



VALIDATING THE PERSIAN VERSION OF SELF-EFFICACY QUESTIONNAIRE FOR ENGLISH LANGUAGE LEARNERS THROUGH CONFIRMATORY FACTOR ANALYSIS

Reyhaneh Farmaniⁱ

MA in TEFL,

Imam Reza International University,

Mashhad, Iran

Abstract:

Background and aim: This study provides evidence for the construct validity of the self-efficacy questionnaire in a sample of 100 EFL learners in Iran. **Materials and methods:** For this purpose, a sample of 100 female learners with the same level from one language institute was chosen for the investigation of the reliability and validity of the self-efficacy questionnaire. First, the questionnaire was translated into Persian. Then, the participants were asked to rate the 40 self-efficacy items. In order to evaluate the validity of the questionnaire, confirmatory factor analysis (CFA) was performed. **Results:** To check whether the model fits the data or not, χ^2/df , GFI, CFI, NFI, and RMSEA were used. To have a fit model, χ^2/df should be less than 3, GFI, CFI, and NFI should be above .90, and RMSEA should be less than .08. As the results showed, all the goodness-of-fit indices lay within the acceptable fit thresholds. **Conclusion:** The results of confirmatory factor analysis provided support for the construct validity of the Persian version of the self-efficacy questionnaire. There was no need to remove any items. Overall, the questionnaire showed good unidimensionality, and the items sufficiently covered different domains of self-efficacy. For reliability, the questionnaire was calculated via Cronbach's alpha, and the result was .88.

Keywords: self-efficacy; questionnaire; reliability; validity; confirmatory factor analysis

1. Introduction

According to Bandura and Schunk, self-efficacy means people's opinion in their capabilities to create certain effects as well as to learn or perform behaviors at designated levels (A. Bandura, 1997). To put it another way, self-efficacy is defined as "*beliefs in one's capabilities to organize the courses of action required to produce given attainments*" (A. Bandura, 1997). Furthermore, it is also a belief in what a person can do rather than judging one's

ⁱ Correspondence: email farmanireyhane69@yahoo.com

physical or personality traits (Zimmerman & Cleary, 2006). Indeed, perceived efficacy plays an important role in human performance because it directly and indirectly affects constructs such as outcome expectations, opportunities in the social environment, goals and aspirations, affective proclivities, and perceptions of barriers (Albert Bandura, 1995).

It is generally perceived that a high level of self-efficacy for performing a task leads to the achievement of higher goals as well as taking new strategies. However, its low comprehension causes learners to abandon or give up the task completely (A. Bandura, 1997; Zimmerman, 1995).

It is believed that self-efficacy is linked to learning and student engagement. Due to the fact that behavioral engagement is an example of observable behavior, the teacher can easily understand whether students are engaged in terms of persistence, effort, and help-seeking. However, cognitive engagement happens in students' heads, and this is the reason that it is difficult for teachers to get access to students' cognition or thinking (Çubukçu, 2008). The role of efficacy in behavioral engagement is that students are less likely to put in effort, as well as more likely to give up soon, when they do not have enough confidence. However, some students have strong self-efficacy, and they also think their knowledge is adequate, and as a result, they perform well (Çubukçu, 2008).

In the field of second language acquisition (SLA), since self-efficacy plays an important role in language learning, teachers can assess the ability of language learners by using a self-efficacy questionnaire to apply appropriate strategies that lead to learning progress. To the researchers' best knowledge, there is an English version of the self-efficacy questionnaire, and no study has been done to construct a Persian version of the self-efficacy questionnaire for English language learners. Accordingly, the main objective of this study is to construct and validate a Persian version of the self-efficacy questionnaire for EFL learners in order to examine and promote the learners' sense of self-efficacy in acquiring a foreign language.

2. Literature Review

For the first time, the concept of efficacy was introduced by Bandura in 1977 to present a single theory of behavior change (Gallagher, 2012). Meta-analyses in various fields have acknowledged that the main function of efficacy in human adaptation, change, and self-development (Multon & ve Lent, 1991). Actually, efficacy can be enhanced by four leading channels, such as vicarious experiences, social persuasion, mastery experiences, and physiological and emotional states (Albert Bandura, 1995). Mastery experiences are the most effective method of improving a strong sense of efficacy. The most informative source of efficacy is mastery experiences, which are regarded as direct personal experiences (Woolfolk, Winne, & Perry, 2003).

Self-efficacy is considered task-specific and also varies from context to context. According to Bandura (1986), there are different ways to evaluate self-efficacy when tasks are different because evaluation of self-efficacy is task-specific (Albert Bandura, 1986). Therefore, the measurement of self-efficacy is specific rather than general. More attention should be paid to the way that learners grow self-efficacy as well as factors affecting self-efficacy in foreign language contexts, because language learning is different from other types of learning (Williams, 1994).

In the last ten years, a growing interest has developed in the field of self-efficacy in second language learning. Many researchers have studied the role of self-efficacy in various areas of learning. However, less research has focused on creating a strong self-efficacy questionnaire in the context of foreign language learning. The overall outcome of researchers from different fields shows that self-efficacy is a major factor influencing learners' persistence, their use of self-regulated strategies in performing a task, interest, level of effort, and the goals (Schunk, 2003) (Linnenbrink & Pintrich, 2003) (Pajares, 1996) (Carmichael & Taylor, 2005; Lane, Lane, & Kyprianou, 2004) (Pajares, 2003).

According to the overall conclusions drawn from different studies, learners' self-efficacy for a foreign language affects performance in different areas of the language (Farmani, Akbari, & Ghanizadeh, 2018; P.-H. P. Hsieh & Schallert, 2008; P. P. H. Hsieh & Kang, 2010; Mills, Pajares, & Herron, 2007; Rahimi & Abedini, 2009; Tilfarlioglu & Ciftci, 2011; Wang, Spencer, & Xing, 2009). Considering the vital role of self-efficacy in language learning, much research needs to be done on measuring learners' self-efficacy and how it affects various learning factors.

3. Methods

3.1 Participants

The participants of this study were 100 high school students learning English at one of the English language institutes in Shiraz, Iran. They had reached the intermediate level of proficiency in English. All of the participants were female, and there were no male students. The racial distribution of the participants was toward Iranians. They were between 15 and 20 years old, with the majority being between 15 and 17 years old. They had been studying English for a period ranging from one to three years, with a mean of two years of English study. The participants' characteristics are summarized in Table 1 below.

Table 1: Characteristics of Study Participants

Ethnic Background	Gender		Age		Years of English Study		Total
	Female	Male	Average	Range	Average	Range	
Iranian	100	0	17	15-20	2	1-3	100

3.2 Instruments

To ensure the homogeneity of the participants, the Cambridge Placement Test was utilized. This test was used as a tool for assessing their proficiency level, and for determining their inclusion in or exclusion from the study. According to the test results, 100 participants were chosen for this research. Then, a self-efficacy questionnaire was used to elicit their level of self-efficacy. A self-efficacy questionnaire designed and standardized by Gahungu was used to evaluate the EFL learners' level of self-efficacy (Gahungu, 2007). The questionnaire contained 40 items of a 5-point Likert scale ranging from "not sure" to "completely sure." The response options were scored from 0 to 4 as follows: 0 = not sure, 1 = somewhat unsure, 2 = kind of sure, 3 = very sure, and 4 = completely sure.

For estimating the reliability of the self-efficacy questionnaire, Gahungu used the K-R 21 test, and the result was .97 (Gahungu, 2007). Moreover, he had the questionnaire reviewed by three experts to establish content and face validity. In fact, they were selected due to their educational background and professional experience. They had taught second languages in secondary school and university settings. In addition to these characteristics, they were professor of educational research and linguistics. Also, they listed the strengths as well as weaknesses of the questionnaire and provided recommendations for improvement. Cronbach's alpha was used to examine the reliability of the translated questionnaire.

Table 2: The reliability indices of self-efficacy questionnaire

Factor	Number of Items	Reliability
Self-efficacy	40	.88

As can be seen in Table 2, the total reliability of the self-efficacy questionnaire with 40 items was calculated using Cronbach's alpha, and the result was .88.

3.3 Procedure

The self-efficacy questionnaires were distributed during the final session of the term to the 100 selected participants to assess their level of self-efficacy. The questionnaires were given to them, and some instructions were provided to help them respond accurately and easily. Indeed, the respondents had to indicate their degree of agreement on a 5-point Likert scale ranging from 0 (uncertainty) to 4 (completely sure).

3.4 Data Analysis

The descriptive results were analyzed using SPSS software. In analyzing the data, various statistical procedures were performed in this study. Also, LISREL software was used to analyze the construct validity of the Persian version of the questionnaire.

4. Results

The initial phase of the present study involved several steps to validate the Persian version of the self-efficacy questionnaire, originally designed and standardized by Gahungu. Three English Professors evaluated the quality of items in terms of comprehensiveness as well as clarity after translating the questionnaire into Persian. Incorporating the experts' feedback and revising the questionnaire resulted in a more accurate and comprehensible Persian version. Then, the questionnaire was utilized to evaluate the self-efficacy levels of the 100 participants.

The results of the Cambridge Placement Test are as follows:

Table 3: Descriptive Statistics of Students' Cambridge Placement Test

Group	N	Mean	SD	Min	Max
1	100	15.90	2.75	8	20

Table 3 shows descriptive statistics of students' Cambridge Placement Test. The possible range of scores for the language achievement test is between 0 and 20.

Table 4: Descriptive statistics of Students' Self-Efficacy results

Group	N	Mean	SD	Min	Max
1	100	111.5	20.05	59	152.3

Table 4 presents descriptive statistics of students' self-efficacy scores. The mean score was 115.5, with a minimum of 59 and a maximum of 152.3. Table 5 presents descriptive statistics for the 40 items of the self-efficacy questionnaire completed by 100 learners. Since the scale is a 5-point Likert ranging from 0 to 4, most minimum scores were 0 and most maximum scores were 4. The mean score varied across items and was not consistent among all 40 items.

Table 5: Descriptive statistics of Self-Efficacy questionnaire items

Question	N	Minimum	Maximum	Mean	Std. Deviation
Question 1	100	1.00	4.00	2.4200	.96588
Question 2	99	.00	4.00	3.0808	.93325
Question 3	100	.00	4.00	1.6000	1.12815
Question 4	100	.00	4.00	2.5500	1.02863
Question 5	99	1.00	4.00	2.8889	.91349
Question 6	99	1.00	4.00	2.8384	.87723
Question 7	100	.00	4.00	2.2600	.97047
Question 8	99	.00	4.00	2.4343	.89399
Question 9	100	.00	4.00	2.8600	.96421
Question 10	99	.00	4.00	3.0606	1.00831
Question 11	98	.00	4.00	2.6837	1.04138
Question 12	97	.00	4.00	2.4742	.95844
Question 13	100	.00	4.00	2.7700	.94125

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Question 14	100	.00	4.00	2.6200	1.00282
Question 15	100	.00	4.00	3.2800	.89983
Question 16	100	.00	4.00	2.4500	1.11351
Question 17	99	.00	4.00	2.3535	1.04308
Question 18	100	.00	4.00	2.8800	1.11265
Question 19	98	.00	4.00	2.6224	.90263
Question 20	99	.00	4.00	2.9293	1.03266
Question 21	96	.00	4.00	2.3333	.92528
Question 22	100	1.00	4.00	3.1500	.86894
Question 23	100	.00	4.00	3.1500	1.02863
Question 24	100	.00	4.00	3.3300	.84154
Question 25	96	.00	4.00	3.4896	.88252
Question 26	100	.00	4.00	3.2200	.94900
Question 27	100	1.00	4.00	2.6200	.88512
Question 28	99	.00	4.00	2.7475	.96196
Question 29	99	.00	4.00	3.1414	.98985
Question 30	100	.00	4.00	3.2200	1.01085
Question 31	100	.00	4.00	2.6700	.93263
Question 32	97	.00	4.00	3.1237	.92711
Question 33	99	.00	4.00	3.1717	.97980
Question 34	100	.00	4.00	3.2200	.92747
Question 35	100	.00	4.00	3.2500	1.06719
Question 36	98	.00	4.00	2.9082	1.15844
Question 37	97	.00	4.00	2.7526	1.00032
Question 38	96	.00	4.00	2.9688	1.03062
Question 39	100	.00	4.00	3.0800	.96064
Question 40	98	.00	4.00	2.9592	.97302

To assess the suitability of the data for factor analysis, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was calculated. KMO values of 0.6 or higher, together with a Bartlett's Test of Sphericity value of 0.05 or lower, indicate that the sample is adequate. As shown in Table 6, the KMO value was 0.81, and Bartlett's Test of Sphericity was significant ($p < 0.001$), indicating that the sample in this study was suitable for factor analysis. Table 6 presents the KMO and Bartlett test results for the questionnaire.

Table 6: Results of the KMO and Bartlett test

		Self-efficacy
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.81
Bartlett's Test of Sphericity	Approx. Chi-Square	2203.97
	df	780
	Sig.	.000

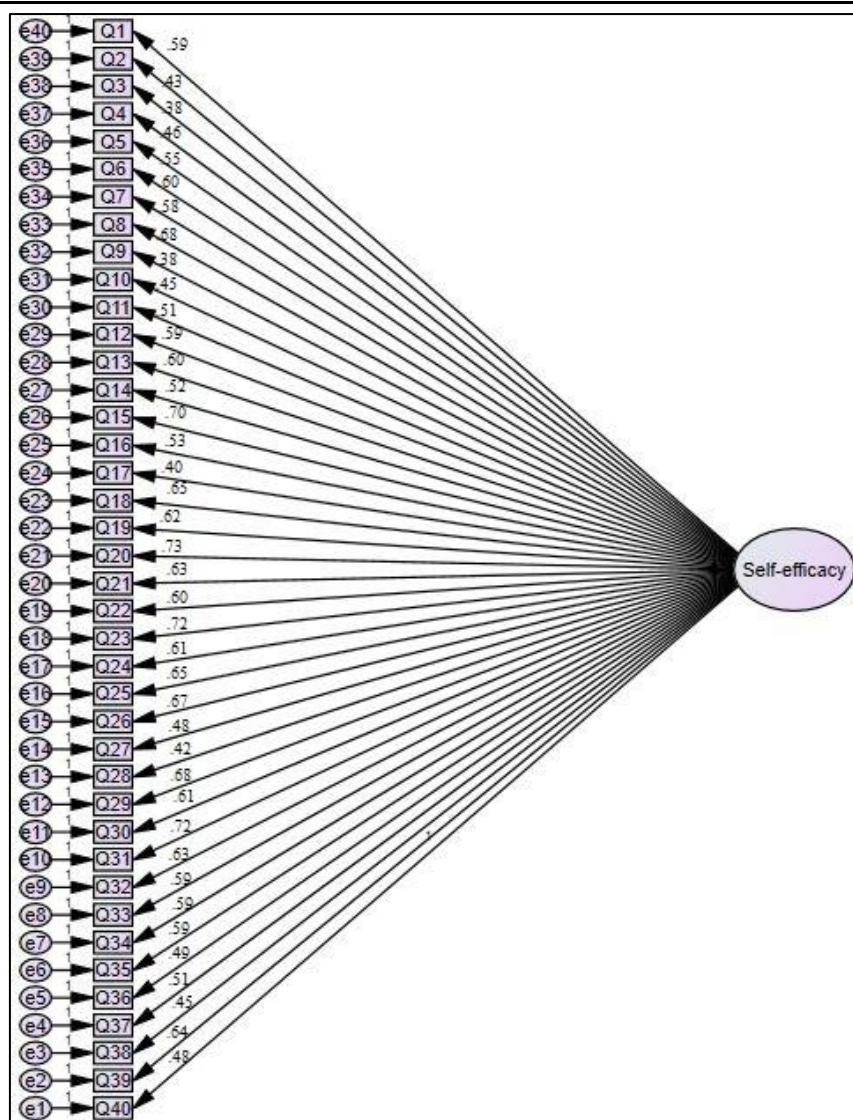


Figure 1: CFA model

To examine the validity of the questionnaire, confirmatory factor analysis (CFA) was conducted using the LISREL 8.50 statistical package. The CFA results are presented in Figure 1. Goodness-of-fit indices were used to assess the model fit. In this study, χ^2/df , GFI, CFI, NFI, and RMSEA were considered. For an acceptable model fit, χ^2/df should be less than 3, the goodness-of-fit index (GFI), CFI, and normed fit index (NFI) should exceed 0.90, and the root mean square error of approximation (RMSEA) should be below 0.08 (Schreiber, Nora, Stage, Barlow, & King, 2006). As shown in Table 7, all goodness-of-fit indices fell within the acceptable thresholds, indicating that the proposed model demonstrated an excellent fit.

Table 7: Goodness of Fit Indices

	X ²	Df	X ² /df	GFI	CFI	RMSEA
Acceptable fit			<3	>.90	>.90	<.08
Model	1428.70	740	1.93	.92	.93	.06

5. Discussion and conclusion

The present study aimed at validating the Self-Efficacy questionnaire designed and standardized by Gahungu, measuring learners' Self-Efficacy in an EFL context among Iranian learners. The questionnaire was translated into Persian and administered to 100 Iranian EFL learners. It consisted of 40 items on a 5-point Likert scale ranging from 0 ("not sure") to 4 ("completely sure"). The results of confirmatory factor analysis (CFA) and reliability analysis, as shown in the tables and figures, confirmed the validity and reliability of the Persian version of the self-efficacy questionnaire. It is worth noticing that all of the questionnaire items referred to a single underlying construct, self-efficacy; for this reason, no subcategories were identified in this study. Nevertheless, various English language skills—including listening, speaking, reading, writing, vocabulary, grammar, reading comprehension, use of resources, cooperation, and emotions—were assessed collectively rather than individually. These skills were assessed collectively rather than individually. This construct is in accordance with Gahungu's study, and he did not determine a specific subcategory (Gahungu, 2007). For measuring the level of confidence, he created a questionnaire with 40 items for the first time. He also examined the relationship between language ability and self-efficacy. The participants included 37 university students studying French. Additionally, he assessed their French proficiency using a cloze test, along with interviews and observations (Gahungu, 2007).

Following Gahungu, many researchers have utilized his self-efficacy questionnaire. Farmani (2018) employed the Persian version of Gahungu's self-efficacy questionnaire. The study aimed to investigate the effects of immediate and delayed error correction on the self-efficacy of EFL learners. The self-efficacy questionnaire and a language test were given to three groups of EFL learners during the first and last sessions of the term to examine the impact of different types of error correction on students' self-efficacy (Farmani *et al.*, 2018). To assess the level of perceived academic efficacy across different contexts, Bandura (1977) created a questionnaire (Albert Bandura, 1977).

Hamedi *et al.* (2014) created a scale to analyze ELT textbooks regarding their degree of promoting learners' self-efficacy (Hamedi, Pishghadam, & Ghazanfari, 2014). Pishghadam (2011) designed a syllabus to enhance the sense of self-efficacy through ELT textbooks for EFL teachers and learners, which gives priority to life issues as well as language for practical purposes over classroom-focused language instruction (Pishghadam, 2011).

All factor loadings, representing the relationship among the items and self-efficacy, were high, with most exceeding 0.4. However, the factor loadings for item 3 ("I am sure I can read a novel") and item 9 ("I am sure I can use information I hear in English to accomplish a real-life task, e.g., hear a weather report and decide what to wear") were 0.38, slightly below 0.4. These items would have been removed if the model's fit indices were unacceptable; removing them would improve the fit. The weaker factor loadings suggested that these items were not as strongly associated with the underlying construct

as the other items. Nevertheless, these two items did not contain complex language or new vocabulary. Moreover, the items were written in Persian and could be easily understood upon a single reading. This might have occurred due to the respondents' misunderstanding of these items, resulting in low scores of factor loadings. Nonetheless, there was no need to delete any items.

In the self-efficacy questionnaire, item 25 ("I feel confident that I can master the English language") had the highest mean score, approximately 3.4. Participants indicated confidence in their ability to master the target language, provided they had adequate time and resources. In contrast, item 3 ("I am sure I can read a novel") received the lowest mean score, approximately 1.6. The low score for reading may be partially due to limited access to English reading materials and the participants' low interest in this activity.

The result of this study will have considerable implications for L2 learners, language scholars, and language teachers in order to make valid judgments about L2 learners' sense of self-efficacy.

The findings of this study should be noted with caution, considering several limitations in mind. First, this study was conducted in one of the language institutes (informal setting) of Shiraz, and for further investigation, attention should be paid to schools and universities. Second, the sample size was limited due to the small number of learners with the same language proficiency level. Consequently, a larger sample would be needed to allow more reliable generalizations from the findings. Third, because of gender-segregated training, the researchers were unable to examine the potential effect of gender on self-efficacy development.

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Conflict of Interest Statement

The author affirms that there are no conflicts of interest related to this study.

About the Author

Reyhane Farmani is an independent researcher who holds an M.A. in Teaching English. She has extensive experience in the fields of education and language learning. Her

primary research interests encompass second language acquisition, grammar instruction, and the pedagogical use of literature in EFL contexts.

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Appendix 1: Translated Self-efficacy Questionnaire

4 = کاملاً مطمئنم					3 = خیلی مطمئنم	2 = تا حدودی مطمئنم	1 = تا حدودی مطمئن نیستم	0 = مطمئن نیستم
4	3	2	1	0	می دانم که می توانم یک متن به زبان انگلیسی بخوانم و به سوالاتی که در مورد اطلاعات خاصی هستند؛ پاسخ دهم.			1
4	3	2	1	0	می دانم که می توانم معنی کلمات یا عباراتی را که در یک متن انگلیسی متوجه نمی شوم؛ کشف کنم.			2
4	3	2	1	0	می دانم که می توانم یک رمان به زبان انگلیسی بخوانم .			3
4	3	2	1	0	می دانم که می توانم بعد از خواندن یک متن به زبان انگلیسی، آن را به زبان انگلیسی بازگو کنم.			4
4	3	2	1	0	می دانم که می توانم خلاصه چیزی را که به زبان انگلیسی خوانده ام؛ متوجه شوم.			5
4	3	2	1	0	وقتی به کسی که انگلیسی صحبت می کند گوش میدهم ؛ می دانم که می توانم موضوع اصلی چیزی را که شنیده ام کشف کنم.			6
4	3	2	1	0	می دانم که می توانم علاوه بر کلیات، جزییات را هم متوجه شوم.			7
4	3	2	1	0	می دانم که می توانم چیزهایی را که شنیده ام به انگلیسی بازگو کنم.			8
4	3	2	1	0	می دانم که می توانم از اطلاعاتی که برای انجام کاری در زندگی واقعی به زبان انگلیسی شنیده ام؛ استفاده کنم مانند (گزارش وضعیت آب و هوا را شنیدم و توانستم در مورد اینکه چه لباسی برای بیرون بپوشم، تصمیم گیری کنم).			9
4	3	2	1	0	می دانم که می توانم معنی کلمات یا عباراتی را که در یک متن انگلیسی متوجه نشدم؛ کشف کنم.			10
4	3	2	1	0	می دانم که می توانم با استفاده از نکات اصلی چیزی که نیاز است به زبان انگلیسی بگویم؛ ارتباط برقرار کنم.			11
4	3	2	1	0	می دانم که می توانم توضیحاتی را برای مخاطبم نقل کنم اگر شنونده در مورد آنها سوالی بپرسد.			12
4	3	2	1	0	با اطمینان می توانم بگویم که آیا شنونده ام آنچه را که من به زبان انگلیسی می گویم می فهمد یا نه.			13
4	3	2	1	0	اگر شنونده چیزی را که به انگلیسی می گویم متوجه نشود، می دانم که می توانم راهی را پیدا کنم تا مشکلات ارتباطی را حل کنم.			14
4	3	2	1	0	می دانم که می توانم معنی بیشتر کلمات و اصطلاحات انگلیسی را بیاموزم.			15
4	3	2	1	0	می دانم که می توانم کاری را در زندگی واقعی درست انجام دهم که در آن باید انگلیسی صحبت کنم (مثلاً اگر در یک کشور انگلیسی زبان مریض شوم ، قادر خواهم بود نشانه های بیماری را برای دکتر توصیف کنم).			16
4	3	2	1	0	می دانم که می توانم متنی را که در آن کلماتی جدید وجود دارد؛ متوجه شوم.			17
4	3	2	1	0	می دانم که می توانم به طور صحیح و درست بیشتر کلمات را هجی کنم.			18
4	3	2	1	0	می دانم که می توانم جملات کامل و صحیح بنویسم.			19
4	3	2	1	0	می دانم که می توانم هر کلمه انگلیسی را بعد از شنیدن ؛ به طور صحیح و درست در جمله سازی استفاده کنم.			20
4	3	2	1	0	می دانم که می توانم اگر موضوعی برایم آشنا باشد، مقاله و متن های طولانی را در مورد آن به انگلیسی بنویسم.			21
4	3	2	1	0	من مطمئن هستم که می توانم جملات را با کلماتی که قبلاً یاد گرفته ام بشنوم یا بخوانم و هم چنین معنای این جملات را درک کنم.			22
4	3	2	1	0	می دانم که می توانم معنی هر کلمه را تا یک ماه بعد هم به یاد آورم.			23

4	3	2	1	0	می دانم که می توانم کلمات جدید انگلیسی را در زندگی واقعی استفاده کنم.	24
4	3	2	1	0	اطمینان دارم که می توانم به زبان انگلیسی تسلط یابم.	25
4	3	2	1	0	می دانم که می توانم به طور صحیح و درست کلماتی را که آموخته ام؛ تلفظ کنم.	26
4	3	2	1	0	می دانم که می توانم به طور صحیح کلماتی را که برای اولین بار دیده ام؛ تلفظ کنم.	27
4	3	2	1	0	می دانم که می توانم بیشتر افعال انگلیسی را صرف کنم.	28
4	3	2	1	0	می دانم که می توانم به گرامر انگلیسی تسلط یابم.	29
4	3	2	1	0	من می توانم به خودم انگیزه بدهم تا انگلیسی را تمرین کنم.	30
4	3	2	1	0	من از توانایی های خود برای برقراری ارتباط با سایر انگلیسی زبانان اطمینان دارم.	31
4	3	2	1	0	می دانم که می توانم فعالانه در کلاس های زبان انگلیسی مشارکت کنم.	32
4	3	2	1	0	می دانم که می توانم از زبان انگلیسی حتی بیرون از کلاس هم استفاده کنم.	33
4	3	2	1	0	می دانم که می توانم دایره لغاتم را گسترش دهم.	34
4	3	2	1	0	می دانم که می توانم زبان انگلیسی را بیشتر از چیزی که تا به حال آموخته ام، بیاموزم.	35
4	3	2	1	0	من با اطمینان می دانم اگر در طول تجربه یادگیری زبان انگلیسی احساس منفی داشته باشم، چه باید بکنم.	36
4	3	2	1	0	می دانم که می توانم یک متن انگلیسی را برای انجام کاری در زندگی واقعی بکار ببرم (مانند پیدا کردن یک موقعیت مکانی بوسیله ی خواندن مسیر های انگلیسی).	37
4	3	2	1	0	اعتقاد دارم که زبان آموز خوبی هستم.	38
4	3	2	1	0	من اطمینان دارم که می توانم لهجه ی نزدیک به یک انگلیسی زبان داشته باشم به شرط آنکه زمان کافی داشته باشم.	39
4	3	2	1	0	وقتی که در مقابل مردم انگلیسی صحبت می کنم؛ احساس خود آگاهی می کنم.	40

Appendix 2: Self-efficacy Questionnaire

0 = Not sure	1 = Somewhat unsure	2 = Kind of sure	3 = Very sure	4 = Completely sure
1	I know I can read a text in English and answer questions about specific information.			
2	I am sure I can figure out the meaning of words or phrases I don't understand in an English text.			
3	I'm sure I can read a novel in English.			
4	After reading a text in English, I'm sure I can retell it in English.			
5	I know I can understand the gist of what I read in English.			
6	While listening to someone speak English, I'm sure I can figure out the main topic of what I hear.			
7	I'm sure I can also understand details.			
8	I'm sure I can retell in English what I hear in English.			
9	am sure I can use information I hear in English to accomplish a task in real life (e.g. hear a weather report and decide what to wear outside).			
10	I'm sure that I can figure out the meaning of words or phrases I don't understand in English texts.			
11	I'm confident I can communicate the major points of what I need to say in English.			
12	I'm sure I can tell my interlocutor the explanations if the listener asks for them.			

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13	I'm sure I can tell if my listener understands what I'm saying in English.	0	1	2	3	4
14	If my listener doesn't understand what I 'm saying in English, I 'm sure I can find ways to solve such communication problems.	0	1	2	3	4
15	I'm sure I can learn the meaning of most English words and expressions.	0	1	2	3	4
16	I know I could accomplish a real life task in which I have to speak English (e.g. if I become sick in England, I will be able to describe my symptoms to a doctor.	0	1	2	3	4
17	I'm sure I can understand a text in which some words are new to me.	0	1	2	3	4
18	I'm sure I can correctly spell most words.	0	1	2	3	4
19	I'm sure I can write complete and correct sentences.	0	1	2	3	4
20	I'm sure I can correctly use each English words in a sentence after listening it.	0	1	2	3	4
21	I know I can write essays or longer texts in English on a familiar topic.	0	1	2	3	4
22	I'm sure I'm able to hear or read sentences with words I have learned and understand the meaning of these sentences.	0	1	2	3	4
23	I'm sure I'm able to remember the meaning of each word a month later.	0	1	2	3	4
24	I'm sure I can use or understand new English words in real life settings.	0	1	2	3	4
25	I feel confident that I can master the English language.	0	1	2	3	4
26	I'm sure I can correctly pronounce words that I have already learnt.	0	1	2	3	4
27	I'm sure I can correctly pronounce words I see for the first time.	0	1	2	3	4
28	I'm sure I can conjugate most verbs in English.	0	1	2	3	4
29	I know I can master English grammar.	0	1	2	3	4
30	I 'm able to motivate myself to practice English.	0	1	2	3	4
31	I'm confident about my ability to interact with other English speakers.	0	1	2	3	4
32	I know I am able to actively participate in my English classes.	0	1	2	3	4
33	I'm sure I can use English outside the classroom.	0	1	2	3	4
34	I'm sure I can develop more vocabulary.	0	1	2	3	4
35	I'm sure I can learn more English that I know now.	0	1	2	3	4
36	I'm sure I know what to do if I have a negative feeling during my English learning experience.	0	1	2	3	4
37	I 'm confident in my ability to use an English text to accomplish a task in real life (e.g. finding a location by reading English directions).	0	1	2	3	4
38	I believe I am a good language learner.	0	1	2	3	4
39	I strongly believe that given enough time, I can achieve at least near-native fluency in English.	0	1	2	3	4
40	I feel self-conscious speaking the foreign language in front of other people.	0	1	2	3	4