

THE INVESTIGATION OF HIGH-SCHOOL STUDENTS' ENGLISH LANGUAGE LEARNING ANXIETY AND SELF-EFFICACY BELIEFS

Doç. Dr. Aytunga Ođuz
Dumlupınar Üniversitesi
Eđitim Fakóltesi
Kütahya
aytungaoguz@hotmail.com

Emine Akkař Baysal
Fatih Anadolu Lisesi
Afyonkarahisar
akkas85@yahoo.com

Abstract

The aim of study is to examine the relationship between foreign language anxiety and English self-efficacy of high school students. This research was designed with relational screening model. The study was conducted with 280 high school students in Afyonkarahisar. "Self-efficacy Scale for English" and "Foreign Language Anxiety Scale" were used. The reliability of self-efficacy scale was calculated as .95 and the reliability of foreign language anxiety scale was calculated as .94. t-test, ANOVA, Scheffe and Pearson Correlation were used to analyze the data. According to findings, there is a meaningful difference between English language learning anxiety and the subdimensions (reading, writing, listening, speaking) English self-efficacy ($p < .05$). Moreover, there is an important negative relationship ($r = -.274$) between self-efficacy and learning anxiety. According to findings, it can be said that the more the anxiety level of students decreases the more the level of their self efficacy increases.

Key Words: High-school students, English self-efficacy, Foreign language anxiety.