Amidst the echoes of these potential advantages, possible negative ramifications of SA often go unnoticed in mainstream literature. Day (1987) reminded us that a short length stay may entail superficial contact with the host culture, inadequate language practice, a group orientation that might isolate them from the host culture, and a vacation mentality that works against an academic atmosphere. Furthermore, Wilkinson (1998, 2000) postulated that students may arrive in the host country with cultural and linguistic assumptions that may contribute to less interaction in the FL. Further research revealed that exposure to cultural differences did not necessarily lead to cross-cultural understanding. Indeed, Krashen (1985) warned that feelings of anxiety could limit language learning instead of enhancing it. Low motivation to integrate into the target culture could also lead to further negative ramifications in relation to language learning (Tremblay & Gardner, 1995).

Clearly, there is an abundance of research, both supporting SA and warning of possible negative ramifications. All of the above studies, however, refer to situations in which the participants were studying the L1 of the inhabitants of the country in which they were doing their SA. In a recent phenomenon in Asia, some EFL students have opportunities to study English in non-English speaking countries (e.g., the Philippines, Thailand).

Purpose of the Study

This study will be conducted to illuminate the possible changes that participants will undergo in respect to affective factors: EFL self-efficacy, language anxiety, willingness to communicate (WTC), integrative motivation, and instrumental motivation through the course of a short-term SA program to Bangkok, Thailand. Research will be conducted in both the formal classroom settings as well as in informal

contacts with the target language community. For the purposes of this study, the target language community will be Thai nationals, native English-speaking instructors, or fellow visitors to Thailand (i.e., non-Japanese language students, tourists, etc.) who may interact with the participants in English. Qualitative as well as quantitative research methods will be utilized to provide further validity and reliability to results of the study. This longitudinal study will chart changes encountered by the participants from two months before departure for the SA program to eight months after the program has ended and the participants have returned to Japan.

Literature Review

Introduction: Self-efficacy

Since the publication of the social cognitivist, Albert Bandura's (1977) seminal article entitled "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," researchers from many fields (i.e., educational psychology, health, medicine, athletics, business, international affairs, psychopathology, and social and political change) (Pajares, 1996, 2004) have employed self-efficacy to predict and describe a wide range of human functioning. There is evidence to suggest that self-efficacy can predict such varied achievements as academic achievements, social skills, smoking cessation, pain tolerance, athletic performances, career choices, assertiveness, coping with feared events, recovery from illnesses, and sales performance (Bandura, 1986). Embedded within his social cognitive theory, self-efficacy has received increasing attention in the area of academic motivation and achievement (Pintrich & Schunk, 2002; Schunk, 2004, Bandura, 1986). In his most recent book dealing with self-efficacy, Bandura (1997) details the importance of this construct and its influence on human behavior, "People make causal contributions to their own psychosocial functioning through mechanisms of personal agency. Among the mechanisms of agency, none is more central or pervasive than beliefs of personal efficacy. Unless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy belief, therefore, is a major basis of action. People guide their lives by

their beliefs of personal efficacy (p.2).”

Self-Efficacy Theory

The theoretical basis of Bandura's self-efficacy theory and all its current implications, actually derives from Bandura's (1977) seminal article, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change." In this article, Bandura defined self-efficacy as the strength of expectations individuals maintain about their ability to perform successfully a behavior that will lead to a particular outcome. Individuals' level of self-efficacy will influence "whether certain (coping) behaviors will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences" (Bandura, 1977: 191). Within the framework of this theory, judgments of self-efficacy are task and domain specific. Those who hold a low sense of self-efficacy for accomplishing a particular task within a particular domain may avoid it, while those who have a higher sense of self-efficacy would be more apt to participate readily in the completion of the task.

Bandura (1977) postulated that efficacy expectations differ on several dimensions that would influence performance. Firstly, efficacy expectations differ on *magnitude*, task level difficulty. For different individuals, the efficacy expectations may be limited to the simpler tasks, reach to moderately difficult ones, or extend to the most taxing performances. These efficacy expectations would help determine what difficulty level one would be willing to initiate behavior in. *Generality* is another area where efficacy expectations may differ. Generality refers to whether a particular experience will create a specific mastery expectation or extend well beyond the specific treatment situation. Expectancies may also vary according to *strength*. The strength of one's expectations will determine how resilient one can be in the face of aversive experiences. "Weak expectations are easily extinguishable by disconfirming experiences, whereas individuals who possess strong expectations of mastery will persevere in their coping efforts despite disconfirming experiences (Bandura, 1977: 194)."

Within his self-efficacy theory, Bandura (1977) also hypothesized the sources of self-efficacy. According to him, there are basically four principle sources of informa-

tion that help one create a sense of self-efficacy pertaining to a specific task and a specific domain; *performance accomplishments*, *vicarious experiences*, *verbal persuasion*, and *physiological states*. In other words, people base the level of confidence they have in relation to a particular behavior, on an aggregate reading of these four elements.

Judged to be the most influential gauge of self-efficacy, performance accomplishments are especially important because they are based on personal mastery experiences. Successes tend to increase one's sense of self-efficacy while failures lower it. Failures that occur early in the course of events can be particularly detrimental to one's self-efficacy, however, failures that occur later, after sufficient success has been experienced may have less impact on self-efficacy. Even occasional failures that are later overcome by sustained effort can strengthen self-efficacy if one realizes that even difficult tasks can be mastered with conviction and continued effort.

Although exerting a weaker influence on the formation of self-efficacy than performance accomplishments, vicarious experiences are also an important source of self-efficacy information. People do not rely solely on their own mastery experiences to develop their self-efficacy. They are influenced by seeing others perform particular activities as well. Certain conditions enhance the value of a vicarious experience; the more similar the observer feels he is to the model, the more influence the vicarious experience will have on the observer's self-efficacy. Model behavior that exhibits clear outcomes conveys more efficacy information than if the effects of the modeled actions remained unclear. Furthermore, diversified modeling, in which the performance is re-enacted several times by a variety of models, is superior to exposure to the same performance by a single model.

Also influencing self-efficacy is verbal persuasion, in which people are guided, through suggestion, into believing they are capable or incapable of performing a particular task. The impact that verbal persuasion has on self-efficacy is likely to be weaker than that arising from one's own accomplishments because verbal persuasion is not derived from an authentic experience.

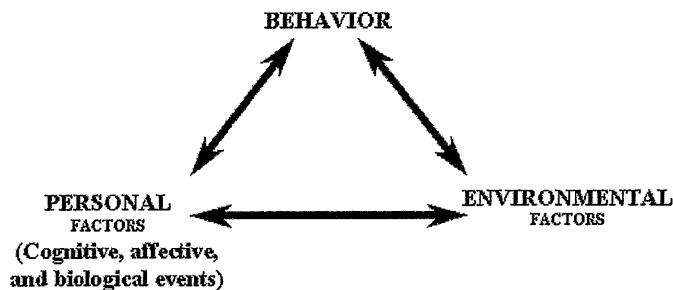
The last element of self-efficacy information is physiological states. People sometimes rely on their physiological reactions to particular situations to lead

them and their level of self-efficacy. As one experiences a fear reaction, such as an increased heart rate, induced sweating, or hyperventilation, one would likely expect failure more than success in that particular situation. “Because high arousal usually debilitates performance, individuals are more likely to expect success when they are not beset by aversive arousal than if they are tense and viscerally agitated (p.198).”

The Role of Self-Efficacy in Social Cognitive Theory

This theory of self-efficacy underwent severe scrutiny by researchers in a multitude of fields and remained quite robust even in the face of such scrutiny. It was not until 1986 that Bandura introduced a more comprehensive look at human behavior, his *social cognitive theory*, within which was embedded the theory of self-efficacy. In the social cognitive theory, people are seen as self-organizing, proactive, self-reflecting and self-regulating rather than as reactive beings molded and guided by environmental forces or compelled by hidden inner impulses. It is by this very definition that Bandura, himself, rejects claims that he is a “behaviorist and demands he be called a social cognitivist.” From this theoretical perspective, human functioning is considered the product of a dynamic triad of personal, behavioral, and environmental influences (Figure 1). Of all the beliefs that influence human functioning, and standing at the very core of the social cognitive theory, are self-efficacy beliefs,” people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1986; 391).”

Figure 1. Model of the relations between the three classes of determinants in Bandura’s (1986) conception of triadic reciprocity



As the evolution of the self-efficacy theory and its role within the social cognitive theory continued, Bandura explained the refinement of his theories in his 1997 book, *Self-efficacy: The Exercise of Control*. In regards to the role of self-efficacy, he states, “Perceived self-efficacy refers to beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments.” Adding parts to this definition that were not found in his prior writings, Bandura extended the influence of one’s beliefs in self-efficacy to “the courses of action people choose to pursue, how much effort they put forth in given endeavors, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with taxing environmental demands, and the level of accomplishments they realize (Bandura, 1997: 3).”

Bandura continued by explaining another of his major contentions as regards the role of self-efficacy beliefs in human functioning, “people’s level of motivation, affective states, and actions are based more on what they believe than on what is objectively true (Bandura, 1997: 2).” Therefore, it is not necessarily the number of skills one possesses, but what one believes one can do with those skills in a particular circumstance that self-efficacy theory is really concerned with. Collins (1982) studied the level of problem solving by children in three levels of mathematical ability. Mathematical ability played a part in the problem-solving performance, but those children who maintained a high sense of self-efficacy were more successful than those with a low sense of self-efficacy, regardless of the ability level. Pervasive self-doubt can over-rule skills, so that even highly skillful individuals may not perform to their true ability under circumstances that undermine their beliefs in themselves (Bandura & Jourden, 1991). As these studies demonstrate, perceived self-efficacy is highly influential to performance accomplishments, whatever underlying skills one might possess.

Self-Efficacy and Its Relevance to the Current Study

This study will examine the significant affective changes for EFL participants after a 4-week, university-level SA program in Bangkok, Thailand. The factors

that will be measured will be EFL self-efficacy, language anxiety, willingness to communicate, integrative motivation, and instrumental motivation. Due to the unique nature of this study (studying EFL in a non-English speaking country), prior empirical research directly related to the topic is limited. The current investigation will address the following questions:

1. Is a change exhibited in the participants' EFL self-efficacy after participating in a SA program to a non-English speaking country ?
2. Is a change exhibited in the participants' willingness to communicate after participating in a SA program to a non-English speaking country ?
3. Is a change exhibited in the participants' language anxiety after participating in a SA program to a non-English speaking country ?
4. Is a change exhibited in the participants' integrative motivation after participating in a SA program to a non-English speaking country ?
5. Is a change exhibited in the participants' instrumental motivation after participating in a SA program to a non-English speaking country ?
6. Was there a difference between levels of self-efficacy, language anxiety, willingness to communicate, and integrative motivation, respectively, before the participants departed for the SA ?

The current study aims to use self-efficacy measures, among others, to predict heightened EFL study motivation as a consequence of participation in a short-term SA program. In the long term, changes in proficiency will also be analyzed. For many of the students participating in this study, the SA experience will allow them for the first time in their history of English education to use English in authentic situations. In reference to Bandura's self-efficacy theory, most of them have not had extensive performance experiences with English. In other words, few of them have had opportunities to use English in authentic contexts and thereby to test their own abilities (i.e., experiencing successes and failures). These mastery experiences inform individuals of their abilities and allow them to hone their sense of self-efficacy toward English language usage. It could be hypothesized that, due to the

artificial nature of many of these students' experiences (i.e. only in classrooms), many of them have inaccurate readings of their own abilities. It is hypothesized that there will be a change in each student's self-efficacy and that that change will affect their motivation to learn English even after returning from the SA program.

Another construct that will be investigated in this study is willingness to communicate. The concept of willingness to communicate (WTC) refers to the tendency of an individual to initiate communication when free to do so (McCroskey & Richmond, 1987, 1990). As one of the basic tenets of Bandura's self-efficacy theory, he believes that one's level of self-efficacy will help to predict what actions are initiated and what actions are avoided. It is hypothesized that there will be a strong link between WTC and self-efficacy.

In addition to WTC, language anxiety will also be investigated in this study. As expected, Bandura purports that as a result of one's weakened sense of self-efficacy in a particular subject, one becomes anxious about the corresponding academic demands. Anxiety tends to manifest itself in both cognitive and somatic ways. Somatic anxiety can be recognized as physiological responses such as, increased heart-rate, hyperventilation, sweating, etc. These types of physiological responses to the environment are one of the four sources of self-efficacy information that Bandura details in his self-efficacy theory (1977). Again, there seems to be a direct link to another of the constructs under investigation in this study.

The longitudinal nature of this study will also be supported by the use of the self-efficacy theory. Bandura (1977) 0 postulates that one's level of self-efficacy will predict what actions are initiated, how much effort will be expended on a particular task, and the perseverance one needs to overcome obstacles in the course of the task. As this study will be conducted over an extended period of time, participants' level of perseverance will be revealed through an examination of achievement and motivation measures.

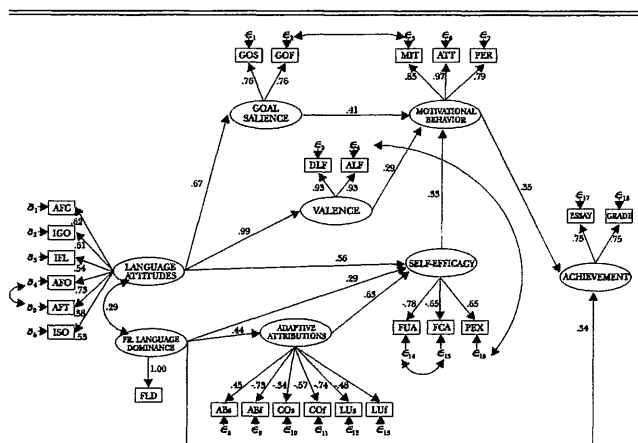
Self-efficacy in Foreign Language Research

Although researchers from many fields (i.e., educational psychology, health, medicine, athletics, business, international affairs, psychopathology, and social

and political change) (Pajares, 1996, 2004) have employed self-efficacy to predict and describe a wide range of human functioning, research in the field of foreign languages remains limited. In the early 1990's a collective criticism rose from the field of SLA referring primarily to Gardner's (1985) Socio-Educational Model (Crookes & Schmidt, 1991; Oxford & Shearin, 1994; Dornyei, 1994). There was a general consensus among several researchers in the field that research in L2 learning had been restricted by a narrow perspective on motivation. Recommendations that researchers begin to consider non-L2 approaches to motivation were voiced.

In response to these calls, Tremblay and Gardner (1995) investigated the implication of self-efficacy and its role in L2 motivation. A sample of 75 French language students in a francophone secondary school completed questionnaires designed to measure various motivational and attitudinal factors. In addition to these measures, they completed an essay in French. Final grades for the French class were accepted as a measurement of achievement in the study. The results of the study supported the hypothesis that self-efficacy has a direct effect on motivational behavior which subsequently has a direct relation to achievement (Figure 2, Tremblay & Gardner, 1995: 514).

Figure 2. Motivational Model (Tremblay & Gardner, 1995: 510)



ABF Ability-Failure; ABS Ability-Success; AFC Attitudes toward French Canadians; AFO Attitudes toward the French Course; AFT Attitudes toward the French Teacher; ALF Attitudes toward Learning French; ATT Attention; COF Context-Failure; COS Context-Success; DLF Desire to Learn French; FCA French Class Anxiety; FLD French Language Dominance; FUA French Use Anxiety; GOF Goal Frequency; GOS Goal Specificity; IFL Interest in Foreign Languages; IGO Integrative Orientation; ISO Instrumental Orientation; LUF Luck-Failure; LUS Luck-Success; MIT Motivational Intensity; PER Persistence; PEX Performance Expectancy

Another study (Hseih & Schallert, 2008), considered the two constructs, self-efficacy and attribution in the domain of foreign language learning. 500 students in Spanish, German and French courses were first given class test scores and asked if the scores represented a success or failure on the part of the student. Thereafter, the students were also asked to rate their self-efficacy and attribution based on the scores. The study supported the hypothesis that in predicting achievement, self-efficacy was the most powerful predictor. Ability attributions were considered significant but not as strong as self-efficacy. It was also found that students who attributed failure to lack of effort held a higher sense of self-efficacy than those who attributed failure to other factors such as ability, task difficulty, and luck. Although a direct link from self-efficacy to achievement was not realized in the study conducted by Tremblay and Gardner, this study showed a relation.

These attributions to success and failure were also evident in a study by Graham (2006). In this qualitative study, conducted through questionnaires and interviews, Graham noticed that most students with high self-efficacy credited both successes and failures to either an ample expenditure of effort or a lack of it, respectively. Those who considered themselves to be less efficacious tended to blame their failures more on external forces like task difficulty, luck and ability.

In another study, Graham (2004) showed that students who attributed success to effort, high ability and effective learning strategies had higher levels of achievement. She detailed the relation between one's ability to manipulate learning strategies as a source of higher self-efficacy. On the contrary, low ability and task difficulty were blamed by most for lack of achievement in French. Graham maintains that if learners could be educated on the use of language strategies and their link to academic performances, learners may start to change the attributions they hold for successes and failures, thereby changing their self-efficacy.

Although these studies were in the field of foreign languages, in more relevant research to the current SA study, Carlson et al. (1990), investigated the impact that study abroad has on such topics as education, career, personal satisfaction, and cultural values. Undergraduates in four U.S. college and university programs involving nearly thirty European institutions were chosen for the study. The fo-

cus of the research is the role of study abroad in students' acquisition of foreign language proficiency, knowledge of and concern for foreign cultures and international issues, attitudes toward their home country and its values, and career objectives and accomplishments. Student profiles indicate consistent patterns in motivation, achievement, and satisfaction that relate to the experience abroad.

The results of the study showed strong factor loadings on two factors that the authors related to the self-efficacy construct, "Attitudes toward Self" and "Sociability." However, the findings did not support the hypothesis that study abroad experience would significantly result in increased levels of self-confidence and sociability. One of the reasons attributed to this failure would be the scales that were used in the study. Taken from Susan Harter's (1978) work on effectance motivation, the items of the scale, which were originally written for children, had to be revised. Many of the items also talked about attitudes toward self and sociability that might not change due to study abroad. They seem to be items that are almost trait-like in nature. For example, "Some students are very happy being the way they are." or "Some people are sure that what they are doing is the right thing." The items tend to be slightly ambiguous and lacking in any strong relevance to the underlying construct that was being studied.

In the rationale of the study given to explain the usage of the instrument, Carlson et al explained, "Harter has developed a differentiated set of scales that assess cognitive, social, and physical competence. Each of these domains can be divided into specific subdomains. In the present study, we chose to focus on social competence, or what we term personal self-efficacy. The reason for this is that we consider this dimension of one's perception of self to be particularly relevant for study abroad students (Carlson et al, 1990: 24)." There does not seem to be any clear connection between the items of the scale and the construct being studied, which in itself remains somewhat unclear. There were no explicit definitions of the self-efficacy construct, as perceived by the researchers in this study.

Guidelines for Assessing Self-Efficacy and Creating Self-Efficacy Scales

As was encountered in the Carlson et al (1990) study, problems with the instrument

of assessment can lead to distorted results. To prevent these types of problems from occurring in the current study, a review of literature on self-efficacy assessment is provided.

In mainstream psychological research, self-efficacy has been conceptualized and studied from two different perspectives, a trait like concept called general self-efficacy (GSE) (e.g., Eden, 1988; Judge, Erez & Bono, 1998) and a state like concept called specific self-efficacy (SSE) (e.g., Gist & Mitchell, 1992; Wood & Bandura, 1989). Wood and Bandura (1989) defined specific self-efficacy as “beliefs in one’s capabilities to mobilize the motivation, cognitive responses, and course of action needed to meet given situation demands.” On the other hand, Judge, et al. (1998: 170) defined GSE as “individuals’ perception of their ability to perform across a variety of different situations.” Chen, Gully, and Eden, noted, “GSE captures differences among individuals in their tendency to view themselves as capable of meeting task demands in a broad array of contexts (2001: 63).”

Research has shown that GSE has a positive influence on SSE across tasks and domains (Eden, 1988). This positive relationship between GSE and SSE for a variety of performances seems to “spill over” into specific situations (Shelton, 1990; Sherer, 1982). Because of this, those with a high GSE are expected to be more apt to succeed across a variety of domains.

To gain a reference of the types of questions asked on GSE research instruments, a review of Sherer et al. (1982) General Self-Confidence Scale (SGSES) is offered below. The SGSES is comprised of two subscales: a General Self-efficacy subscale (17 items) and a Social Self-efficacy subscale (6 items). (See Table 1)

As can be seen from the instrument, the included items reflect GSE factors. Although it may be believed by some that these types of items will work well in predicting human functioning in relation to foreign language motivation, the researcher in this study is not convinced that these questions best target the predictive elements in this SA study. In addition, because one of the aims of this study is to see changes in self-efficacy over an extended period of time, one would not expect the trait-like nature of GSE to fluctuate significantly, therefore rendering it irrelevant to the SA study.

Table 1. Factors from Self-efficacy Scale (Sherer et al., 1982)

Items
Factor 1. General Self-efficacy
1. When I make plans, I am certain I can make them work.
2. One of my problems is that I cannot get down to work when I should. (R)
3. If I can't do a job the first time, I keep trying until I can.
4. When I set important goals for myself, I rarely achieve them. (R)
5. I give up on things before completing them. (R)
6. I avoid facing difficulties. (R)
7. If something looks too complicated, I will not even bother to try it. (R)
8. When I have something unpleasant to do, I stick to it until I finish it.
9. When I decide to do something, I go right to work on it.
10. When trying to learn something new, I soon give up if I am not initially successful. (R)
11. When unexpected problems occur, I don't handle them well. (R)
12. I avoid trying to learn new things when they look too difficult for me. (R)
13. Failure just makes me try harder.
14. I feel insecure about my ability to do things. (R)
15. I am a self-reliant person.
16. I give up easily. (R)
17. I do not seem capable of dealing with most problems that come up in life. (R)
Factor 2. Social Self-efficacy
1. It is difficult for me to make new friends. (R)
2. If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me.
3. If I meet someone interesting who is hard to make friends with, I'll soon stop trying to make friends with that person. (R)
4. When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily.
5. I do not handle myself well in social gatherings. (R)
6. I have acquired my friends through my personal abilities at making friends.

Note.- (R) denotes items recoded in direction of high self-efficacy.

The researcher in this study agrees with Wood & Bandura (1989) in claiming that SSE instruments will be better able to predict human functioning in relation to foreign language education. Research question No.1 of this study deals with changes of self-efficacy resulting from participation in a short-term study abroad program. In agreement with the basic tenets of Bandura's self-efficacy theory (1977), the items used in the instrument for this SA study will be task and domain specific. Therefore, in order to get a better understanding of learner EFL self-efficacy, items will be created to measure self-efficacy in EFL reading, writing, speaking and listening.

Bandura (2006) has offered a set of guidelines to be followed when creating scales for self-efficacy measurement.

1. Content validity: Firstly, items should reflect the construct under investigation. In Bandura's definition (1986) of self-efficacy, the term self-efficacy is concerned with perceived capability. Therefore, items should be termed using such expressions as "can do" rather than "will do." He also warns against confusing other constructs with self-efficacy. Self-esteem, for example, refers to one's worth, whereas self-efficacy is a judgment of capability. Also, locus of control refers to belief about outcome contingencies-whether outcomes are determined by one's actions or by forces outside of one's control.
2. Items on the instrument should be based on a good conceptual analysis of the relevant domain of functioning. In this case, EFL is the domain. Reading, writing, listening, and speaking EFL tasks will be specified in the items. Items should be specific to both the EFL domain and the specific skill being targeted.
3. The items should be ordered in a gradation of challenge. Personal influence and the challenge of the items may be in regulating one's own motivation, thought processes, performance level, emotional states, or altering environmental conditions. It should be clear in the items which one of these domains is being targeted.
4. The items of the instrument should reflect varying levels of task demands. It is recommended that participants rate the strength of their belief in their ability to execute the mentioned activities. The scale runs from 0 (Cannot do at all) to 50 (moderately certain can do) to 100 (Highly certain can do). Although this scale is recommended to increase the sensitivity of the instrument, it is believed by the researcher in this SA study that maintaining a 0-100 scale will not be effective for offering accurate results from this study. A scale of 0-60 will offer a much better graded scale for administering the same survey multiple times over the course of this longitudinal study.

Completed EFL Self-Efficacy Scale

With these recommendations in mind, the researcher in this SA study has designed the following instrument. It was adapted from a similar questionnaire provided by Carlson et al. (1990: 153-55). There are four basic components to this EFL Self-

efficacy scale: reading, speaking, listening, and writing sections. There is a practice element in the beginning of the survey to acclimate the participants to the style of survey questions being asked. (See survey sections below)

EFL Self-efficacy Scale

I. Practice Rating

To familiarize yourself with the rating form, please complete this practice item first.

If you were asked to lift objects of different weights **right now**, how certain are you that you can lift each of the weights described below ?

Rate your degree of confidence by recording a number from 0 to 60 using the scale given below:

0	10	20	30	40	50	60
Cannot do at all			moderately can do			highly certain can do

Physical strength	Confidence (0-60)
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Lift a 20 kg object	_____
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Lift a 40 kg object	_____
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Lift a 60 kg object	_____
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Lift a 80 kg object	_____
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Lift a 100 kg object	_____
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Lift a 120 kg object	_____
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Bandura (2005: Appendix 1)

II. Reading self-efficacy

A number of situations are described below about reading in English. Please rate in each of the blanks in the column how certain you are that you can understand the written English in each situation.

0	10	20	30	40	50	60
cannot do at all			moderately can do			highly certain can do

Reading situation	Confidence (0-60)
1. Read and understand cell phone text message from a native English speaker who deliberately used simple vocabulary and grammar	_____
2. Read and understand on store fronts the type of store or services provided (for example, "bakery", "computer shop", "restaurant")	_____
3. Understand newspaper headlines	_____
4. Read and understand an email from one native English speaker to another about weekend plans	_____
5. Read popular novels (for example, Harry Potter) without using a dictionary	_____
6. Read and understand magazine articles at a level similar to those found in a publication such as <u>Time</u> or <u>Newsweek</u>	_____
7. Read and understand technical material in a particular academic field with very infrequent use of the dictionary	_____

III. Speaking self-efficacy

A number of situations are described below about speaking in English. Please rate in each of the blanks in the column how certain you are that you can speak and make yourself understood in each situation.

0	10	20	30	40	50	60
cannot do			moderately			highly certain
at all			can do			can do

Speaking situation	Confidence (0-60)
1. Say the day of the week	_____
2. Order a simple meal in a restaurant	_____
3. Introduce yourself at a party using appropriate greetings and leave-taking expressions	_____
4. Describe your present job or situation as a student, using appropriate vocabulary and grammar	_____
5. Tell what you plan to be doing five years from now, using appropriate vocabulary and grammar	_____
6. State and support an opinion you might have on a controversial issue (environmental pollution, stance toward North Korea)	_____
7. Describe your country's political system in detail	_____

IV. Listening self-efficacy

A number of situations are described below about listening in English. Please rate in each of the blanks in the column how certain you are that you can listen to and understand spoken English in each situation.

0	10	20	30	40	50	60
cannot do			moderately			highly certain
at all			can do			can do

Listening situation	Confidence (0-60)
1. Understand very simple statements or questions in English (for example, "What is your name?", "Where do you live?")	_____
2. In a face-to-face conversation, understand someone who is speaking slowly and carefully about his weekend plans in English	_____
3. On a telephone, understand someone who is speaking slowly and carefully about a homework assignment in English	_____
4. In a face-to-face conversation in English, understand whether the speaker is referring to past, present, or future events	_____
5. In a face-to-face conversation, understand a native English speaker who is speaking at a natural speed about weekend plans	_____
6. Understand movies in English without subtitles	_____
7. From the radio, understand the words of a popular song you have not heard before	_____

V. Writing self-efficacy

A number of situations are described below about writing in English. Please rate in each of the blanks in the column how certain you are that you can write and make your written work understood in each situation.

0	10	20	30	40	50	60
cannot do			moderately			highly certain
at all			can do			can do

Writing situation	Confidence (0-60)
1. Fill in a passport application in English (for example, name, address, age, place of birth, occupation, etc.)	_____
2. Write (type) a text message to a friend in English to ask him to meet you for lunch, using appropriate vocabulary and correct grammar and spelling	_____
3. Write a letter to your new home-stay family to introduce yourself, using appropriate vocabulary and correct grammar and spelling	_____
4. Write a letter to a hotel or airline company to complain about a problem you had with the company, using appropriate vocabulary and correct grammar and spelling	_____
5. Write an essay describing your opinion about a controversial issue (the economic situation in Japan, whaling, etc.), using appropriate vocabulary and correct grammar and spelling	_____
6. Write a business letter to a company asking for a change of a shipment date of a product you have ordered and explaining the reason, using appropriate vocabulary and correct grammar and spelling	_____
7. Write a paper to be published in a journal for a particular field of academics, using appropriate vocabulary and correct grammar and spelling	_____

Conclusion

Since the publication of the social cognitivist, Albert Bandura's (1977) seminal article entitled "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," where Bandura introduced his theory of self-efficacy, extensive research has been conducted and strongly supported Bandura's theory of self-efficacy's predictive nature in human functioning (i.e., educational psychology, health, medicine, athletics, business, international affairs, psychopathology, and social and political change) (Pajares, 1996, 2004). Although research in self-efficacy has been relatively limited in the foreign language field, recent literature shows a new interest in the theory and its possible connections to Second Language Acquisition (SLA). In this paper, I have aimed to offer a comprehensive overview of the self-efficacy construct and its relevance to my ensuing dissertation research. Through examination of relevant literature, I have also offered guidelines in constructing an assessment instrument for EFL self-efficacy. Finally, I have offered an example of a completed instrument, including a practice section and four main subject sections, reading, listening, speaking and listening.

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