Levels and Sources of Self-Efficacy of Foreign Language Learners in Different Learning Stages

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Abstract

Self-efficacy is an essential part of motivation that leads to the engagement in individual learning process. This study focuses on exploring the levels and sources of self-efficacy of foreign language learners who are in different learning stages. 518 students, as a sample of this study, were asked to fill in the questionnaire before it was analyzed by One-way ANOVA and t-test. The result shows the fluctuation of levels of self-efficacy. In terms of ranks of sources of self-efficacy, vicarious experience, mastery experience, emotional states, and social persuasion are the most influential sources respectively for positive self-efficacy with the increasing influential due to increasing years of learning; however, for negative self-efficacy, mastery experience was the highest rank of sources of self-efficacy followed by emotional states, vicarious experience, and social persuasion with the inclining influential upon years of learning. The results of this study will give language teachers greater ability to provide supporting facilities, activities, and materials more suitably at each stage of the language learning process.

Keywords: Self-efficacy, foreign language, language learners, learning stages

Introduction

According to IALC (2016), there are "billions of people learning a foreign language" (p.4). Learning a new language benefits the learners in many aspects, e.g. providing more career opportunities and broadening their understanding to other people in different culture (Morris, 2016). As a result, language learning becomes a part of 21st century's skills requirements that have been applied to classrooms around the world (IALC, 2016).

The rising trend of leaning a language is not the only reason that draws attention for studying this topic, but the characteristic of learning a language also differs itself from other subjects. Learning a language is a skill-based or communication-oriented task and it changes from time to time, unlike Mathematics or Science that have concrete knowledge (Jaleniauskiene, 2016). Thus, succeeding in language learning requires many factors. The main factors are external, internal, and individual differences (Ellis, 2002). According to Ellis (2002), the external factors include educational setting, input, etc., while internal factors deal with existing knowledge or internal mechanisms of a learner. In terms of individual differences, it comprises age, aptitude, learning styles, personality, and motivation (Ellis, 2002).

Self-efficacy, especially its sources, becomes the center of attention for many researchers as it plays a big role in learning motivation (Ahn, Bong, and Kim, 2017).

Bandura (1997) defined self-efficacy as the belief in succeeding in specific situations or tasks, and according to Newman and Newman (2006) and Santrock (2016), self-efficacy in language learning represents a sense of confidence that one can master a language. Many studies confirmed that high self-efficacy contributed greatly to the achievement of language learning (Gold, 2010; Mahyuddin, et al., 2006; Mills, Pajares, and Herron, 2007; Multon, Brown, & Lent, 1991; Pajares & Miller, 1994; Pintrich & Schunk, 2010; Rahimi & Abedini, 2009; Schunk, 1991). High self-efficacy students put more effort, have longer persistence, and more willingness to counter the challenging tasks, while low self-efficacy avoids the tasks. Therefore, in order to achieve a language, it is very important that learners firstly positively believe in themselves (Brown, 2007), and then they will actively involve themselves in the learning process (Zhang and Cui, 2010).

Since self-efficacy is a belief that is not comprehensible at birth, it is formed by four main sources: (a) enactive attainments or mastery experience, (b) modeling or vicarious experience, (c) verbal persuasion or social persuasion, and (d) physiological or emotional states (Bandura, 1997; Newman & Newman, 2006; Schunk, 1991). Mastery experience in this study refers to the interpreted result of past accomplishments in learning a language of each learner (Bandura, 1997; Newman & Newman, 2006). Vicarious experience is comparing one's self with others, e.g. classmates, or watching their role models, e.g. teachers, seniors, parents, and relatives (Newman & Newman, 2006). According to Schunk (1991), people normally compare themselves with people who they share similarities such as the same age, gender, nationality, educational level, and so on. Verbal persuasion or social persuasion is either positive or negative words from other people including parents, teachers, trusted peers, or other authoritative figures (Bandura, 1997). Physiological or emotional states are the body states occurred when a learner does a particular task in learning the language; for instance anxiety, excitement, or uncertainty (Bandura, 1997; Schunk, 1991). Those states could lead to their failure or success.

The language learning at a university level is the focus of this study as the language learners in this level are at the age of 18-25, which is in the transition period from adolescence to adulthood (Santrock, 2016). According to Arnett (2006) cited in Santrock (2016), the learners can be formed to be an optimistic student or a miserable one during this time. So, it will be a good opportunity for teachers to reorient the students' lives in a more positive direction. As learning a language takes time, to understand what increase or decrease the students' self-efficacy in a particular timing will help teachers provide appropriate supports including teaching materials, activities, learning evaluation, or even extra-curriculum activities, to the students.

Language teachers have essential roles in assisting their students to achieve high levels of self-efficacy (Brown, 2007). However, language learners carry with them a variety of beliefs and backgrounds when they come to the classroom (Ellis, 2002). In order to get to the root of self-efficacy of each learner and heighten their self-efficacy, the sources of self-efficacy should be investigated, especially for the learners with individual differences. Individual differences cover gender, nationality, age, and time of studying. Gender, nationality, and age have been largely studied and mentioned in many works. However, it is rarely found the studies related to the time learners spend learning a language. Despite the fact that every learner has to pass through those stages of learning, it's neglected to mention. This study focuses on

seeking the levels and sources of self-efficacy of foreign language learners who have different amount of time spending on language learning or in different learning stages.

Research Methodology

Population and Sample

The population of the study comprised all students in a university in Thailand who study language programs including French, Japanese, Chinese, Korean, and German from both Thai and International programs. English was not included as it is compulsory for all students at universities in Thailand from primary school. So, there is no much time difference in learning English that could contribute the study. The estimated number of population is 840. As the researcher tried to collect the maximum data from the population under the limited time, convenient random sampling was used. The total number of sample was 518.

Research Instrument

The students' levels and sources of self-efficacy were collected by questionnaire. The questionnaire includes the students' general information, their level of perceived self-efficacy in learning the language, and sources they believe related to their self-efficacy. The questionnaire was adapted from Luangpipat's study (2015). The adjusted questionnaire had Cronbach's Alpha reliable coefficient (α) at .90. Based on Bandura's sources of self-efficacy (1997), questions 1 to 4 represent mastery experience (ME), question 5 to 8 represent vicarious experience (VE), question 9 to 12 represent social persuasion (SP), and question 13 to 16 represent emotional states (ES).

In terms of level of self-efficacy, the score was divided into 1 to 4. The score from 0.00-1.00 represents 'not confident at all', 1.01-2.00 means 'not so confident', 2.01-3.00 is 'rather confident', and 3.01-4.00 stands for 'very confident'. Level of sources of self-efficacy was divided into 1 to 5. The score from 0.00-1.00 represents 'very low influence', 1.01-2.00 means 'low influence', 2.01-3.00 is 'moderate influence', and 3.01-4.00 stands for 'high influence', 4.01-5.00 represents 'very high influence'.

Data Collection

The questionnaire was distributed directly to the sample by the researcher and the research assistants. The distribution was taken either before or after the lesson depending on the instructors' and the students' permission and convenience. The data was collected in week four or five of the semester, which was before mid-term examinations, in order to allow the students to have some experience in learning the language, yet to minimize the influence of the examination on emotional states of the students during the examination period. Each questionnaire was collected by the distributor right after the students completed it. Then, the data from the questionnaires was analyzed.

Data Analysis

Descriptive analysis by SPSS was used to analyze the data. The levels of students' self-efficacy and sources of self-efficacy were presented with descriptive statistics by mean and standard deviations. One-Way ANOVA was used to compare

the level of students' self-efficacy and level of sources of self-efficacy of the foreign language learners with different learning stages.

Learning stages represent the length of time a foreign language learner spends learning the language regardless to the age they start learning it. There are five stages in this study: "Novice", the learners who have less than 3 years' experience, "Pre-intermediate", the learners who have 3 to 5 years' experience, "Intermediate", the learners who have more than 5 years to 7 years' experience, "Upper-intermediate, the learners who have more than 7 years to 9 years' experience, and "Advanced", the learners who have more than 9 years' experience.

Results of the Study

The majority of the participants are female (80.10%) and Thai (93%). The age is rather varied from 18 to 25. Most of the participants are at their 19, 20, and 21 (32.89%, 31.90%, and 18.30%) respectively. More than half of them (61.80%) are novice foreign learners. There are only 1% of the learners who have experience in learning the language more than 9 years as shown in Table 1.

Table 1 Participants' general information

Variables	N (Total n=518)	Percentage
Gender		
Male	103	19.90
Female	415	80.10
Nationality		
Thai	482	93.00
Foreigner	36	7.00
Age		
18	19	3.70
19	170	32.80
20	165	31.90
21	95	18.30
22	48	9.30
23	14	2.70
24	4	0.80
25	3	0.60
Stages of learning		
Novice (Less than 3 years)	320	61.80
Pre-Intermediate (3 to 5 years)	167	32.20
Intermediate (more than 5 years to 7 years)	20	3.90
Upper- intermediate (more than 7 years to 9 years)	6	1.20
Advanced (More than 9 years)	5	1.00

Level of Self-efficacy

T-test was applied to compare the mean of self-efficacy level between different gender and nationality. The result showed no difference in level of self-efficacy between male and female or Thai and foreign students. Similar to gender and nationality, one-way ANOVA was implemented to compare the level of self-efficacy of students with different age and it found no difference. Thus, those variables were not compared or tested further. However, there is a difference between levels of self-

efficacy in students in different learning stages; hence, the main focus of this study is on the different stages of learning. The result shows in Table 2, Table 3, and Table 4.

Table 2 One-Way Analysis of Variance of Self-Efficacy Level of Foreign Language Learners with Different Learning Stages

Learning Stages	df	SS	MS	F	Sig.
Between Groups	6.15	4	1.54	3.2	.01*
Within Groups	245.66	512	.48		
Total	251.81	516			

* The mean difference is significant at the 0.05 level.

Table 3 Multiple Comparisons of Self-Efficacy Level of Students with Different Learning Stages

(I) Learning stages 1 = Novice, 2 = Pre-intermediate, 3 = Intermediate, 4 = Upper-intermediate, 5= Advanced	(J) Learning stages	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	**2**	**-.16***	**.07**	**.02***	**-.29**	**-.03**
	3	.03	.16	.83	-.28	.35
	4	**-.65***	**.29**	**.02***	**-1.21**	**-.09**
	5	-.52	.31	.10	-1.13	.10
2	3	.19	.16	.24	-.13	.52
	4	-.49	.29	.09	-1.05	.08
	5	-.36	.31	.26	-.97	.26
3	**4**	**-.68***	**.32**	**.04***	**-1.32**	**-.05**
	5	-.55	.35	.11	-1.23	.13
4	5	.13	.42	.75	-.69	.96

* The mean difference is significant at the 0.05 level.

Table 4 Mean and S.D. of Perceived Self-Efficacy Level of Foreign Language Learners with Different Learning Stages

Learning Stages	n (Total n=518)	Mean ($\bar{x}$)	S.D.	Meaning
Novice	320	2.68	.71	Rather confident
Pre-Intermediate	167	2.84	.67	Rather confident
Intermediate	20	2.65	.59	Rather confident
Upper- intermediate	6	3.33	.82	Very confident
Advanced	5	3.20	.45	Very confident
Total	**518**	**2.75**	**.70**	**Rather confident**

Table 2 presents the statistically significant difference between levels of self-efficacy of the students with different learning stages while Table 3 revealed the

difference between novice learners and pre-intermediate learners, novice and upper-intermediate learners, and intermediate and upper-intermediate learners. The data from Table 4 points out those differences by mean. Novice learners have lower confidence (Mean = 2.68) than pre-intermediate (Mean = 2.84) and upper-intermediate (Mean = 3.33) while intermediate learners have the lowest level of self-efficacy (Mean = 2.65).

From Table 4, it also shows the fluctuated levels of self-efficacy of foreign language learners with different learning stages. There is an increase of self-efficacy level from novice to pre-intermediate implying the longer they study, they more confidence they have. However, when it turns to the next stage which is in intermediate or having experience more than 5 years to 7 years, the level of confidence slightly drops before swings back to very confident phrase when the learners reach more than 7 to 9 years and more than 9 years in learning the language. The learners are the most confident in their learning when they have more than 7 years to 9 years of learning as shown in Figure 1.

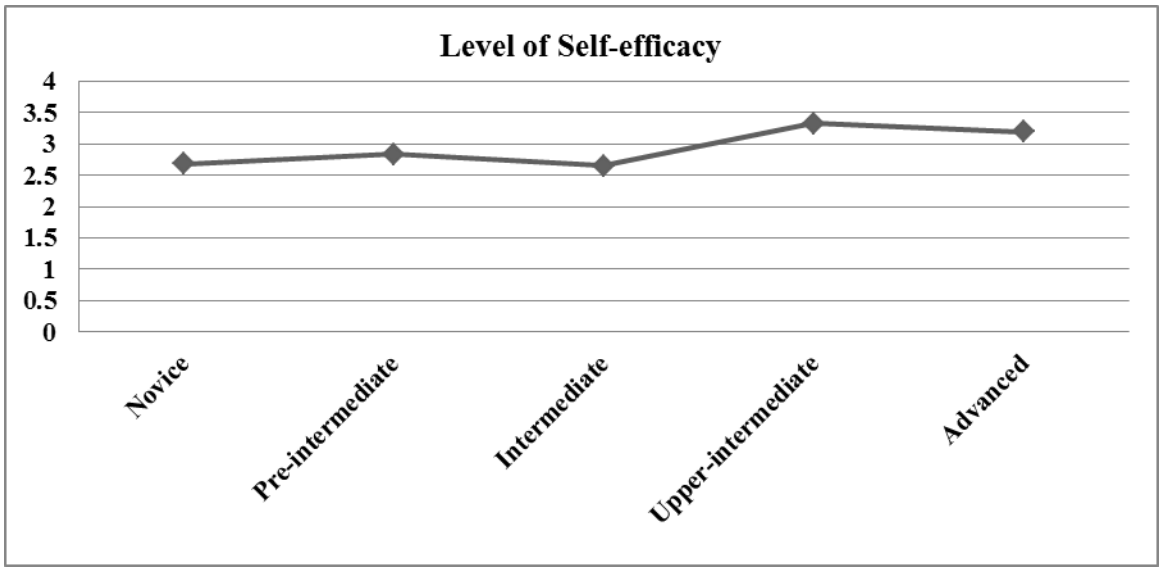

Figure 1 Level of Self-efficacy of Foreign Language Learners in Different Learning Stages

Sources of self-efficacy

The result from one-way ANOVA shows the difference between sources of self-efficacy in students in different stages of learning. The sample was divided into two groups according to their self-efficacy level: students with positive self-efficacy (the level of self-efficacy is more than 2.00) and students with negative self-efficacy (the level of self-efficacy is less than 2.00). The sources of positive self-efficacy were presented in table 5, 6, and 7.

Table 5 One-Way Analysis of Variance of Positive Self-Efficacy's Sources of Foreign Language Learners with Different Learning Stages

Learning Stages		df	SS	MS	F	Sig.
ME	Between Groups	2.16	4	.54	3.14	.02*
	Within Groups	58.97	344	.17		
	Total	61.13	348			
VE	Between Groups	2.08	4	.52	2.478	.04*
	Within Groups	72.17	344	.21		
	Total	74.24	348			
SP	Between Groups	7.58	4	1.90	5.93	.00**
	Within Groups	109.97	344	.32		
	Total	117.55	348			
ES	Between Groups	1.07	4	.266	.75	.56
	Within Groups	122.44	344	.356		
	Total	123.51	348			

* The mean difference is significant at the 0.05 level.
** The mean difference is significant at the 0.01 level

Table 6 Multiple Comparisons of Positive Self-Efficacy's Sources of Foreign Language Learners with Different Learning Stages

Sources of Self-efficacy	(I) (Learning stage: 1 = Novice, 2 = Pre-Intermediate, 3 = Intermediate, 4 = Upper-intermediate, 5= Advanced)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
ME	**1**	**2**	**-.10***	**.05**	**.03***	**-.19**	**-.01**
		3	-.15	.12	.24	-.39	.09
		4	**-.53***	**.18**	**.01***	**-.90**	**-.16**
		5	-.01	.18	.95	-.38	.36
	2	3	-.04	.13	.75	-.29	.21
		4	**-.43***	**.19**	**.02***	**-.79**	**-.06**
		5	.09	.19	.62	-.27	.46
	3	**4**	-.39	.22	.08	-.82	.05
		5	.13	.22	.55	-.30	.57
	4	**5**	**.52***	**.26**	**.05***	**.00**	**1.04**
VE	**1**	2	-.08	.05	.116	-.18	.02
		3	**-.29***	**.14**	**.03***	**-.56**	**-.02**
		4	-.33	.21	.11	-.74	.07
		5	.23	.21	.28	-.18	.63
	2	3	-.21	.14	.13	-.48	.06
		4	-.25	.21	.23	-.66	.16
		5	.31	.21	.14	-.10	.72
	3	4	-.043	.24	.86	-.52	.44

Sources of Self-efficacy	(I) (Learning stage: 1 = Novice, 2 = Pre-Intermediate, 3 = Intermediate, 4 = Upper-intermediate, 5= Advanced)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		5	**.52***	**.24**	**.04***	**.04**	**.99**
	4	5	.56	.29	.05	-.01	1.12
SP	**1**	**2**	**-.28***	**.06**	**.00****	**-.41**	**-.16**
		3	**-.37***	**.17**	**.03***	**-.69**	**-.04**
		4	-.42	.26	.10	-.93	.08
		5	-.26	.26	.31	-.77	.24
	2	3	-.08	.17	.62	-.42	.25
		4	-.14	.26	.59	-.64	.37
		5	.02	.26	.93	-.48	.53
	3	4	-.05	.30	.86	-.65	.54
		5	.11	.30	.72	-.49	.69
		5	.16	.36	.66	-.54	.86
ES	1	2	-.10	.07	.13	-.24	.04
		3	-.03	.18	.89	-.37	.32
		4	-.24	.27	.38	-.77	.29
		5	.04	.27	.87	-.49	.58
	2	3	.08	.18	.66	-.28	.43
		4	-.13	.27	.63	-.67	.40
		5	.15	.27	.59	-.39	.68
	3	4	-.21	.32	.51	-.83	.41
		5	.07	.32	.83	-.55	.69
	4	5	.28	.38	.46	-.46	1.02

* The mean difference is significant at the 0.05 level.
** The mean difference is significant at the 0.01 level

Table 7 Mean and S.D. of Positive Self-Efficacy's Sources of Foreign Language Learners with Different Learning Stages

Sources of Self-efficacy		n (Total n = 349)	Mean ($\bar{x}$)	S.D.	Meaning
ME	Novice	202	2.99	.41	Moderate influence
	Pre-Intermediate	125	3.09	.42	High influence
	Intermediate	12	3.13	.29	High influence
	Upper- intermediate	5	3.52	.36	High influence
	Advanced	5	3.00	.35	High influence
	Total	**349**	**3.04**	**.42**	**High influence**
VE	Novice	202	3.23	.48	High influence
	Pre-Intermediate	125	3.31	.44	High influence
	Intermediate	12	3.52	.35	High influence
	Upper- intermediate	5	3.56	.49	High influence
	Advanced	5	3.00	.35	High influence
	Total	**349**	**3.27**	**.46**	**High influence**

Sources of Self-efficacy		n (Total n = 349)	Mean ($\bar{x}$)	S.D.	Meaning
SP	Novice	202	2.50	.57	Moderate influence
	Pre-Intermediate	125	2.78	.58	Moderate influence
	Intermediate	12	2.87	.49	Moderate influence
	Upper- intermediate	5	2.92	.27	Moderate influence
	Advanced	5	2.76	.59	Moderate influence
	Total	**349**	**2.62**	**.58**	**Moderate influence**
ES	Novice	202	2.93	.60	Moderate influence
	Pre-Intermediate	125	3.03	.60	High influence
	Intermediate	12	2.95	.55	Moderate influence
	Upper- intermediate	5	3.16	.33	High influence
	Advanced	5	2.88	.46	Moderate influence
	Total	**349**	**2.97**	**.59**	**Moderate influence**

Table 5 and Table 6 demonstrate that there are differences in mastery experience, vicarious experience, and social persuasion. In terms of mastery experience, there is a difference between novice and pre-intermediate, novice and upper-intermediate, and pre-intermediate and upper-intermediate, intermediate and upper-intermediate, and upper-intermediate and advanced. For vicarious experience, the difference exists between novice and intermediate and intermediate and advanced. Also, the difference is found in social persuasion between novice and pre-intermediate and novice and intermediate.

Table 7 shows the mean of each source for each particular stage of learning and it shows that the ranks of sources of self-efficacy in every stage are similar: vicarious experience, mastery experience, emotional states, and social persuasion. However, the results reveal that mastery experience increases from novice learner to pre-intermediate learner and from pre-intermediate learner to upper-intermediate learner. The influence of vicarious experience rises from novice to intermediate, but decreases from intermediate to advanced learners. The influence of social persuasion has been increasing from novice to pre-intermediate, and continue increasing when they enter their intermediate's time.

However, when negative self-efficacy was taken into consideration, the data from the upper-intermediate and advanced groups are too small to run one-way ANOVA and it implies that the students who have more experience learning a foreign language have less negative belief about their learning than the less experience ones. T-test was used to compare the mean between novice, pre-intermediate, and intermediate. The result shows the significance in their sources of self-efficacy as shown in Table 8.

Table 8 Sources of Negative Self-Efficacy of Foreign Language Learners with Different Learning Stages

Learning Stages (1=Novice, 2 = Pre-intermediate, 3 = Intermediate)		N	Mean	Std. Deviation	t	p
ME	1	118	2.19	.53	1.97	.09
	3	8	1.78	.58		
VE	**1**	**118**	**1.93**	**.68**	**2.96**	**.02***
	3	**8**	**1.45**	**.42**		
SP	1	118	1.52	.73	.70	.50
	3	8	1.40	.45		
ES	**1**	**118**	**1.99**	**.74**	**3.10**	**.01***
	3	**8**	**1.43**	**.48**		
ME	2	42	2.09	.58	1.41	.19
	3	8	1.78	.58		
VE	2	42	1.83	.64	2.14	.05
	3	8	1.45	.42		
SP	2	42	1.38	.57	-.13	.90
	3	8	1.40	.45		
ES	**2**	**42**	**1.92**	**.81**	**2.36**	**.03***
	3	**8**	**1.43**	**.48**		

* The mean difference is significant at the 0.05 level.

The results reveal the difference between learners with novice and intermediate learners and pre-intermediate and intermediate learners. Table 9 demonstrates that vicarious experience decrease when novice learners become intermediate or have more experience. It implies that modeling is less effective when learners have more experience. Emotional states also decrease from the learners who get more experience. It could be interpreted that the more experienced the learners become, the less emotion plays in their belief or their confidence.

Table 9 Mean and S.D. of Negative Self-Efficacy's Sources of Foreign Language Learners with Different Learning Stages

Sources of Self-efficacy		n (Total n = 169)	Mean ($\bar{x}$)	S.D.	Meaning
ME	Novice	118	2.19	.53	Moderate influence
	Pre-Intermediate	42	2.09	.58	Moderate influence
	Intermediate	8	1.78	.58	Low influence
	Upper- intermediate	1	1.8	-	Low influence
	Total	**169**	**2.14**	**.55**	**Moderate influence**
VE	Novice	118	1.93	.68	Low influence
	Pre-Intermediate	42	1.83	.64	Low influence
	Intermediate	8	1.45	.42	Low influence
	Upper- intermediate	1	1.60	.	Low influence
	Total	**169**	**1.88**	**.66**	**Low influence**
SP	Novice	118	1.52	.73	Low influence
	Pre-Intermediate	42	1.38	.57	Low influence
	Intermediate	8	1.40	.45	Low influence
	Upper- intermediate	1	1.60	.	Low influence
	Total	**169**	**1.48**	**.68**	**Low influence**
ES	Novice	118	1.99	.74	Low influence
	Pre-Intermediate	42	1.92	.81	Low influence
	Intermediate	8	1.43	.48	Low influence
	Upper- intermediate	1	1.60	-	Low influence
	Total	**169**	**1.95**	**.75**	**Low influence**

Comparing by the total mean score, it shows that mastery experience is the highest rated source of self-efficacy followed by emotional states, vicarious experience, and social persuasion respectively.

Summary and discussion

The different level of self-efficacy found with the learners in different stages, and the instability of self-efficacy's level among foreign language learners with different learning stages, could be explained by the identity confusion that occurs during the transitional period in later adolescent ages of 18-24 (Newman & Newman, 2006). The finding also reveals that the novice learners have the least confidence representing a top dog phenomenon, or a role shifting from the highest to the lowest i.e. when university freshmen have to shift themselves from the oldest and the most powerful in high school to newest and the least powerful in the university (Santrock, 2016). The more interesting perspective is that their confidence drops when they have more than nine years of learning experience. They have learned and understood that there is so much knowledge about the language that they can comprehend. The realization of the bigger unknown space lessens their confidence or makes them feel

'smaller'. Like Albert Einstein once said "The more I learn, the more I realize how much I don't know."

In terms of ranks of sources of self-efficacy, vicarious experience, mastery experience, emotional states, and social persuasion are the most influential sources, respectively, for positive self-efficacy regarding to learning stages. For negative self-efficacy, the sources of self-efficacy learners ranked mastery experience the highest, followed by emotional states, vicarious experience, and social persuasion. The influence of the sources of negative self-efficacy has been declining when the learners have more experience. Multon et al. (1991) stated that the more experience the students have, the less they listen to their peers as they are able to assess their own abilities.

The influence of these sources increases when the learners have more experience until they reach the advanced stage, the influence of the sources drops. The findings could be explained by Santrock (2016) and Newman and Newman (2006) stated that peers powerfully interact with the development of a person across their life span, especially, kids and adolescents. As adolescents spend less time with family members, peers become increasingly important and they help each other in exploring themselves and developing their identities (Berk, 2007), implying that students form their self-efficacy based on peer opinion. The comparison does not only occur with their classmates, but the learners are also setting the teachers as the models. According to Bandura (1997), students observe and compare themselves with teachers or classmates to evaluate their ability. The strongest sources of vicarious experience is from teachers, then followed by peers (Ahn, et al., 2017).

In the early stage of university education, students who are new for the university's learning system have limited exposure to the new style of learning and evaluation as well as have not acquired adequate opportunity to develop their beliefs based on their performance (Honicke & Broadend, 2016). So, mastery experience would play a smaller role than other sources, e.g. vicarious experience, in the early stage of learning (Tschannen-Moran & Hoy, 2007).

The changes of influence of vicarious experience found in different learning stages are the result of psychological development of the learners. Peers are more important to the self-efficacy of early adolescent and late adolescent (Ahn, et al., 2017), especially the novices. According to Ahn, et al. (2017), the peers with similar cultural backgrounds would provide them more confirmation of their self-efficacy. The learners who just start learning the language, or novice, may have less idea who to compare and how. Once they gain more experience and could evaluate their ability better, they start observing and creating the criteria to compare as well as to listen from other people. That is why the influence of the sources becomes greater with the years they gain in learning the language.

In increasing the positive self-efficacy, it implies that sources of self-efficacy are more influential when the learners have more experience; in the other words, when the learners are in the stages that they can separate good and bad learners/language users are, they take their past experiences and comments or actions from other people into account more.

Implication and Limitation

From the results, although there was insufficiency for negative self-efficacy of the experienced foreign learners, the information for factors contributing to the negative self-efficacy of the novice learners are adequate to provide the suggestion to the teacher that they should prevent or minimize the negative input for learners' sources of self-efficacy, especially from their mastery experience because it will affect the students the most. Teachers should provide the students tasks that give them opportunity to achieve, so they can earn some of 'Can-do' attitude and that will increase the students' self-efficacy in learning the language (Stipek, 2010). Too difficult tasks will discourage the students and hammer the repeated failure which could make them refuse to actively engage in the tasks and abandon a chance to practice their skills in that particular language (Dweck, 2015). Not only the tasks in classroom that teachers should focus on, but the feedback the teachers provide should be "clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections [with the tasks]," (Hattie, & Timperley, 2007). When the learners have more experiences, teachers can add more activities or teaching methods that involve vicarious experience, e.g. pair work or group work, as this is the highest rated sources for positive self-efficacy of the language learners.

However, this study is limited by time. The longitudinal study should be conducted to see the changes of those sources of self-efficacy. Besides, the activities or the teaching method should be experimented and compared to find out the better ways to increase students' self-efficacy, especially to input more positive self-efficacy from its sources.

Acknowledgement

This research was funded by Naresuan University, Phitsanulok, Thailand.

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