Saudi Students' Perceived Self-efficacy and its Relationship to their Achievement in English Language Proficiency

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Abstract
In the recent years, an increasing interest in self-efficacy has been observed. However, the impact of students' perceived self-efficacy on their academic achievements needs more attention. The aim of this paper is to evaluate the effect of self-efficacy on English language proficiency of students at Umm Al-Qura University, Makkah, Saudi Arabia. This study attempts to answer the question whether there exists any relationship between Saudi students' perceived self-efficacy and their achievement in English language learning. Self-efficacy scales were used to gather data from 230 preparatory year students from Umm Al-Qura University, Makkah, Saudi Arabia. Fifteen out of seventy-six sections were randomly selected from the three streams, namely, Medical, Scientific and Administration. For data analysis, descriptive statistical analysis was performed using SPSS. It is significant in terms of providing insights into the psychology of the students particularly regarding their perceived self-efficacy which will be of great help to the course designers, content developers and teachers in taking measures for the inclusion of the content to improve students' self-efficacy. The findings show that there exists a positive correlation between General and English self-efficacy and achievements in English language learning. However, there is no positive correlation between social self-efficacy and English language achievements. On the basis of the findings, the study provides some recommendations to improve students' self-efficacy for better performance in learning English. Based on the findings of the research, further research is recommended to compare self-efficacy of the students from different Saudi universities in order to explore the reasons for different levels of their self-efficacy and English language achievements.
Key words: English self-efficacy (ESE), general self-efficacy (GSE), language learning, Saudi students, social self-efficacy (SSE)

Introduction

English, as a foreign language, is being given a primary importance in the curriculum of Saudi schools, colleges and universities. Almost all Saudi colleges and universities have English language centres, institutes or departments. In order to prepare the students for English language, there are Preparatory Year Programmes (PYPs) where they learn English for one or two semesters. Presently, English is the medium of instruction in most of the higher education institutions. Also, the students have started recognizing the significance of English as a language of higher education, international communication and business (Rahman & Alhaisoni, 2013).

The institutions, however, face challenges and obstacles in achieving the required targets. The challenges include i) social, environmental and economic issues, ii) personal and psychological issues of motivation, and iii) aptitude and initial preparedness. Such psychological factors also include the students' perception about their self-efficacy. Self-efficacy belief is an individual's perception of how competent s/he is in executing certain task(s) in particular situation (Graham, 2007). It is a belief in one's abilities in fulfilling the requirements to accomplish a goal. The theory of self-efficacy holds the view that an individual's perception about his/ her abilities casts a powerful impact on his/ her behavior. Self-efficacy is "a belief in one's capabilities to organize and execute courses of action required to produce given attainments" (Bandura, 1997, p.3).

The relationship between self-efficacy and performance is well documented. In recent years, researchers have become increasingly interested in teachers' and students' self-efficacy in relation to their performance in academic setting (e.g., Hassan & Alasmari, 2015; Alrabai, 2017; Kurbanoglu et al., 2018). It has been extensively studied, however, less attention has been paid to its relationship with English language proficiency. The previous research has not been very successful in explaining the relationship between Self-efficacy: General self-efficacy (GSE), Social self-efficacy (SSE) and English self-efficacy (ESE) and students' English language ability. Hence, in order to explore the effect of self-efficacy on English language learning, additional studies are needed. The relationship of general, social and academic self-efficacy is worth investigating in order to use it to improve the academic performance of students. This paper attempts to evaluate the effect of self-efficacy on English language proficiency of students at Umm Al-Qura University, Makkah, Saudi Arabia.

This study attempts to answer the following questions: Is there any relationship between Saudi students' perceived self-efficacy and their achievement in English language learning? Is there any relation between GSE and students' language ability? Is there any relation between SSE and students' language ability? Is there any relation between ESE and students' language ability?

Literature Review

The concept of self-efficacy, introduced long ago by Bandura (1977), has again received the interest of the researchers in the recent times. It is being studied as a psychological construct which plays a vital role in academic achievements including a foreign language learning. Research on self-efficacy provides an evidence that self-efficacy is a good predictor of performance and/ or

achievement (Eysenck, 2004; Elliot & Dick, 2005; Yip, 2017; Lee & Stankov, 2017). It is generally believed that students with high degree of self-efficacy are more likely to attain higher academic achievement. For example, Karaway et al. (2003) argue that students' enhanced self-efficacy helps in improving their academic achievements and participation in school. On the basis of such empirical findings, Choi (2005) emphasizes that classroom environment and activities should be focused in order to enhance students' self-concept and self-efficacy. Various researchers locate a direct proportional link between self-efficacy beliefs and performance (e.g., Motlagh, Yazdani & Souri, 2011; Lilian, 2012; Jahanian & Mahjoubi, 2013; Loo & Choy, 2013; Azar, 2013; Hassan & Alasmari, 2015). However, other researchers assert that it is self-efficacy for self-regulation which has a positive correlation with language achievement rather than self-efficacy to obtain high grades (e.g. Chemers et al., 2000; Buyukselcuk, 2006; Mills et al., 2007). It is students' persistence which leads to academic achievement and this perseverance is positively connected with their self-efficacy.

A positive connection between high self- efficacy and academic performance has been well documented. Empirical data suggest that students with high self-efficacy employ their skills and capabilities in an effective way to overcome the obstacles and challenges in their pursuit of success (Camgoz et al., 2008). Considering self-efficacy as a psychological factor, Paul and Gore (2012) study its relationship with students' achievements and their adjustment in college. Yusuf (2011) argues that self-efficacy coupled with achievement motivation, and learning strategies had a great impact on students' academic achievement.

Doménech-Betoret et al. (2017) analyze the relationships among academic self-efficacy, students' expectancy-value beliefs, teaching process satisfaction, and academic achievement. The findings show that students' expectancy-value beliefs, including the value of the subject, process and achievement expectancy, cost expectancy, played a mediator role between academic self-efficacy and the achievement/ satisfaction relationship. Moreover, Patricia (2017) studies the themes that students identified as casting a positive or negative impact on their academic self-efficacy and concludes that gender and demographic differences have their effect on self-efficacy of the students.

While students from all around the world have been studied keeping in view their self-efficacy and its impact on their academic achievements, students from Saudi Arabia have also received the attention of researchers working on self-efficacy. For instance, Razek and Coyner (2014) explore the impact of self-efficacy in Saudi students' performance at Riverside State University, USA. Likewise, the students studying in Saudi Arabian schools, colleges and universities attracted the attention of researchers. Al-Hattab (2006) discovers a positive correlation between the global self-esteem, situational self-esteem, and task self-esteem and writing achievement of Saudi students in Al-Madinah Al-Munawwarah region. El-Biza (2010) also analyzes self-efficacy among Australian and Saudi Muslim girls in Islamic and public schools and concluded that a concept like 'interculturality' needs to be inculcated in both minority and mainstream students for better results. Al Samadani and Ibnian (2015) study the factors affecting the attitude of the students of Umm Al-Qura University towards learning English and conclude

that the students with high GPA have positive attitude towards learning English. Humaida (2017) examines the effect of self-efficacy, positive thinking and gender difference on academic achievement in Al Jouf University students, Saudi Arabia. The findings suggested that both self-efficacy and positive thinking were significant predictors for students' academic achievement.

Rahemi (2007) investigates senior high school humanities students' English self-efficacy beliefs and reveals that there is a positive correlation between students' self- efficacy and their EFL achievements. He concludes that it is important to promote positive self- efficacy to help students improve their second or foreign language. However, Rahemi's research focuses on students' perceived English self-efficacy as a whole. Basaran and Cabaroglu (2014) provide a more comprehensive insight into students' perceived English self-efficacy with an emphasis on four language skills – listening, speaking, reading and writing. However, both the studies only attempt to find correlation between students' perception about their English and their performance in English. Further, the studies conducted on Saudi students mainly focus students' general self-efficacy and its relation with their academic achievements. Though, Al-Roomy (2015) evaluates Saudi students' beliefs about learning English, he does not explore their relationship with their English language proficiency. Alrabai (2017) examines Saudi students' self-esteem (which is a different concept from self-efficacy) and its relationship with their achievement in English language. However, this research, like the above mentioned researches, analyses the students' perceived English self-efficacy *as a whole* on one hand and find correlation between students' language self-esteem and their performance in English on the other. Thus, instead of merely taking into view the students' English self-efficacy and comparing it with their achievements in English, the present study attempts to consider the complex/ natural design which includes students' general, social and English self-efficacy and its role in their ability to learn English language. The study further attempts to see if there is any relationship between students general, social and English self-efficacy.

It can be predicted that a correlation exists between a student's perceived English self-efficacy and his/ her ability in English. A sufficient body of research also supports this fact. Further, various researchers prove the fact that there is positive correlation between general self-efficacy and academic achievements (Mccoach et al., 2014; Kurbanoglu et al., 2018). However, it is not necessary that a student's general self-efficacy, social self-efficacy and English self-efficacy also have the same correlation. Thus the present study attempts to probe into the nature of relationship which exists between the above mentioned self-efficacies with reference to English language proficiency.

Methodology
This study is a correlational quantitative research. There were four variables in the study: GSE, SSE and ESE on the one hand and academic achievements/ results on the other. The participants of the study are the Preparatory Year (PY) students of Umm Al-Qura University, Makkah, Saudi Arabia. Fifteen out of seventy-six sections were randomly selected from the three streams, viz, Medical, Scientific and Administration. The sample consisted of 230 Preparatory Year students (as shown in Table 1) who study English for one year (English for General Purposes, EGP in the

first semester and English for Specific Purposes, ESP, in the second semester) before they join their respective departments/ colleges.

Table 1. *Stream wise distribution of participants*

Academic Year	Stream	Groups per Stream	Students per Stream
2017-18	Medicine	5	72
	Scientific	5	88
	Administrative	5	66
Total		15	230

Three self-efficacy scales were used to explore the role of General, Social and English self-efficacy in Saudi students' academic achievements. The scales used in the present study were GSE, SSE and ESE Scale. They were based on the scales developed by Sherer et al. (1982) and Basaran and Cabaroglu (2014). The first and the second scales were used to assess the students' general and social self-efficacy and the third scale evaluates their perception of how competent they were in English. General Self-efficacy scale comprises 17 Items, Social Self-efficacy scale 6 Items and English Self-efficacy scale 20 Items. A non-random convenience sample of 230 students was given the Self efficacy scales. The English examination results summarized the students' actual ability in English language including listening, speaking, reading and writing skills. The participants filled out the questionnaires (i.e. GSES, ESES & ESES). In order to find out the relationship between self-efficacy and academic performance, the scores of the examination results were taken and compared with the results of the questionnaire. For data analysis, descriptive statistical analysis was performed using SPSS. It includes frequencies, means, and standard deviations. In the present study, self-efficacy was an independent variable whereas, academic performance was a dependent variable.

Results and Discussion
The present section presents the findings followed by discussion and interpretation. The results are divided into three parts: GSE of Medical Stream (MS), Scientific Stream (SS) and Administrative Stream (AS), SSE of MS, SS and AS, and ESE of MS, SS and AS.

The mean scores of General Self-efficacy (GSE) of all the streams, Medical, Scientific and Administrative, are 3.66, 3.63 and 3.60 respectively (see Appendix 1). So far as MS is concerned, the mean score is 3.66 which indicates medium GSE. The item with the highest mean, (4.12) is *If I can't do a job the first time, I keep trying until I can*. It shows that the students are consistent in their GSE. However, the overall GSE of MS is medium. GSE of SS has been found 3.63 which also shows medium GSE of SS. The item, *I am a self-reliant person*, with mean 4.34 is the highest. GSE of AS is also medium with mean 3.60. The high mean of item *If I can't do a job the first time, I keep trying until I can* (4.20) indicates the high GSE of AS. GSE of MS is highest as compared

to SS and AS. However, the difference among the streams is not quite significant. As far as their results in English exams are concerned, the data shows that students of MS are high achievers (M= 93.99) whereas SS and AS are with 81.75 and 73.51 mean scores. Thus there is a positive correlation between GSE and English language achievements of the students of all streams.

The mean scores of SSE of MS, SS and AS are 3.32, 3.39 and 3.35 respectively (see Appendix 1 for more detail). SSE of all the streams is medium. The lowest mean of item, *When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily*, (MS=2.72, SS=2.85 & AS=2.95) show low efficacy. However, it is interesting to note that SSE of MS appears to be the lowest among all the streams (M=3.32). The students of SS are with highest mean score (M=3.39). While SSE of MS is the lowest, it also indicates that students of MS are less social and they devote more time to their studies. This fact also reflects in their exam result which is the highest among all the streams. However, it is evident from the highest mean of item, *I have acquired my friends through my personal abilities at making friends*, that the students of all the streams believe in their abilities regarding social self-efficacy. The findings show that there is no correlation between SSE and the students' results in English examination.

ESE mean score of MS is the highest (M=3.83) among all the streams (see Appendix 1). AS is found at the bottom with mean 3.18. The ESE scale provides an insight into students' perceptions about their self-efficacy in listening, speaking reading and writing as it focusses on individual language skills. The findings suggest that students' perceived SE about their writing skill is the lowest (i.e., MS=3.30, SS=3.13 & AS=2.80) among all the language skills. AS shows the lowest ESE in writing among all the streams. As the figure demonstrates that all the streams show high self-efficacy regarding speaking skill.
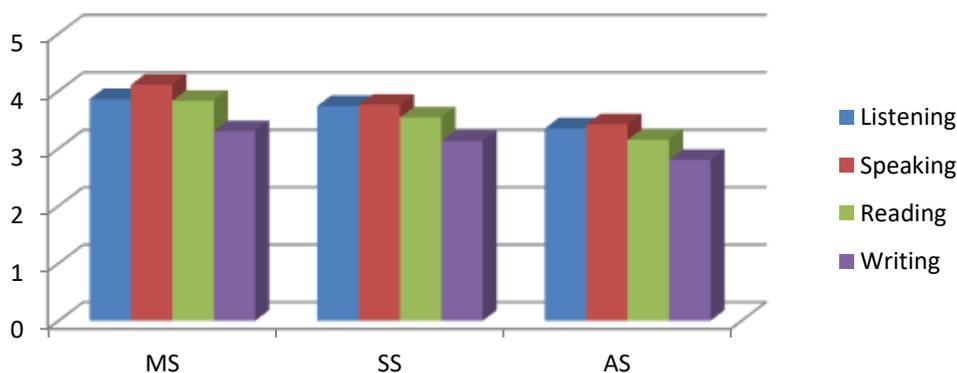

Figure 1 English Language Skills

MS stands at the top with mean score 4.53 which is in harmony with high achievement in English examination (M=93.99). The mean of ESE of SS is 3.59 and its English examination achievement mean is 81.75. AS shows the lowest ESE (3.18) and marks in English examination (73.51).
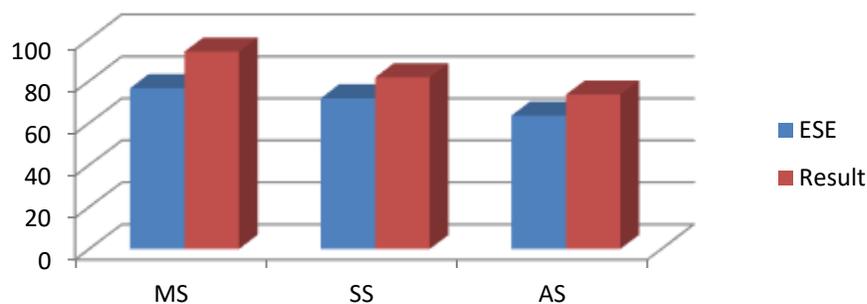
Figure 2 A Comparison between ESE and Results

ESE shows a strongly positive correlation with the students' achievements in English language proficiency as demonstrated in the figure 2.

Conclusion
The paper attempts to explore the correlation between Saudi students' perception of their General, Social and English Self-efficacy. The results demonstrate that there is a strongly positive correlation between General and English Self-efficacies and the students' achievements in English language learning. So there is a need to focus GSE and ESE in order to help students improve their performance in English language learning. As the students' GSE is lower than ESE, some measures are required to improve their GSE. There is a need to engage the students in such activities and tasks so that their GSE can be enhanced. However, so far as Social Self-efficacy is concerned, it has a negative correlation with students' achievements in English language proficiency. MS shows low mean of SSE which is in opposition to their marks in English examination. The findings in this regard suggest that the there is need to strike a balance between academic and social life as both of them are essential for a balanced and successful life. The findings clearly demonstrate (as shown in Figure 1) that the students' perceived self-efficacy is the lowest in writing skill. It indicates that more significance should be given to the activities which can help them improve the perception about their self-efficacy regarding writing skill.

Limitations and Suggestions for Future research

Keeping in view the limited scope of the study, it was confined to quantitative methods of data collection and analysis. Only questionnaires were used to collect data. Further, the paper is limited to male students only. Future researchers can use other quantitative and qualitative tools for data collection and analysis. Further, the participants may include both male and female students from other universities of Saudi Arabia so that the results can well be generalized. There is also need to compare self-efficacy of the students from different Saudi universities in order to explore the reasons behind different levels of their self-efficacy and English language achievements

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APPENDICES

Appendix 1

Descriptive Statistics (GSES) Medical Stream	N	Minimum	Maximum	Mean	Std. Deviation
When I make plans, I am certain I can make them work.	72	1	5	3.92	.818
One of my problems is that I cannot get down to work when I should.	72	1	5	3.44	1.073
If I can't do a job the first time, I keep trying until I can.	72	2	5	4.12	.934
When I set important goals for myself, I rarely achieve them.	72	1	5	3.71	1.080
I give up on things before completing them.	72	1	5	3.40	1.057
I avoid facing difficulties.	72	2	5	3.39	.865
If something looks too complicated, I will not even bother to try it.	72	1	5	3.37	1.192
When I have something unpleasant to do, I stick to it until I finish it.	72	1	5	3.61	1.082
When I decide to do something, I go right to work on it.	72	1	5	3.50	1.151
When trying to learn something new, I soon give up if I am not initially successful.	72	1	5	3.76	1.120
When unexpected problems occur, I don't handle them well.	72	1	5	3.33	1.151
I avoid trying to learn new things when they look too difficult for me.	72	1	5	3.43	1.197
Failure just makes me try harder.	72	1	5	3.68	1.124
I feel insecure about my ability to do things.	72	1	5	3.89	1.069
I am a self-reliant person.	72	1	5	3.81	1.241
I give up easily.	72	1	5	3.96	1.013
I do not seem capable of dealing with most problems that come up in life.	72	2	5	3.92	.946
RESULT	72	80	100	93.99	5.928

Descriptive Statistics (GSES) Scientific Stream	N	Minimum	Maximum	Mean	Std. Deviation
When I make plans, I am certain I can make them work.	88	2	5	4.13	.770

One of my problems is that I cannot get down to work when I should.	88	1	5	3.34	1.228
If I can't do a job the first time, I keep trying until I can.	88	1	5	3.98	.971
When I set important goals for myself, I rarely achieve them.	88	1	5	3.50	1.259
I give up on things before completing them.	88	1	5	3.38	1.168
I avoid facing difficulties.	88	1	5	3.25	1.225
If something looks too complicated, I will not even bother to try it.	88	1	5	3.26	1.109
When I have something unpleasant to do, I stick to it until I finish it.	88	1	5	3.66	1.183
When I decide to do something, I go right to work on it.	88	1	5	3.40	1.160
When trying to learn something new, I soon give up if I am not initially successful.	88	1	5	3.70	1.041
When unexpected problems occur, I don't handle them well.	88	1	5	3.19	1.060
I avoid trying to learn new things when they look too difficult for me.	88	1	5	3.23	1.162
Failure just makes me try harder.	88	2	5	4.02	.947
I feel insecure about my ability to do things.	88	1	5	3.93	1.143
I am a self-reliant person.	88	2	5	4.34	.869
I give up easily.	88	1	5	3.99	1.077
I do not seem capable of dealing with most problems that come up in life.	88	1	5	3.52	1.203
RESULT	88	28	100	81.75	15.428

Descriptive Statistics (GSES) Administrative Stream	N	Minimum	Maximum	Mean	Std. Deviation
When I make plans, I am certain I can make them work.	66	2	5	4.11	.862
One of my problems is that I cannot get down to work when I should.	66	1	5	3.06	1.175
If I can't do a job the first time, I keep trying until I can.	66	1	5	4.20	.932
When I set important goals for myself, I rarely achieve them.	66	1	5	3.14	1.065
I give up on things before completing them.	66	1	5	3.24	1.096
I avoid facing difficulties.	66	1	5	2.98	1.234
If something looks too complicated, I will not even bother to try it.	66	1	5	3.50	1.140
When I have something unpleasant to do, I stick to it until I finish it.	66	1	5	3.59	1.123
When I decide to do something, I go right to work on it.	66	1	5	3.44	1.139
When trying to learn something new, I soon give up if I am not initially successful.	66	1	5	3.58	1.124
When unexpected problems occur, I don't handle them well.	66	1	5	3.33	1.072
I avoid trying to learn new things when they look too difficult for me.	66	1	5	3.44	1.229
Failure just makes me try harder.	66	1	5	3.79	1.060
I feel insecure about my ability to do things.	66	2	5	4.24	.912
I am a self-reliant person.	66	1	5	3.73	1.296
I give up easily.	66	1	5	4.17	.986
I do not seem capable of dealing with most problems that come up in life.	66	1	5	3.70	1.081

	N	Minimum	Maximum	Mean	Std. Deviation
RESULT	66	37	100	73.51	14.451

Descriptive Statistics (SSES) Medical Stream	N	Minimum	Maximum	Mean	Std. Deviation
It is difficult for me to make new friends	72	1	5	3.65	1.375
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	72	1	5	3.01	1.228
If I meet someone interesting who is hard to make friends with, I'll soon stop trying to make friends with that person.	72	1	5	3.32	1.243
When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily.	72	1	5	2.72	1.129
I do not handle myself well in social gathering.	72	1	5	3.44	1.174
I have acquired my friends through my personal abilities at making friends.	72	1	5	3.82	1.039
RESULT	72	76	100	93.38	6.542

Descriptive Statistics (SSES) Scientific Stream	N	Minimum	Maximum	Mean	Std. Deviation
It is difficult for me to make new friends	88	1	5	3.67	1.293
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	88	1	5	3.53	1.050
If I meet someone interesting who is hard to make friends with, I'll soon stop trying to make friends with that person	88	1	5	3.01	1.099
When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily.	88	1	5	2.85	1.369
I do not handle myself well in social gathering.	88	1	5	3.60	1.273
I have acquired my friends through my personal abilities at making friends.	88	1	5	3.69	1.263
RESULT	88	0	100	82.58	16.774
Valid N (listwise)	88				

Descriptive Statistics (SSES) Administrative Stream	N	Minimum	Maximum	Mean	Std. Deviation
It is difficult for me to make new friends	66	1	5	3.50	1.438
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	66	2	5	3.55	1.098
If I meet someone interesting who is hard to make friends with, I'll soon stop trying to make friends with that person	66	1	5	2.89	1.279
When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily.	66	1	5	2.91	1.378
I do not handle myself well in social gathering.	66	1	5	3.58	1.278
I have acquired my friends through my personal abilities at making friends.	66	1	5	3.70	1.228
RESULT	0				
Valid N (listwise)	0				

Descriptive Statistics (ESES) Medical Stream	N	Minimum	Maximum	Mean	Std. Deviation

If an American or British person speaks to me, I can understand him/her easily.	72	1	5	3.74	1.113
When the teacher speaks English in the class, I can understand him/her easily.	72	1	5	4.13	1.006
I can understand English movies and TV series easily.	72	1	5	3.57	.990
I believe I will be successful in listening sections of English Exams.	72	1	5	4.00	1.101
I think that someday I will speak English very well.	72	1	5	4.53	.872
I believe that one day I will be able to speak English with American or British accent	72	1	5	4.00	1.061
If I want to say something in the class, I can say it in English.	72	1	5	3.79	.948
I can talk to a foreigner and introduce myself	72	1	5	4.12	.934
I can read and understand advanced level stories.	72	1	5	3.32	1.046
I can read and understand unabridged English texts and newspaper columns.	72	1	5	3.26	1.007
I can read and understand simple English dialogues	72	2	5	4.42	.765
I believe I will be successful in reading sections of English Exams.	72	1	5	4.33	.856
I am very confident about writing in English; I can write long and detailed passages.	72	1	5	2.96	1.227
I can do written chat with foreigners.	72	1	5	3.47	1.061
If the teacher says a sentence in English, I can write it correctly.	72	1	5	3.43	.962
I can rewrite an English text using my own expressions.	72	1	5	3.37	1.067
I have got a special ability for learning English.	72	2	5	3.72	.892
I am sure I can solve any problems I face in learning English.	72	3	5	4.13	.711
I'm sure that I can improve my English by trying more.	72	1	5	4.42	.868
If I do not do well in this lesson, it is only because I do not exert enough effort.	72	2	5	4.03	.934
RESULT	0				

Descriptive Statistics (ESES) Scientific Stream	N	Minimum	Maximum	Mean	Std. Deviation
If an American or British person speaks to me, I can understand him/her easily.	88	1	5	3.58	.956
When the teacher speaks English in the class, I can understand him/her easily.	88	1	5	3.74	1.067
I can understand English movies and TV series easily.	88	1	5	3.58	1.058
I believe I will be successful in listening sections of English Exams.	88	1	5	4.09	1.100
I think that someday I will speak English very well.	88	1	5	3.67	1.238
I believe that one day I will be able to speak English with American or British accent	88	1	5	4.08	.997
If I want to say something in the class, I can say it in English.	88	1	5	3.40	1.180
I can talk to a foreigner and introduce myself	88	1	5	3.90	1.051
I can read and understand advanced level stories.	88	1	5	3.00	1.135
I can read and understand unabridged English texts and newspaper columns.	88	1	5	3.14	1.008
I can read and understand simple English dialogues	88	1	5	4.14	.873
I believe I will be successful in reading sections of English Exams.	88	1	5	3.90	1.051
I am very confident about writing in English; I can write long and detailed passages.	88	1	5	2..81	1.245
I can do written chat with foreigners.	88	1	5	3.18	1.189
If the teacher says a sentence in English, I can write it correctly.	88	1	5	3.38	.986

	N	Minimum	Maximum	Mean	Std. Deviation
I can rewrite an English text using my own expressions.	88	1	5	3.15	1.023
I have got a special ability for learning English.	88	1	5	3.53	.934
I am sure I can solve any problems I face in learning English.	88	1	5	3.68	1.001
I'm sure that I can improve my English by trying more.	88	1	5	3.72	1.295
If I do not do well in this lesson, it is only because I do not exert enough effort.	88	1	5	3.92	1.116
RESULT	0				
Descriptive Statistics (ESES) Administration Stream	N	Minimum	Maximum	Mean	Std. Deviation
If an American or British person speaks to me, I can understand him/her easily.	66	1	5	3.33	1.155
When the teacher speaks English in the class, I can understand him/her easily.	66	2	5	3.80	.898
I can understand English movies and TV series easily.	66	1	5	3.41	1.052
I believe I will be successful in listening sections of English Exams.	66	1	5	2.88	1.319
I think that someday I will speak English very well.	66	1	5	3.00	1.509
I believe that one day I will be able to speak English with American or British accent	66	1	5	3.55	1.383
If I want to say something in the class, I can say it in English.	66	1	5	3.71	1.147
I can talk to a foreigner and introduce myself	66	1	5	3.44	1.448
I can read and understand advanced level stories.	66	1	5	3.02	1.246
I can read and understand unabridged English texts and newspaper columns.	66	1	5	2.91	1.486
I can read and understand simple English dialogues	66	1	5	3.44	1.618
I believe I will be successful in reading sections of English Exams.	66	1	5	3.23	1.507
I am very confident about writing in English; I can write long and detailed passages.	66	1	5	2.71	1.187
I can do written chat with foreigners.	66	1	5	2.92	1.219
If the teacher says a sentence in English, I can write it correctly.	66	1	5	2.89	1.291
I can rewrite an English text using my own expressions.	66	1	5	2.68	1.291
I have got a special ability for learning English.	66	1	5	2.91	1.433
I am sure I can solve any problems I face in learning English.	66	1	5	3.29	1.423
I'm sure that I can improve my English by trying more.	66	1	5	3.29	1.537
If I do not do well in this lesson, it is only because I do not exert enough effort.	66	1	5	3.24	1.489
RESULT	0				

Appendix 2

استبيان

الاسم ـــ (ليس إلزاميا)   رقم المجموعة ـــــــــــــ

* اقرأ الجمل التالية بعناية ثم قم باختيار رقم الاجابة التي تمثل رأيك

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة		
					أسئلة أ:	
5	4	3	2	1	عندما أضع خططاً ، أكون على ثقة من قدرتي على القيام بها.	1
5	4	3	2	1	أحد مشاكلي أنني لا أستطيع الانخراط بالعمل عندما ينبغي علي ذلك.	2
5	4	3	2	1	إذا لم أستطع القيام بالعمل منذ المرة الأولى، فإني أستمر بالمحاولة حتى أستطيع ذلك.	3
5	4	3	2	1	عندما أحدد أهداف مهمة لحياتي، فإنني نادرا ما أحققها.	4
5	4	3	2	1	أيأس من الأعمال قبل اكمالها.	5
5	4	3	2	1	أتجنب مواجهة الصعوبات.	6
5	4	3	2	1	إذا كان شئ ما يبدو معقدا جداً، فإني لا أزعج نفسي حتى بالمحاولة.	7
5	4	3	2	1	عندما ينبغي علي القيام بعمل أبغضه، فإنني التزم به حتى أكمله.	8
5	4	3	2	1	عندما أقرر القيام بعمل ما، فإنني ابدأ بالعمل فورا.	9
5	4	3	2	1	عندما أحاول تعلم شيئا جديدا، فإنني استسلم سريعا إذا لم تكن البداية ناجحة.	10
5	4	3	2	1	عندما تقع مشاكل لم تكن بالحسبان، فإنني لا اتعامل معها بشكل جيد.	11
5	4	3	2	1	اتجنب محاولة تعلم أشياء جديدة عندما تبدو شديدة الصعوبة بالنسبة لي.	12
5	4	3	2	1	الفشل يجعلني أحاول بجهد أكبر.	13
5	4	3	2	1	لا أشعر بالثقة بقدرتي على القيام بالأعمال.	14
5	4	3	2	1	أنا شخص يعتمد على نفسه.	15
5	4	3	2	1	أنا استسلم بسهولة.	16
5	4	3	2	1	يبدو أنني لا أستطيع التعامل مع أغلب المشاكل التي تحدث في حياتي.	17
					أسئلة ب:	
5	4	3	2	1	من الصعب علي تكوين صداقات جديدة.	1
5	4	3	2	1	إذا رأيت شخصا أرغب باللقاء به، فإنني اذهب إليه بدلا من أن أنتظر قدومه/ها.	2
5	4	3	2	1	إذا تعرفت على شخصية مثيرة للاهتمام لكن يصعب تكوين صداقة معه، فإنني أتوقف بسرعة عن محاولة مصادقته.	3

5	4	3	2	1	عندما أحاول مصادقة شخص ما و لا يبدو منه الاهتمام في البداية، فإنني لا أستسلم بسهولة.	4
5	4	3	2	1	لا أسيطر على نفسي بشكل جيد في المناسبات الإجتماعية.	5
5	4	3	2	1	اكتسبت صداقاتي من خلال قدراتي الشخصية على تكوين الصداقات.	6

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	أسئلة ج:	
5	4	3	2	1	أستطيع أن أفهم و بسهولة ما يقوله الأمريكي أو البريطاني عند حديثهم معي.	1
5	4	3	2	1	أستطيع أن أفهم و بسهولة ما يقوله المعلم باللغة الانجليزية في داخل الفصل.	2
5	4	3	2	1	أستطيع أن أفهم و بسهولة الأفلام و المسلسلات الانجليزية.	3
5	4	3	2	1	أعتقد أنني سأنجح في الجزء المخصص للاستماع في اختبارات اللغة الانجليزية.	4
5	4	3	2	1	أعتقد أنني سأكون قادرا يوما ما على التحدث باللغة الانجليزية بطلاقة.	5
5	4	3	2	1	أعتقد أنني سأكون قادرا يوما ما على التحدث باللغة الانجليزية باستخدام اللهجة الامريكية أو البريطانية.	6
5	4	3	2	1	أستطيع أن أستخدم اللغة الانجليزية لأقول ما أريد داخل الفصل.	7
5	4	3	2	1	أستطيع أن أتحدث إلى أجنبي و أعرفه بنفسي باللغة الانجليزية.	8
5	4	3	2	1	أستطيع أن أقرأ و أفهم قصص مكتوبة بالانجليزية و ذات مستويات متقدمة.	9
5	4	3	2	1	أستطيع أن أقرأ و أفهم نصوصا انجليزية كاملة غير مختصرة و كذلك مقالات و اعمدة الصحف.	10
5	4	3	2	1	أستطيع أن أقرأ و أفهم نصوص المحادثات الانجليزية المبسطة.	11
5	4	3	2	1	أعتقد أنني سأنجح في الجزء المخصص للقراءة في اختبارات اللغة الانجليزية.	12
5	4	3	2	1	أنا واثق جدا في قدرتي على الكتابة باللغة الانجليزية و أستطيع أن أكتب قطعا طويلة مليئة بالتفصيلات.	13
5	4	3	2	1	أستطيع أن أشارك في برامج المحادثة الكتابية مع الاجانب في الانترنت.	14
5	4	3	2	1	أستطيع أن أكتب الجمل التي يقولها المعلم في الفصل بشكل صحيح.	15
5	4	3	2	1	أستطيع إعادة كتابة أي نص إنجليزي باستخدام عبارات و صيغ جديدة.	16

5	4	3	2	1		
5	4	3	2	1	لدي قدرة خاصة لتعلم اللغة الانجليزية.	17
5	4	3	2	1	أنا متاكد من قدرتي على إيجاد حل لأي مشكلة تواجهني في مجال تعلم اللغة الانجليزية.	18
5	4	3	2	1	أنا متأكد بأني قادر على تحسين لغتي الانجليزية عن طريق تكرار المحاولة.	19
5	4	3	2	1	عندما يكون أدائي في درس اللغة سيئا فإن السبب في الغالب هو عدم بذلي ما يكفي من الاجتهاد و المحاولة.	20